OAK GROVE SCHOOL DISTRICT

Comprehensive Safety Plan

Oak Grove School District Office

6578 Santa Teresa Blvd.

San Jose, CA 95119

(408) 227-8300

The Comprehensive Safety Plan is designed to be utilized as a resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the guidelines of the Standardized Emergency Management System (SEMS), the National Incident Management System (NIMS) and Title I, Division 4, Chapter 8 Government Code.

It is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. **It is *NOT* intended to be a "grab and go" guide in an actual emergency.**

Board Adopted: FEB. 11, 2021

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Safety Plan

INTRODUCTION

The following guideline may be utilized to support the annual review and evaluation of the safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the SEMS (Standardized Emergency Management System), NIMS (National Incident Management System) and Government Code.

The guideline/checklist has been organized into two parts:

1. An assessment by the Safety Committee will be conducted to assure a safe and healthy workplace for employee/s and community. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the comprehensive safety plan which the members of the Safety Committee, Cabinet and the Superintendent certify before being presented to the Board of Trustees for final review and adoption.

   - Child Abuse reporting procedures
   - Procedures to notify employee/s of dangerous situation
   - Discrimination, Harassment and Sexual Harassment Policies
   - Safe ingress and egress to and from site
   - Rules and procedures on discipline in order to create a safe and orderly environment conducive to the workplace
   - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be made available to all employee/s. The plan will be posted on the District's website www.ogsd.net.

Safety Committee

The Safety Committee is responsible for the development, implementation, and an annual evaluation of the safety plan.

The Safety Committee may be composed of the following members:

- Chief Operations Officer
- Manager of Grounds and Maintenance
- Operations & Transportation Manager
- Deputy Superintendent
- Purchasing Manager
- Fiscal Manager
- Coordinator of Human Resources
- Purchase/Finance Technician
- RTW Specialist/HR
- Payroll Technician
- Director, ESD
- STW
- District Nurse
- Executive Division Secretary
- Teacher representatives
- Principal representative
- AFSCME representative
- Trades representative
- CSEA representative
- SIG Representative
- Risk Management Consultant

Additional members may include other district employee/s.

Annual Safety Goals

The Safety Committee shall assess the current status of staff, policies and procedures, and of appropriate strategies and programs that will provide or maintain a high level of safety.

CALENDAR
The Comprehensive Safety Plan was developed by a committee of employees from the district office. The emergency plan is designed to be a practical document for use during a declared emergency of such magnitude i.e. earthquake, fire, intruder, bomb, etc. that follows the guidelines of SEMS and NIMS.

- Maintenance and Operations will maintain the drill log.

2018-2019	Duck & Cover*		Q2			
	Fire*	Q1	Q2	Q3	Q4	
	Earthquake Emergency Evacuation		Q2			
	Shelter In Place					
2019-2020	Duck & Cover*		Q2		Q4	
	Fire*	Q1		Q3	Q4	
	Earthquake Emergency Evacuation		Q2		Q4	
	Shelter In Place			Q3		Annually

Chapter

4

Mandated Policies and Procedures

The Safety Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components:

- Child abuse reporting consistent with Penal Code 11164

- Policies pursuant to Educational Code 48915 and other school-designated serious acts, which would lead to suspension, expulsion or mandatory expulsion recommendations.

- OSHA Workplace Violence Plan

- Discrimination, Harassment and Sexual Harassment Policies

- Routine and Emergency Disaster Procedures that include:

  - ❒ Emergency and Disaster Preparedness Plan
  - ❒ Fire Drills
  - ❒ Bomb Threats
  - ❒ Earthquake Emergency Procedure System
  - ❒ Transportation Safety and Emergencies
  - ❒ Shelter In Place/Lockdown

As the team reviews the following mandated components, critical questions to review include:

- ❒ What is the policy or procedure?
- ❒ How are employees notified that this policy exists?
- ❒ How are employees notified relative to a specific incident?
- ❒ What employee training have been completed?
- ❒ What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accident on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1.   Child Abuse

     a.   Injury inflicted by another person

     b.   Sexual abuse

     c.   Neglect of child's physical, health, and emotional needs

     d.   Unusual and willful cruelty; unjustifiable punishment

     e.   Unlawful corporal punishment

2.   Not Considered Child Abuse

     a.   Mutual affray between minors

     b.   Injury caused by reasonable and necessary force used by a peace officer:

- To quell a disturbance threatening physical injury to a person or damage to property

- To prevent physical injury to another person or damage to property

- For the purposes of self-defense

- To obtain possession of weapons or other dangerous objects within the control of a child

- To apprehend an escapee

B. Mandated Child Abuse Reporting

     a.   Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. Incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

    a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

    b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

    a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

    b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child

    c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

    a. The partner is less than 14 years of age

    b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

    c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

    a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

    a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

    b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

    c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. **Failure to Report Known or Suspected Child Abuse**

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

D. **Child Abuse Reporting Number: (408) 299-2071 (Hotline) or (650) 493-1186**

    333 West Julian Street, San Jose, CA 95110-2335

E. **Employee/s Training**

California now requires that all school employees received annual training on child abuse reporting within the first 6 weeks of school. This training must include child abuse and neglect detection, the employee's obligation and the procedures for making the report within 36 hours of receiving the information concerning the incident. The training also explains that the failure to report is a misdemeanor-punishable by six months in jail, a $1000 fine, or both.

The District partners with Keenan & Associates to provide an on-line training course for which employees are required to take within the first 6 weeks of school. If needed, the district will provide substitutes and a mini-lab session for those employees who do not have access to a computer at their work sites. In addition, Child Abuse Reporting materials are provided to employees during their new hire orientation with Human Resources and each year as part of the Employee Annual Notification packets. All documents can be located on the Staff Information Page of the District website.

CHILD ABUSE REPORTING

Child abuse is any act of omission or commission that endangers or impairs a child's physical or emotional health and development, including:

- Physical abuse, corporal punishment

- Physical neglect and/or inadequate supervision

- Sexual abuse and/or exploitation

- Emotional, abuse, deprivation

What is my responsibility?

If you have knowledge of child abuse, you are a mandated reporter and it is your responsibility to:

- Identify incidents of suspected child abuse

- Comply with laws requiring reporting of suspected child abuse to the proper authorities.

How do I report?

Call the Santa Clara County Department of Social Services, Protective Services Division, **immediately** at (408) 299-2071 and provide the following information:

- Your name
- Name of the child
- Present location of the child
- Nature and extent of injury
- Any other information that led the reporter to suspect child abuse
- Other information as required

Within 36 hours, complete DOJ form 11166 PC (4-part NCR) as completely as possible. Retain the yellow (last) copy for your personal record. Mail the remaining copies to Department of Social Services.

What happens if I don't report?

You may be found guilty of a misdemeanor and may be held liable for civil damages. You are, also, not following Oak Grove School District's procedures therefore not acting in the scope of your job.

Can I ask someone to report for me?

When two or more persons who are required to report are aware of an instance of suspected child abuse, it may be agreed that one will make the report. However, if any person who knows or should know that the person designated to report failed to do so, that person then has a duty to make the report.

What if the suspected child abuse is unfounded?

You are not liable either in civil damages or for criminal prosecution for reporting as required by law.

PENAL CODE SECTION 11166

(a) Except as provided in subdivision (b), any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof within thirty-six (36) hours of receiving the information concerning the incident. For the purposes of this article, "reasonable suspicion" means that it is objectively reasonable for a person to entertain such a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his or her training and experience, to suspect child abuse.

(b) Any child care custodian, medical practitioner, non-medical practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects that mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any way, may report such

known or suspected instance of child abuse to a child protective agency.

(c) Any other person who has knowledge of or observes a child whom he or she knows or reasonably suspects has been a victim of child abuse may report the known or suspected instance of child abuse to a child protective agency.

(d) When two or more person who are required to report are present and jointly have knowledge or a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by such selected member of the reporting team. Any member who has knowledge that he member designated to report has failed to do so, shall thereafter make the report.

(e) The reporting duties under this section are individual, and no supervisor or administrator may impede or inhibit the reporting duties and no person making such a report shall be subject to any sanction for making the report. However, internal procedures to facilitate reporting and apprize supervisors and administrators of reports may be established provided that they are not inconsistent with the provisions of this article.

"Child care custodian" includes teachers, administrative officers, supervisors of child welfare and attendance, or certificated pupil personnel employees of any public or private school; administrators of a public or private day camp; licensees, administrators, employees of community care facilities or child day care facilities licensed to care for children; headstart teachers; licensing workers or licensing evaluators; public assistance workers; employees of child care institutions including, but not limited to, foster parents, group home personnel, personnel of residential care facilities; social workers or probation officers; administrators or presenters of residential care facilities.

Employee Notification of Workplace Violence

Oak Grove Board Policy- BP 4358, 4158, 4258
Employee Security
Personnel
The Governing Board desires to provide a safe and orderly work environment for all employees. As part of the district's comprehensive safety plan, the Superintendent or designee shall develop strategies for protecting employees from potentially dangerous persons and situations and for providing necessary assistance and support when emergency situations occur.

Any employee against whom violence or any threat of violence has been directed in the workplace shall notify the Superintendent or designee immediately. As appropriate, the Superintendent or designee shall initiate legal and security measures to protect the employee and others in the workplace.

The Superintendent or designee may pursue legal action on behalf of an employee against a student or his/her parent/guardian to recover damages to the employee or his/her property caused
by the student's willful misconduct that occurred on district property, at a school or district activity, or in retaliation for lawful acts of the employee in the performance of his/her duties. (Education Code 48904, 48905)

The Superintendent or designee shall ensure that employees receive training in crisis prevention and intervention techniques in order to protect themselves and students. Staff development may include training in classroom management, effective communication techniques, procedures for responding to an active shooter situation, and crisis resolution.

The Superintendent or designee also shall inform teachers, in accordance with law, of crimes and offenses committed by students who may pose a danger in the classroom. (Education Code 48201, 49079; Welfare and Institutions Code 827)
The Superintendent or designee may make available at appropriate locations, including, but not limited to, district and school offices, gyms, and classrooms, communication devices that would enable two-way communication with law enforcement and others when emergencies occur.

Use of Pepper Spray
Employees shall not carry or possess pepper spray on school property or at school activities, except when authorized by the Superintendent or designee for self-defense purposes. When

allowed, an employee may only possess pepper spray in accordance with administrative regulations and Penal Code 22810. Any employee who is negligent or careless in the possession or handling of pepper spray shall be subject to appropriate disciplinary measures.

Reporting of Injurious Objects
The Board requires employees to take immediate action upon being made aware that any person is in possession of a weapon or unauthorized injurious object on school grounds or at a school-related or school-sponsored activity. The employee shall use his/her own judgment as to the potential danger involved and shall do one of the following:
1. Confiscate the object and deliver it to the principal immediately
2. Immediately notify the principal, who shall take appropriate action
3. Immediately call 911 and the principal

When informing the principal about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.

Legal Reference:
EDUCATION CODE
32210-32212 Willful disturbance, public schools or meetings
32225-32226 Communication devices

35208 Liability insurance
35213 Reimbursement for loss, destruction or damage of school property
44014 Report of assault by pupil against school employee
44807 Duty concerning conduct of students
48201 Transfer of student records
48900-48926 Suspension or expulsion
49079 Notification to teacher; student who has engaged in acts re: grounds suspension or expulsion
49330-49335 Injurious objects
CIVIL CODE
51.7 Freedom from violence or intimidation
CODE OF CIVIL PROCEDURE
527.8 Workplace violence safety
GOVERNMENT CODE
995-996.4 Defense of public employees
3543.2 Scope of representation
PENAL CODE

71 Threatening public officers and employees and school officials
240-246.3 Assault and battery, especially:
241.3 Assault against school bus drivers
241.6 Assault on school employee including board member
243.3 Battery against school bus drivers
243.6 Battery against school employee including board member
245.5 Assault with deadly weapon against school employee including board member
290 Registration of sex offenders
601 Trespass by person making credible threat
626-626.11 School crimes
646.9 Stalking
22810 Purchase, possession, and use of tear gas
WELFARE AND INSTITUTIONS CODE
827 Juvenile court proceedings; reports; confidentiality
828.1 District police or security department, disclosure of juvenile records
COURT DECISIONS
City of San Jose v. William Garbett, (2010) 190 Cal. App. 4th 526

Workplace Violence in California

The circumstances associated with workplace violence in California can be divided into three major types. TYPE I - fatal workplace assaults involving a person entering a small late-night retail establishment; TYPE II - workplace violence events involving an assault or threat by someone who is either the recipient of or the object of a service provided by the affected workplace or the victim; and TYPE III - workplace violence event consists of an assault by an individual who has some employment-related involvement with the workplace. It is important to keep in mind that a particular occupation or workplace may be subject to more than one type.

Type I - Fatal workplace assaults involving a person entering a small late-night retail business. In California, the majority of fatal workplace assaults involve a person entering a small late-night retail establishment, e.g., liquor store, gas station or a convenience food store, to commit a robbery. During the commission of the robbery, a worker, or more likely, the proprietor, is killed or injured.

Workers or proprietors who have face-to-face contact and exchange money with the public, who work late at night and into the early morning hours, and who often work alone or in very small numbers are at greatest risk of a Type I event. While the assailant may feign being a customer as a pretext to enter the establishment, he or she has no legitimate relationship to the workplace.

Retail robberies resulting in workplace assaults usually occur between late night and early morning hours and are most often armed robberies. In addition to workers who are classified as cashiers, many victims of late night retail violence are supervisors or proprietors who are attacked while locking up their establishment for the night or janitors who are assaulted while cleaning the establishment after it is closed.

Other occupations/workplaces may be at risk of a Type I event. For instance, assaults on taxicab drivers also involve a pattern similar to retail robberies. The attack is likely to involve an assailant pretending to be a bona fide passenger during the late night or early morning hours who enters the taxicab to rob the driver of his or her fare receipts. Type I events also involve assaults on security guards. It has been known for sometime that security guards are at risk of assault when protecting valuable property that is the object of an armed robbery.

Type II - A Type II workplace violence event involves an assault or threat by someone who is either the recipient or the object of a service provided by the affected workplace or the victim.

Type II events involve fatal or nonfatal injuries to individuals who provide services to the public. These events chiefly involve assaults on public safety and correctional personnel, municipal bus or railway drivers, health care and social service providers, teachers, sales personnel, and other public or private service sector workers who provide professional, public safety, administrative or business services to the public.

Law enforcement personnel are at risk of assault from the "object" of public safety services (suspicious persons, detainees, or arrestees) when making arrests, conducting drug raids, responding to calls involving robberies or domestic disputes, serving warrants and eviction notices and investigating suspicious vehicles. Similarly, correctional personnel are at risk of assault while guarding and transporting jail or prison inmates.

Of increasing concern, though, are Type II events involving assaults to the following types of service providers:

- Medical care providers in acute care hospitals, long-term care facilities, outpatient clinics and home health agencies;

- Mental health and psychiatric care providers in inpatient facilities, outpatient clinics, residential sites and home health agencies;

- Alcohol and drug treatment providers;

- Social welfare providers in unemployment offices, welfare eligibility offices, homeless shelters, probation offices and child welfare agencies;

- Teaching, administrative and support employee/s in schools where students have a history of violent behavior; and

- Other types of service providers, e.g., justice system personnel, customer service representatives and delivery personnel.

Unlike Type I events, which often represent irregular occurrences in the life of any particular at-risk establishment, Type II events occur on a daily basis in many, service establishments, and therefore represent a more pervasive risk for many service providers.

Type III - A Type III workplace violence event consists of an assault by an individual who has some employment-related involvement with the workplace. A Type III event usually involves a threat of violence, or a physical act of violence resulting in a fatal or nonfatal injury, by a current or former worker, supervisor or manager; a current or former spouse or lover; a relative or friend; or some other person who has a dispute involving n worker of the workplace.

Available data indicates that a Type III event is not associated with a specific type of workplace or occupation. Any workplace can be at risk of a Type III event. However, Type III events account for a much smaller proportion of fatal workplace injuries than Types I and II. Nevertheless, Type III fatalities often attract significant media attention and are perceived as more common than they actually are.

Injury and Illness Prevention Plan for Workplace Security

Oak Grove School District's Injury and Illness Prevention (IIPP) Program for Workplace Security addresses the hazards known to be associated with the three major types of workplace violence. Type I workplace violence involves a violent act by an assailant with no legitimate relationship to the workplace who enters the workplace to commit a robbery or other criminal act.

Responsibility

We have decided to assign responsibility for security in our workplace. The IIPP Program administrator for workplace security is the Manager of Custodial and Transportation and has the authority and responsibility for implementing the provisions of this program for Oak Grove School District.

All administrators are responsible for implementing and maintaining this IIPP Program in their work areas and for answering worker questions about the IIPP Program. A copy of this IIPP

Program is available in the Injury and Illness Prevention binder in the main office and is available on intranet in the Safety folder.

All initial reports regarding a workplace violence concern will be reported immediately to Fred Dickey, Chief Facilities Officer

Compliance

We have established the following policy to ensure compliance with our rules on workplace security.

Management of our establishment is committed to ensuring that all safety and health policies and procedures involving workplace security are clearly communicated and understood by all workers.

All workers are responsible for using safe work practices, for following all directives, policies and procedures, and for assisting in maintaining a safe and secure work environment. Our system of ensuring that all workers, including supervisors and administrators, comply with work practices that are designed to make the workplace more secure, and do not engage in threats physical actions which create a security hazard for others in the workplace, include:

- Informing workers, supervisors and administrators of the provisions of our IIPP Program for Workplace Security.

- Evaluating the performance of all workers in complying with our establishment's workplace security measures.

- Recognizing workers who perform work practices which promote security in the workplace.

- Providing training and/or counseling to workers whose performance is deficient in complying with work practices designed to ensure workplace security.

- Disciplining workers for failure to comply with workplace security practices.

- The following practices that ensure worker compliance with workplace security directives, policies and procedures:

Communication

At Oak Grove School District, we recognize that to maintain a safe, healthy and secure workplace we must have open, two-way communication between all workers, including administrators and supervisors, on all workplace safety, health and security issues. Our establishment has a communication system designed to encourage a continuous flow of safety, health and security information between management and our workers without fear of reprisal and in a form that is readily understandable. Our communication system consists of the following items:

- Periodic review of our IIPP Program for Workplace Security with all personnel.

- Training programs designed to address specific aspects of workplace security unique to our establishment.

- Regularly scheduled safety meetings with all District personnel that include workplace security discussions.

- A system to ensure that all workers, including managers and supervisors, understand the workplace security policies.

- Posted or distributed workplace security information.

- A system for workers to inform management about workplace security hazards or threats of violence.

- Procedures for protecting workers who report threats from retaliation by the person making the threats.

- Addressing security issues at our workplace security team meetings.

Hazard Assessment

District personnel will be performing workplace hazard assessment for workplace security in the form of periodic inspections. Periodic inspections to identify and evaluate workplace security hazards and threats of workplace violence are performed by the following observer(s) in the following areas of our workplace:

Periodic inspections are performed according to the following schedule:

- When the IIPP Program for Workplace Security was initiated

- When new, previously unidentified security hazards are recognized

- When occupational injuries or threats of injury occur

- Whenever workplace security conditions warrant an inspection

- Monitor inspection daily

Periodic inspections for security hazards consist of identification and evaluation of workplace security hazards and changes in establishment performs inspections for each type of workplace violence by using the methods specified below to identify and evaluate workplace security hazards.

Inspections for Type I workplace security hazards include:

- Assessing the exterior and interior of the workplace for its attractiveness to robbers.

- Assessing the need for security surveillance measures, such as mirrors or cameras.

- Posting of signs notifying the public that limited cash is kept on the premises.

- Assessing procedures for worker response during a robbery or other criminal act.

- Assessing procedures for reporting suspicious persons or activities.

- Posting of emergency telephone numbers for law enforcement, fire and medical services where workers have access to a telephone with an outside line.

- Limiting the amount of cash on hand and using time access safes for large bills.

- Other:

Inspections for Type II workplace security hazards include assessing:

- Access to, and freedom of movement within, the workplace.

- Adequacy of workplace security systems, such as door locks, security windows, security alarm system, physical barriers and restraint systems.

- Frequency and severity of threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.

- Workers' skill in safely handling threatening or hostile service recipients.

- Effectiveness of systems and procedures to warn others of a security danger or to summon assistance, e.g., alarms or panic buttons.

- The availability of worker escape routes.

- Other:

Inspections for Type III workplace security hazards include assessing:

- How well Oak Grove School District's anti-violence policy has been communicated to workers, supervisors or managers.

- How well Oak Grove School District's management and workers communicate with each other.

- Our workers', supervisors' and managers' knowledge of the warning signs of potential workplace violence.

- Access to, and freedom of movement within, the workplace by non-workers, including recently discharged workers or persons with whom one of our worker's is having a dispute.

- Frequency and severity of worker reports of threats of physical or verbal abuse by managers, supervisors or other workers.

- Any prior violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace.

- Worker disciplinary and discharge procedures.

Incident Investigations

Oak Grove School District has established the following policy for investigating incidents of workplace violence. Our procedures for investigating incidents of workplace violence, which includes threats and physical injury, include:

- Reviewing all previous incidents.

- Reporting the incident to the San Jose Police Department.

- Reporting the incident as a Major Incident Report.

- Visiting the scene of an incident as soon as possible.

- Interviewing threatened or injured workers and witnesses.

- Examining the workplace for security risk factors associated with the incident, including any previous reports of inappropriate behavior by the perpetrator.

- Determining the cause of the incident.

- Taking corrective action to prevent the incident from recurring.

- Recording the findings and corrective actions taken.

Hazard Correction

Hazards which threaten the security of workers shall be corrected in a timely manner based on severity when they are first observed or discovered.

Corrective measures for Type II workplace security hazards include:

- Controlling access to the workplace and freedom of movement within it, consistent with business necessity.

- Ensuring the adequacy of workplace security systems, such as door locks, security windows, physical barriers and restraint systems.

- Providing worker training in recognizing and handling threatening or hostile situations that may lead to violent acts by persons who are service recipients of our establishment.

- Ensuring adequate worker escape routes.

Corrective measures for Type III workplace security hazards include:

- Effectively communicating our District's anti-violence policy to all employees, supervisors or managers.

- Improving communication between our District's management and employees.

- Increasing employees', supervisors' and managers' awareness of the warning signs of potential workplace violence.

- Controlling access to, and freedom of movement within, the workplace by non-workers, including recently discharged workers or persons with whom one of our worker's is having a dispute.

- Ensure that management handles all reports of violent acts, threats of physical violence, verbal abuse, property damage or other signs of strain or pressure in the workplace effectively and that the person making the report is not subject to retaliation by the person making the threat.

- Ensure that worker disciplinary and discharge procedures address the potential for workplace violence.

- Ensure that worker is placed on administrative leave turn in their keys and other Oak Grove School District property at time of action taken.

Training And Instruction

Oak Grove School District has established the following policy on training all workers with respect to workplace security.

All workers, including administrators and supervisors, shall have training and instruction on general and job-specific workplace security practices. Training and instruction shall be provided when the IIPP Program for Workplace Security is first established and periodically thereafter. Training shall also be provided to all new workers and to other workers for whom training has not previously been provided and to all workers, supervisors and administrators given new job assignments for which specific workplace security training for that job assignment has not previously been provided. Additional training and instruction will be provided to all personnel whenever the employer is made aware of new or previously unrecognized security hazards.

General workplace security training and instruction includes, but is not limited to, the following:

- Explanation of the IIPP Program for Workplace Security including measures for reporting any violent acts or threats of violence.

- Recognition of workplace security hazards including the risk factors associated with the three types of workplace violence.

- Measures to prevent workplace violence, including procedures for reporting workplace security hazards or threats to managers and supervisors.

- Measures to summon others for assistance.

- Worker routes of escape.

- Notification of law enforcement authorities when a criminal act may have occurred.

- Emergency medical care in the event of any violent act upon a worker.

Oak Grove School District has chosen the following items for Type II training and instruction for managers, supervisors and employees:

- Dealing with angry, hostile or threatening individuals.

- Location, operation, care, and maintenance of alarm systems and other protective devices.

- Communication procedures.

- Awareness of indicators that lead to violent acts by service recipients.

Oak Grove School District has chosen the following items for Type III training and instruction for administrators, supervisors and employees:

- Pre-employment screening practices.

- Awareness of situational indicators that lead to violent acts.

- Managing with respect and consideration for employee well-being.

- Review of anti-violence policy and procedures.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when *any of four conditions* are met:

1. **Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education/ performance of work duties;**

2. **Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education/performance of work duties;**

3. **The conduct or communication has either the purpose or effect of substantially interfering' with a person's education/performance of work duties;**

4. **The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment"/work environment.**

B. Employee/s Training

Harassment, Discrimination and Sexual Harassment if presented at the following:

- New Employee Orientation

- Beginning of the year trainings

- Quarterly trainings with Maintenance and Operations Department and Transportation

- Mandated Training for Management [Government Code]

- Newsletters, Board Policies, and written communications

C. Policy Pertaining to Sexual Harassment

Oak Grove School District – BP 4119.11 4219.11, 4319.11

Sexual Harassment

Personnel

The Governing Board is committed to providing a safe work environment that is free of harassment and intimidation. The Board prohibits sexual harassment against district employees and retaliatory behavior or action against any person who complains, testifies, or otherwise participates in the complaint process established for the purpose of this policy.
Sexual harassment includes, but is not limited to, harassment that is based on the gender, gender identity, gender expression, or sexual orientation of the victim. This policy shall apply to all district employees and to other persons on district property or with some employment relationship with the district, such as interns, volunteers, contractors, and job applicants.

Any district employee who engages or participates in sexual harassment or who aids, abets, incites, compels, or coerces another to commit sexual harassment in violation of this policy is subject to disciplinary action, up to and including dismissal.

The Superintendent or designee shall take all actions necessary to ensure the prevention, investigation, and correction of sexual harassment, including but not limited to:
1. Providing training to employees in accordance with law and administrative regulation
2. Publicizing and disseminating the district's sexual harassment policy to employees and others to whom the policy may apply
3. Ensuring prompt, thorough, and fair investigation of complaints
4. Taking timely and appropriate corrective/remedial action(s), which may require interim separation of the complainant and the alleged harasser and subsequent monitoring of developments.

Sexual Harassment Reports and Complaints
Any district employee who feels that he/she has been sexually harassed in the performance of his/her district responsibilities or who has knowledge of any incident of sexual harassment by or against another employee shall immediately report the incident to his/her direct supervisor, another supervisor, the district's coordinator for nondiscrimination, the Superintendent, or, if available, a complaint hotline or an ombudsman. A supervisor or administrator who receives a harassment complaint shall promptly notify the coordinator.

Complaints of sexual harassment shall be filed and investigated in accordance with the complaint procedure specified in AR 4030 - Nondiscrimination in Employment. An employee may bypass his/her supervisor in filing a complaint where the supervisor is the subject of the complaint.
All complaints and allegations of sexual harassment shall be kept confidential to the extent necessary to carry out the investigation or to take other subsequent necessary actions. (2 CCR 11023)

Legal Reference:

EDUCATION CODE
200-262.4 Prohibition of discrimination on the basis of sex
GOVERNMENT CODE
12900-12996 Fair Employment and Housing Act, especially:
12940 Prohibited discrimination
12950 Sexual harassment; distribution of information
12950.1 Sexual harassment training
LABOR CODE
1101 Political activities of employees
1102.1 Discrimination: sexual orientation
CODE OF REGULATIONS, TITLE 2
11009 Employment discrimination
11021 Retaliation
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11034 Terms, conditions, and privileges of employment
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs receiving state financial assistance
UNITED STATES CODE, TITLE 20
1681-1688 Title IX prohibition against discrimination
UNITED STATES CODE, TITLE 42
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
CODE OF FEDERAL REGULATIONS, TITLE 34
106.1-106.9 Nondiscrimination on the basis of sex in education programs or activities
106.51-106.61 Nondiscrimination on the basis of sex in employment in education program or activities
COURT DECISIONS
Department of Health Services v. Superior Court of California, (2003) 31 Cal.4th 1026
Faragher v. City of Boca Raton, (1998) 118 S.Ct. 2275
Burlington Industries v. Ellreth, (1998) 118 S.Ct. 2257
Gebser v. Lago Vista Independent School District, (1998) 118 S.Ct. 1989
Oncale v. Sundowner Offshore Serv. Inc., (1998) 118 S.Ct. 998
Meritor Savings Bank, FSB v. Vinson et al., (1986) 447 U.S. 57
BP 4119.11 Personnel

D. Policy Pertaining to Discrimination

DISTRICT POLICY AND COMPLAINT PROCEDURES for:

1.   Student vs. Student

2.   Student vs. Employee/s Member

3.   Employee/s Member vs. Student

4.   Employee/s Member vs. Employee/s member

5.   Knowledge of Student-to-Student or Employee/s-to-Student Sexual Harassment

Discrimination Policies

A. Definition

Title VII of the Civil Rights Act of 1964, protects individuals against employment discrimination on the basis of national origin as well as race, religion, and sex.

It is unlawful to discriminate against any employee or applicant because of the individual's national origin. No one can be denied equal employment opportunity because of birthplace, ancestry, culture, or linguistic characteristics common to a specific ethnic group. Equal employment opportunity cannot be denied because of marriage or association with a person of a national origin group; membership or association with specific ethnic promotion groups; attendance or participation in schools, churches, temples or mosques generally associated with a national origin group; or a surname associated with a national origin group.

B. Employee/s Training

Harassment, Discrimination and Sexual Harassment if presented at the following:

- New Employee Orientation

- Paraprofessional Annual Meeting

- Clerical Annual Training

- Management Meeting

- Mandated Training for Management [Government Code]

- Newsletters, Board Policies, Employee Handbook and written communications

Oak Grove School District - Board Policy # 4030 – Nondiscrimination in Employment

The Governing Board is determined to provide a safe, positive environment where all district employees are assured of full and equal employment access and opportunities, protection from harassment and intimidation, and freedom from any fear of reprisal or retribution for asserting their employment rights in accordance with law. For purposes of this policy, employees include job applicants, interns, volunteers, and persons who contracted with the district to provide services, as applicable.

No district employee shall be discriminated against or harassed by any coworker, supervisor, manager, or other person with whom the employee comes in contact in the course of employment, on the basis of the employee's actual or perceived race, color, ancestry, national origin, age, religious creed, marital status, pregnancy, physical or mental disability, medical condition, genetic information, military and veteran status, sex, sexual orientation, gender, gender identity, gender expression, or association with a person or group with one or more of these actual or perceived characteristics.

The district shall not inquire into any employee's immigration status nor discriminate against an employee on the basis of immigration status, unless there is clear and convincing evidence that it is necessary to comply with federal immigration law. (2 CCR 11028).

Discrimination in employment based on the characteristics listed above is prohibited in all areas of employment and in all employment-related practices, including the following:
1. Discrimination in hiring, compensation, terms, conditions, and other privileges of employment
2. Taking of an adverse employment action, such as termination or the denial of employment, promotion, job assignment, or training
3. Unwelcome conduct, whether verbal, physical, or visual, that is so severe or pervasive as to adversely affect an employee's employment opportunities, or that has the purpose or effect of unreasonably interfering with the individual's work performance or creating an intimidating, hostile, or offensive work environment
4. Actions and practices identified as unlawful or discriminatory pursuant to Government Code 12940 or 2 CCR 11006-11086, such as:
a. Sex discrimination based on an employee's pregnancy, childbirth, breastfeeding, or any related medical condition or on an employee's gender, gender expression, or gender identity, including transgender status

b. Religious creed discrimination based on an employee's religious belief or observance, including religious dress or grooming practices, or based on the district's failure or refusal to use reasonable means to accommodate an employee's religious belief, observance, or practice which conflicts with an employment requirement
c. Requirement for a medical or psychological examination of a job applicant, or an inquiry into whether a job applicant has a mental or physical disability or a medical condition or as to the severity of any such disability or condition, without the showing of a job-related need or business necessity
d. Failure to make reasonable accommodation for the known physical or mental disability of an employee, or to engage in a timely, good faith, interactive process with an employee who has requested such accommodations in order to determine the effective reasonable accommodations, if any, to be provided to the employee

The Board also prohibits retaliation against any district employee who opposes any discriminatory employment practice by the district or its employees, agents, or representatives or who complains, testifies, assists, or in any way participates in the district's complaint process pursuant to this policy. No employee who requests an accommodation for any protected characteristic listed in this policy shall be subjected to any punishment or sanction, regardless of whether the request was granted. (Government Code 12940; 2 CCR 11028)
Complaints concerning employment discrimination, harassment, or retaliation shall immediately be investigated in accordance with procedures specified in the accompanying administrative regulation.

Any supervisory or management employee who observes or has knowledge of an incident of prohibited discrimination or harassment, including harassment of an employee by a nonemployee, shall report the incident to the Superintendent or designated district coordinator as soon as practical after the incident. All other employees are encouraged to report such incidents to their supervisor immediately. The district shall protect any employee who reports such incidents from retaliation.

The Superintendent or designee shall use all appropriate means to reinforce the district's nondiscrimination policy, including providing training and information to employees about how to recognize harassment, discrimination, or other related conduct, how to respond appropriately, and components of the district's policies and regulations regarding discrimination. The Superintendent or designee shall regularly review the district's employment practices and, as necessary, shall take action to ensure district compliance with the nondiscrimination laws.
Any district employee who engages in prohibited discrimination, harassment, or retaliation or

who aids, abets, incites, compels, or coerces another to engage or attempt to engage in such behavior in violation of this policy shall be subject to disciplinary action, up to and including dismissal.

Legal Reference:
EDUCATION CODE
200-262.4 Prohibition of discrimination
CIVIL CODE
51.7 Freedom from violence or intimidation
GOVERNMENT CODE
11135 Unlawful discrimination
11138 Rules and regulations
12900-12996 Fair Employment and Housing Act, especially:
12940-12952 Unlawful employment practices
12960-12976 Unlawful employment practices; complaints
PENAL CODE
422.56 Definitions, hate crimes
CODE OF REGULATIONS, TITLE 2
11006-11086 Discrimination in employment, especially:
11013 Recordkeeping
11019 Terms, conditions and privileges of employment
11023 Harassment and discrimination prevention and correction
11024 Sexual harassment training and education
11027-11028 National origin and ancestry discrimination
CODE OF REGULATIONS, TITLE 5
4900-4965 Nondiscrimination in elementary and secondary education programs
UNITED STATES CODE, TITLE 20
1681-1688 Title IX of the Education Amendments of 1972
UNITED STATES CODE, TITLE 29
621-634 Age Discrimination in Employment Act
794 Section 504 of the Rehabilitation Act of 1973
UNITED STATES CODE, TITLE 42
2000d-2000d-7 Title VI, Civil Rights Act of 1964, as amended
2000e-2000e-17 Title VII, Civil Rights Act of 1964, as amended
2000ff-2000ff-11 Genetic Information Nondiscrimination Act of 2008
2000h-2-2000h-6 Title IX of the Civil Rights Act of 1964
6101-6107 Age discrimination in federally assisted programs
12101-12213 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 28
35.101-35.190 Americans with Disabilities Act
CODE OF FEDERAL REGULATIONS, TITLE 34
100.6 Compliance information
104.7 Designation of responsible employee for Section 504
104.8 Notice
106.8 Designation of responsible employee and adoption of grievance procedures
106.9 Dissemination of policy
110.1-110.39 Nondiscrimination on the basis of age
COURT DECISIONS
Thompson v. North American Stainless LP, (2011) 131 S.Ct. 863
Shephard v. Loyola Marymount, (2002) 102 Cal.App.4th 837

Procedures for Safe Ingresses and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, sites must plan for employee/s and visitors with disabilities.   Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

- A. The ADA Officer and/or Staffing Officer under the SEMS Logistics Chief at the District Office will facilitate the evacuation of disabled employees, students or other guests at the district office during an emergency.

- B. The Liaison will keep the community resources updated during an emergency.

Planning

It is recommended that sites identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the site population in the event of an emergency.

- Staffing Officer will maintain an updated roster in a Logistic Team emergency bin.

- Staffing Officer will maintain emergency information on District employees.

- Staffing Officer will release employees according to priorities determined by District.

On-Site Evacuation/Assembly Location

Outside - Fence line at back of parking lot

Off-Campus Evacuation/Assembly Location

> JAMES MORENO
>
> a.   Establish a memorandum of agreement with the evacuation site(s).

In the event of an airborne chemical or biological release, it is safest for employee/s to remain indoors.

Follow the "Shelter-in-Place" procedures.

C. Employee/s Training

Employee/s will be trained on an annual basis. Evacuation plans will be distributed to departments 24 hours before the event.

EXIT PLAN
OAK GROVE DISTRICT OFFICE
6578 SANTA THERESA BLVD. SAN JOSE, CA 95119
OAK GROVE SCHOOL DISTRICT

FIRE HYDRANT
W WATER MAIN
G GAS METER
E ELECTRICAL MAIN
S A/C DISCONNECT
RESTROOMS
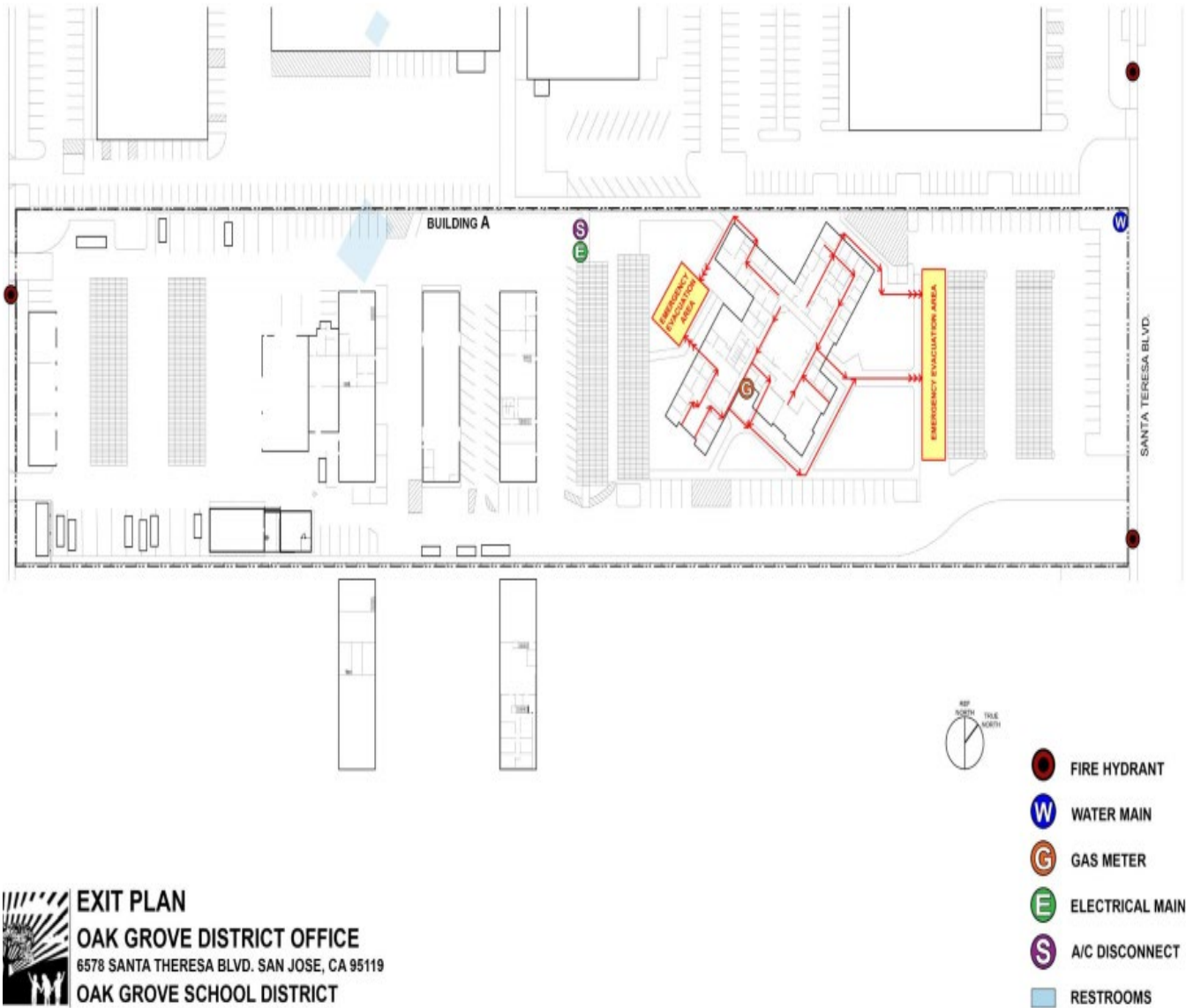
- Evacuation Plan 1

Progressive Discipline

A. **Statement of Rules and Procedures On Progressive Discipline During a Declared Emergency**

Government Code: Title 1, Division 4, Chapter 8

Oak Grove Board Policy

If the Superintendent declares a District emergency during the school day, the District has a clear statement of policy governing its actions.

Oak Grove School District's policy is as follows:

In case of a **declared emergency** by the Superintendent or designee during school hours, all students will be required to remain at their school or an alternate, safe site under the supervision of district personnel:

Until regular dismissal time or end of work day and then released only if it is considered safe, or

Until released to an adult authorized by the parent or legal guardian whose name appears on the District records.

To provide this supervision and care, Oak Grove School District personnel will be utilized under Title 1, Division 4, Chapter 8 Government Code and legal statues included in the Disaster Emergency Guide. **The statutes state that all public employees are designated disaster service workers when an emergency is declared. The District Superintendent, or designee, has the legal authority to declare an emergency in this District.** The authority also extends to the City of San Jose and to Santa Clara County to declare an emergency and press public employees into service as disaster service workers.

Please inform family and friends what your responsibility is during an emergency so they do not worry about you. We recommend that you have a plan at home so your loved ones know who to contact in case of emergency.

B. **Plan at Home**

The first 72 hours after an earthquake are critical. Electricity, gas, water, and telephones may not be working. In addition, public safety services such as police and fire departments will be busy handling serious crises. You should be prepared to be self-sufficient, able to live without running water, electricity and/or gas, and telephones, for at least three days following a quake. To do so, keep on hand in a central location the following:

- **Food.** Enough for 72 hours, preferably one week.
- **Water.** Enough so each person has a gallon a day for 72 hours, preferably one week.
- **First Aid Kit.**
- **Fire Extinguisher.**
- **Flashlights and extra batteries.**

- **Portable radio with extra batteries.**
- **Extra blankets, clothing, shoes and money.**
- **Alternate cooking sources**. Store a barbecue or camping stove for outdoor camping. Caution: Ensure there are no gas leaks before you use any kind of fire as a cooking source and do not use charcoal indoors.
- **Special items**: Medications, glasses, food for infants, pet food.
- **Tools.** Have an adjustable or pipe wrench for turning off gas and water.

C. <u>Employee/s Training</u>

Management will receive training at FRISK workshops

Employee/s will receive training through policies, procedures, and other written documentation.

D. <u>Employee Discipline</u>

Employees who fail to perform their duties as **<u>Designated Disaster Service Workers</u>** are subject to discipline as contained in the appropriate applicable Board Policy and regulation and employee agreements.

Oak Grove School District – BP 4118 - Personnel Dismissal/Suspension/Disciplinary Action

The Governing Board expects all employees to perform their jobs satisfactorily, exhibit professional and appropriate conduct, and serve as positive role models both at school and in the community. A certificated employee may be disciplined for conduct or performance in accordance with law, the applicable collective bargaining agreement, Board policy, and administrative regulation.

(cf. 4000 - Concepts and Roles)
(cf. 4112.5/4212.5/4312.5 - Criminal Record Check)
(cf. 4119.21/4219.21/4319.21 - Professional Standards)
(cf. 4141/4241 - Collective Bargaining Agreement)

Disciplinary action shall be based on the particular facts and circumstances involved and the severity of the conduct or performance. Disciplinary actions may include, but are not limited to, verbal warnings, written warnings, reassignment, suspension, freezing or reduction of wages, compulsory leave, or dismissal.

(cf. 4114 - Transfers)

The Superintendent or designee shall ensure that disciplinary actions are taken in a consistent, nondiscriminatory manner and are appropriately documented.

(cf. 1312.1 - Complaints Concerning District Employees)
(cf. 4030 - Nondiscrimination in Employment)
(cf. 4112.6/4212.6/4312.6 - Personnel Files)
(cf. 4119.1/4219.1/4319.1 - Civil and Legal Rights)
(cf. 4119.11/4219.11/4319.11 - Sexual Harassment)

Suspension/Dismissal Procedures
The Superintendent shall notify the Board whenever he/she believes that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933.
When the Board finds that there is cause to suspend or dismiss an employee pursuant to Education Code 44932 or 44933, it may formulate a written statement of charges specifying instances of behavior and the acts or omissions constituting the charge, the statutes and rules that the employee is alleged to have violated when applicable, and the facts relevant to each charge. The Board shall also review any duly signed and verified written statement of charges filed by any other person. (Education Code 44934, 44934.1)

Based on the written statement of charges, the Board may,upon majority vote, give notice to the employee of its intention to suspend or dismiss him/her at the expiration of 30 days from the date the notice is served. (Education Code 44934, 44934.1)

(cf. 4112.9/4212.9/4312.9 - Employee Notifications)

Prior to serving a suspension or dismissal notice that includes a charge of unsatisfactory performance, the district shall give the employee written notice of the unsatisfactory performance that specifies the nature of the unsatisfactory performance with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unsatisfactory performance charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unsatisfactory performance shall be provided at least 90 days prior to the filing of the suspension or dismissal notice or prior to the last one-fourth of the school days in the year. (Education Code 44938)

(cf. 4115 - Evaluation/Supervision)

Prior to serving a suspension or dismissal notice that includes a charge of unprofessional conduct, the district shall give the employee written notice that describes the nature of the unprofessional conduct with such specific instances of behavior and with such particularity as to furnish the employee an opportunity to correct his/her faults and overcome the grounds for any unprofessional conduct charges and, if applicable, that includes the evaluation made pursuant to Education Code 44660-44665. The written notice of the unprofessional conduct shall be provided at least 45 days prior to the filing of the suspension or dismissal notice. (Education Code 44938)

Except for notices that only include charges of unsatisfactory performance, the written suspension or dismissal notice may be served at any time of year. Such notice shall be served upon the employee personally if given outside of the instructional year or, if given during the instructional year, may be served personally or by registered mail to the employee's last known address. Notices with a charge of unsatisfactory performance shall be given only during the instructional year of the school site where the employee is physically employed, and may be served personally or by registered mail to the employee's last known address. (Education Code 44936)

If an employee has been served notice and demands a hearing pursuant to Government Code 11505 and 11506, the Board shall either rescind its action or schedule a hearing on the matter. (Education Code 44941, 44941.1, 44943, 44944).

Pending suspension or dismissal proceedings for an employee who is charged with egregious misconduct, immoral conduct, conviction of a felony or of any crime involving moral turpitude, incompetency due to mental disability, or willful refusal to perform regular assignments without reasonable cause as prescribed by district rules and regulations, the Board may, if it deems it necessary, immediately suspend the employee from his/her duties. If the employee files a motion with the Office of Administrative Hearings for immediate reversal of the suspension based on a cause other than egregious misconduct, the Board may file a written response before or at the time of the hearing. (Education Code 44939, 44939.1, 44940).

When a suspension or dismissal hearing is to be conducted by a Commission on Professional Competence, the Board shall, no later than 45 days before the date set for the hearing, select one person with a currently valid credential to serve on the Commission. The appointee shall not be an employee of the district and shall have at least three years' experience within the past 10 years at the same grade span or assignment as the employee, as defined in Education Code 44944. (Education Code 44944)

Legal Reference:
EDUCATION CODE
44008 Effect of termination of probation
44009 Conviction of specified crimes
44010 Sex offense; definitions
44011 Controlled substance offense; definitions
44242.5 Reports and review of alleged misconduct
44425 Conviction of a sex or narcotic offense
44660-44665 Evaluation and assessment of performance of certificated employees
44830.1 Criminal record summary certificated employees
44929.21 Notice of reelection decision; districts with 250 ADA or more
44929.23 Reelection and dismissal of probationary employees; districts with ADA less than 250
44930-44988 Resignations, dismissal, and leave of absence
45055 Drawing of warrants for teachers
48907 Exercise of free speech, expression
48950 Speech and other communication
51530 Advocacy or teaching of communism
GOVERNMENT CODE
1028 Advocacy of communism
3543.2 Scope of representation

11505-11506 Hearing
HEALTH AND SAFETY CODE
11054 Schedule I; substances included
11055 Schedule II, substances included
11056 Schedule III, substances included
11357-11361 Marijuana
11363 Peyote
11364 Opium
11370.1 Possession of controlled substances with a firearm
PENAL CODE
187 Murder
291 School employees arrest for sex offense

667.5 Prior prison terms, enhancement of prison terms
1192.7 Plea bargaining limitation
11165.2-11165.6 Child abuse or neglect; definitions
CODE OF REGULATIONS, TITLE 5
80303 Reports of change in employment status
80304 Notice of sexual misconduct
COURT DECISIONS
Crowl v. Commission on Professional Competence, (1990) 225 Cal. App. 3d 334
Morrison v. State Board of Education (1969) 1 Cal.3d 214
Management Resources:
COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS
California's Laws and Rules Pertaining to the Discipline of Professional Certificated Personnel, 2007
WEB SITES
CSBA: http://www.csba.org
Commission on Teacher Credentialing: http://www.ctc.ca.gov

(7/00 11/08) 12/14

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A district office disaster plan, ready for implementation at any time, for maintaining the safety and care of employee/s.

A drop procedure:

As used in this article, "drop procedure," means an activity whereby each employee/s member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held annually.

Protective measures to be taken before, during, and following an earthquake:

A program to ensure that both the certificated and classified employee/s are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Standards for a Successful Earthquake Drill:

1. The earthquake alarm can be heard by all employees;

2. Whenever an earthquake alarm is sounded, all employees and community members shall immediately begin Duck, Cover and Hold procedures:

   - DUCK, or DROP down on the floor.

   - Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.

   - HOLD onto the furniture and be prepared to move with it.

   - Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation

An Evacuation should **NEVER** be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the department head will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Employee/s is to remain with their staging team in the evacuation area. Management shall take attendance once in the evacuation area and be prepared to identify missing employee/s to designee and/first responders.

The Safety Committee shall keep a copy of each drill conducted on the Safety Plan Annual Drill Report Form and file a copy in the M&O office.

Evacuations shall occur when directed by management. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by employee/s in order to reach the designated evacuation areas.

Staging team leaders have taken roll once in the evacuation area. Any missing employees are immediately reported to the Incident Commander.

Upon sounding of the all clear employee/s will return to their appropriate work area and the department head/designee takes roll once more.

Fire Drills

The District Office shall hold fire drills at least once every quarter.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all employees and visitors shall quickly leave the building in an orderly manner. Management and evacuation team shall ascertain that no employee remains in the building.

2. Designated evacuation routes shall be posted in each room. Employees shall be prepared to select alternate exits in the event the designated evacuation route is blocked.

3. Evacuation areas will be established away from fire lanes.

4. Employees shall remain in their staging area. Staging leaders shall take roll once in the evacuation area and be prepared to identify missing employees to Incident Commander and/or fire marshals/designees.

5. The District shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with the Maintenance and Operations office.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all employee/s

2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.

3. Employee/s and visitors are staged in an orderly fashion away from fire lanes.

4. Staging Leaders have taken roll once in the evacuation area. Any missing employees are immediately reported to the Incident Commander or designee.

5. Upon sounding of the all clear employee/s may return to their appropriate office and management/or designee takes roll once more.

Shelter in Place / Lockdown Drills

The District Office should conduct an annual drill, which should take no longer than 30 minutes. Drills are scheduled for all sites, in cooperation with the local police and crime prevention unit and are distributed to the principals at the beginning of the school year. The schedule is shared Cabinet and the Superintendent.

There are a number of steps that are recommended in the Lockdown Training in order to successfully conduct the drill. They involve:

1. Conduct an employee/s meeting. Plan on a 30 minute timeframe to review expectations and standards in terms of:

   - Discuss Run, Hide and Defend Procedures.

For a lockdown discuss:

   - Locking doors

   - Securing the door with the red strap and/or barricade

   - Covering windows

   - Turning off lights

   - Staying quiet

   - Reviewing office and all clear procedures

   - Reviewing off site evacuation locations.

2. Send a reminder memo to your employee/s 48 hours in advance of drill.

3. Organize your Site Safety Committee. This also provides an excellent opportunity for your Emergency Response Team to work together with police participants in the drill.

4. Conduct the assessment.

5. Review the assessment with staff that is provided after the drill.

Remember, you are setting the tone for the importance of safety for employee/s on your site.

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

- Establishes response policies and procedures, providing clear guidance for planning purposes.

- Describes and details procedural steps necessary to protect lives and property.

- Outlines coordination requirements.

- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and employee/s.

- Provide for a safe and coordinated response to emergencies.

- Protect the District's facilities and properties.

- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.

- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).

- Provide for interface and coordination between sites and the County or city EOC in which they reside.

- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

- Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purpose. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that **public employees are disaster service workers**, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.

- When a state of emergency is proclaimed.

- When a federal disaster declaration is made.

 The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.

2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school district. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school employee/s render school officials potentially liable for acts committed or omitted by school employee/s acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and employee/s. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency

- State of Emergency

- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers

of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operation Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Earthquake Size Descriptions		
Descriptive Title	**Richter Magnitude**	**Intensity Effects**
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.
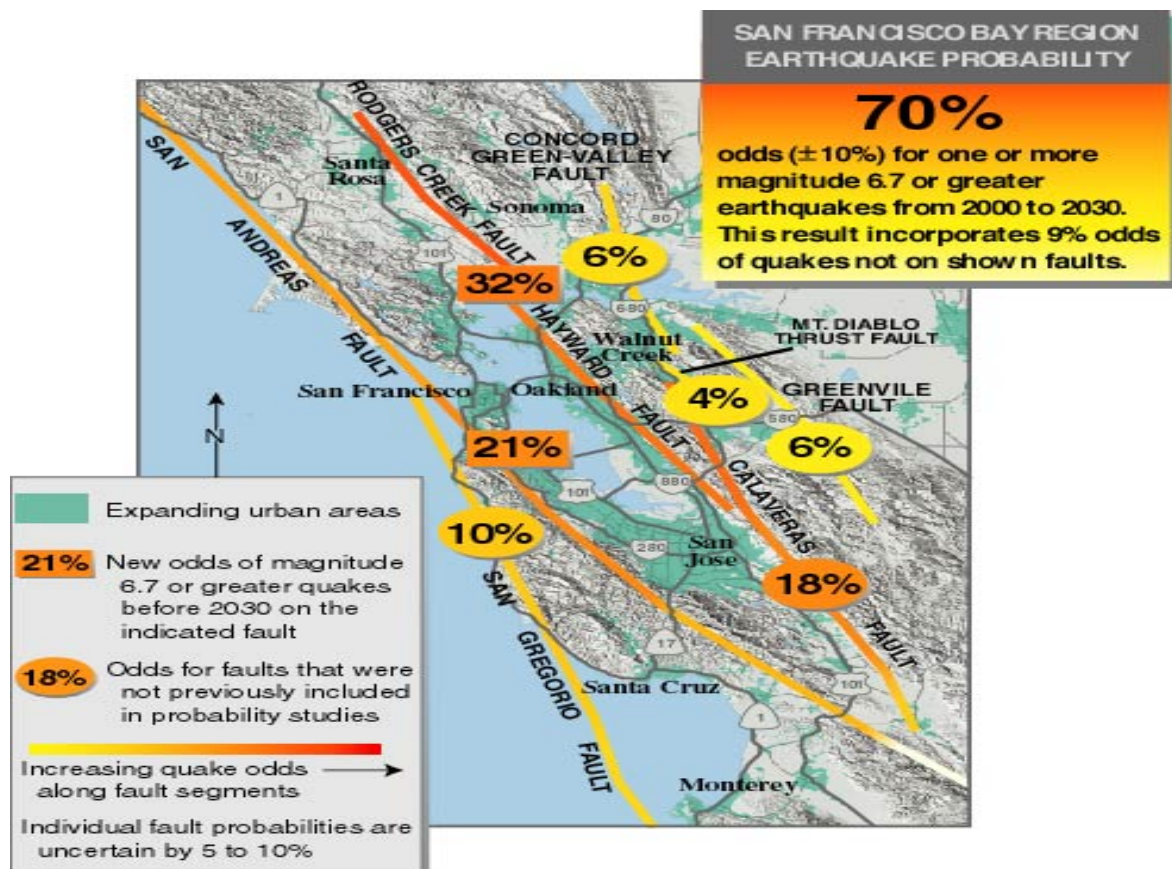
Levels of Response

This information has been checked with the San Jose Police Department.

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local <u>resources are adequate and available</u>. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which <u>resources are not adequate and mutual aid may be required</u> on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Oak Grove School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram

1

Major Disaster

Level 1: Major Disaster
On-scene incident
Commander(s) (multiple school sites)
communicates with
District EOC under
Command of EOC Director
_____
District EOC communicates

2

Local Disaster

Level 2: Local Disaster
On-scene incident
Commander(s) (multiple school sites)
Communicates with
Abbreviated District EOC under
Command of EOC Manager
_____

3

Local Emergency

Level 3: Local Emergency
On-scene incident
Commander (Site Coordinator)
Communicates as shown
in Classroom Emergency &
Critical Incident Plan
_____
Based upon size of emergency,
an Abbreviated District EOC may

0

Readiness & Routine

Level 0: Readiness & Routine

Day-to-day response by District

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employee/s must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of employee/s.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible

First Things First

Preparing your District for emergencies starts with employee/s preparedness. The backbone of planning is dependent on the employee/s's willingness to stay at site during a major community emergency. Personal preparedness makes this much easier.

Each employee/s member needs

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home

- A Car Kit, including comfortable clothes/shoes and medications

- To develop a plan to reunite with their family

- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

Employee/s will not be able to be released until all students are home safe. This means the employee/s will need to stay at the district. Employee/s may be directed to go to school sites to assist the school site team. You can only do this if you are prepared at home! You <u>must</u> feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: *California Government Code* Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

- When a local emergency has been proclaimed,

- When a state of emergency has been proclaimed, or

- When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

District Responsibility

If the Superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.

    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

Parent Responsibility

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: <u>STAND BY</u>

Action: STAND BY consists of bringing employee/s into the office or holding them in the office pending further instruction.

B. Action: <u>LEAVE BUILDING</u>

ACTION: LEAVE BUILDING consists of the orderly movement of employee/s from inside the distict building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

- a. Fire
- b. Peacetime Bomb Threat
- c. Chemical Accident
- d. Explosion or Threat of an Explosion
- e. Following an Earthquake
- f. Other similar occurrences that might make the building uninhabitable
- g. At the onset of a Lockdown Alert, when the property authority or Incident Commander has ascertained that leaving is the best option.

C. Action: <u>TAKE COVER</u>

Action: TAKE COVER consists of bringing/keeping employee/s indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat.

Action TAKE COVER is appropriate for, but not limited to, the following:
- a. Severe Windstorm (short warning)
- b. Biological or Chemical Threat
- c. Sniper Attack
- d. Rabid Animal on School Grounds

D. Action: <u>DROP</u>

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

    a. Inside school buildings
- Immediately **TAKE COVER** under desks or tables and <u>turn away</u> from all windows
- Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

    b. Outside of School Buildings
- Earthquake: move away from buildings
- Take a protective position, if possible

    c. Explosion/Nuclear Attack:
- Take protective position, **OR,**
- Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: <u>DIRECTED MAINTENANCE</u>

No site personnel are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and Site Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the joint authorization of the administration and operations.

F. ACTION: <u>DIRECTED TRANSPORTATION</u>

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and employee/s into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: DIRECTED TRANSPORTATION is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

    a. Fire
    b. Chemical & Biological Gas Alert
    c. Flood

d. Fallout Area
e. Blast Area
 f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: <u>GO HOME</u>

Action: GO HOME consists of:
   a. Dismissal of all employee/s
   b. Employee/s returns to their homes by the most safe and expeditious means

Action: GO HOME is to be considered only if there is time for employee/s to go safely to their homes. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: <u>CONVERT SCHOOL</u>

Action: CONVERT SCHOOL to a Red Cross emergency facility will be initiated by City officials.

Earthquake

DROP, COVER, and HOLD

It is the responsibility of every district to ensure employee is taught and trained in the following procedures.

Earthquake procedures in the office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home.

While in a vehicle, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A Building:

In the event that a fire is detected within a building, use the following procedures:

a) Management or Designee will:
- Order an evacuation if the fire alarm doesn't work
- Call 9-1-1
- Notify the Superintendent and Superintendent's office.

b) Evacuation Leaders will supervise the evacuation of the building(s) to the designated areas according to the Emergency Exit Plan posted in every department and office.

c) Employee/s will close doors upon evacuating.

d) Designated department personnel will take roll call. Designated department personnel will report any missing employee/s to their Staging Leader.

e) The Custodian or designees shall assist by shutting off gas valves, electricity, etc.

f) The Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Custodian or designee will also keep access entrances open for emergency vehicles.

g) Notify employee/s when it is safe to return to the site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near Office Building

a.**The Superintendent or designee shall**:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the employees in the building.

- Notify the Fire Department by calling 911.

- Notify employee/s when it is safe to return to the site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT THE DISTRICT OFFICE WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.

- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.

- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ❑ Update each employee's emergency card.[see attached].
- ❑ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ❑ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ❑ Clear away materials and boxes from hallways and pathways.
- ❑ Check district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ❑ Conduct a survey of your site offices with no windows and prepare relocation plans.
- ❑ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- ❑ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- ❑ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ❑ Ask your employee/s to have seasonal warm clothing available.
- ❑ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ❑ If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- ☐ CONTACT MAINTENANCE & OPERTIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- ☐ According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- ☐ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ☐ Use a buddy system when going to the restrooms.
- ☐ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ☐ DO NOT USE candles or gas lanterns.
- ☐ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ☐ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

Shelter-in-Place: Danger in the Community

Shelter in Place may be directed should there be a danger in the community that could present a danger to the site, community or a situation at the site that could harm employee/s if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ❑ **SHELTER.** Go inside the nearest building and remain there. Lock the door. You are looking for enclosed protection from the outside. Designated employee/s should quickly check hallways and get employee/s into offices. Designated employee/s will keep all students in the offices until the emergency is resolved or directed to evacuate by the Superintendent and/or Public Safety Responders.

- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.

- ❑ **LISTEN.** Remain quiet to hear critical instructions from site officials.

    - o If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR EMPLOYEE/S IF APPROPRIATE:

CHEMICAL SPILL

- ❑ Advise employee/s to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.

- ❑ A site official should close all vents and turn off ventilation systems. The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.

- ❑ Turn off all motors and fans. Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.

- ❑ Advise employee/s to remain sheltered until the "all-clear" signal is given.

Bomb Threat

Most likely, threats of a bomb or other explosive device will be received by telephone.

THE PERSON RECEIVING THE BOMB THREAT WILL:

❑ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.

❑ Use the **"bomb threat checklist"** form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

The most important information is:

❑ **When will the bomb explode and where is the bomb located?**

❑ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).

❑ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

❑ Call 9-1-1. Give the following information:

✓ Your name

✓ Your call-back phone number

✓ Exact street location with the nearest cross street

✓ Nature of incident

✓ Number and location of people involved and/or injured

❐   Notify Superintendent's Office

❐   Evacuate involved <u>buildings</u> using fire drill procedures. Management must have Superintendent's permission to evacuate the entire site.

❐   Implement a systematic inspection of the facilities to determine if everyone is out.

❐   Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object.   Site employee/s should be ready to assist as needed.

❐   Maintain an open telephone line for communications.

❐   Secure all exits to prevent re-entry to buildings during the search period.

❐   Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.

❐   Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM
OAK GROVE SCHOOL DISTRICT

School:	Time Call Received:	Call Taken By:
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat: " "						
	Caller's Voice: (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
1. When will the bomb explode?								
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male / Female / Unknown		Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							
	Have this information ready <u>before</u> calling 911.							

Intruder on Campus/District Office Building

The campus intruder is defined as a non-student or a student/employee on suspension who loiters or creates disturbances on District property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

<u>Low Level:</u>

❏ Have the person(s) under suspicion kept under constant covert surveillance.

❏ Approach and greet the intruder in a polite and non-threatening manner.

❏ Identify yourself as a district official.

❏ Ask the intruder for identification.

❏ Ask them what their purpose is for being on campus.

❏ Advise intruder of the trespass laws.

❏ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.

❏ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.

❏ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on campus causing a disruption:

❏ Employee/s should notify the office and move all employees into the building unless otherwise directed.

❏ Lock exit doors to District Office.

❏ Spread SHELTER IN PLACE/ or LOCKDOWN alarm throughout rest of buildings as appropriate.

Hostage Situation

Employee/s and visitors should sit quietly if the situation is in their presence. TRY to remain calm. If gun fire starts, employee/s should seek cover or begin rapid movement procedures.

❑ **Do not engage in a conversation or try to persuade the intruder to leave your office or site.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.

❑ If the intruder speaks to you then answer him or her. **Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.

❑ Employee/s should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If employee/s are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.

❑ If and when possible, call Administration and/or 9-1-1.

Lockdown: Shelter in Place

A Shelter In Place Lockdown Alert is sounded if **there is a sniper, armed intruder or active shooter on campus**. Employee/s members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Run, Hide and Defend Training™ and drills. This is also true for your employee/s who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Lockdown response is a partnership with local law enforcement.

Immediate actions should include:

❑ Employee/s enter into buildings or run to off-site evacuation areas.

❑ LOCKDOWN includes building door barricades, securing doors with the red straps, internal barricades, covering windows and turning off/dimming lights.

❑ Notify Superintendent's office

❑ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.

❑ Administration notifies the Superintendent

Intermediate activities:

❑ Place a red card under the door/in a window if you have a serious injury in the office/building..

❑ Take roll

❑ Conduct anxiety-reducing activities

Evacuation:

❑ Prepare employee/s and yourself for a quick evacuation

❑ Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

Following any emergency, notify the District Superintendents' Office

<u>POISONING</u>:

If an employee/s member ingests a poisonous substance:

❑ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.

<u>CHEMICAL SPILL ON SITE:</u>

The following are guidelines for Chemical Spills:

❑ Evacuate the immediate area of personnel

❑ Determine whether to initiate Shelter In Place Protocol

❑ Secure the area (block points of entry)

❑ Identify the chemical and follow the procedures for that particular chemical.

❑ Notify Maintenance and the Superintendent's office..

<u>CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY</u>

❑ Notify the Maintenance and Superintendent's office with the following information:

✓ Date, time, and exact location of the release or threatened release

✓ Name and telephone number of person reporting

✓ Type of chemical involved and the estimated quantity

✓ Description of potential hazards presented by the spill

✓ Document time and date notification made

✓ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

❑ Locate a fire extinguisher and have present, should the need arise

❑ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

❑ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by personnel. Call the District Office, Maintenance Department. The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

❏ Extinguish all ignition sources

❏ Shut off main emergency switch to fuel pump, if appropriate

❏ Move appropriate fire extinguishing equipment to area

❏ If possible, contain the spill to prevent further contamination

❏ Move people/personnel away or evacuate from contamination area

❏ Follow Oak Grove Hazardous Waste Management Procedures.

If the spill is too great to handle, contact the **Superintendent's Office (408) 227-8300 and Maintenance at (408) 227-8300.**
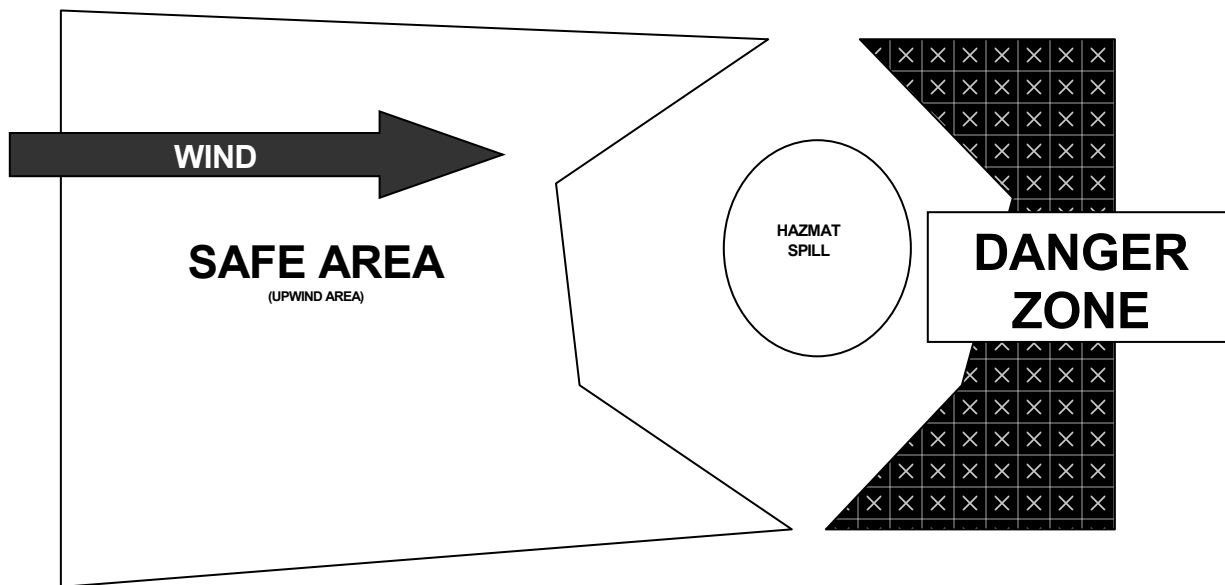
Employee/s will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

❑ Shut off emergency switch

❑ Avoid skin contact

❑ Isolate the spill from people and vehicles by blocking all points of entry

❑ Stop and evaluate any hazards

❑ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents.
Prevent runoff. Use absorbent "socks" or "booms" to contain the spill

❑ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE
SAFELY

❑ Take care of any injured

❑ Notify Maintenance and the Superintendent's office.

❑ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

❑ Date, time, and exact location of the release

❑ Name and telephone number of persons reporting the release

❑ The type of fuel spilled and the estimated quantity

❑ Description of potential hazards presented by the fuel spill

❑ Document the time and date notification was made and the information provided

Emergency Evacuation Routes and Procedures

EXIT PLAN
OAK GROVE DISTRICT OFFICE
6578 SANTA THERESA BLVD. SAN JOSE, CA 95119
OAK GROVE SCHOOL DISTRICT

FIRE HYDRANT
WATER MAIN
GAS METER
ELECTRICAL MAIN
A/C DISCONNECT
RESTROOMS
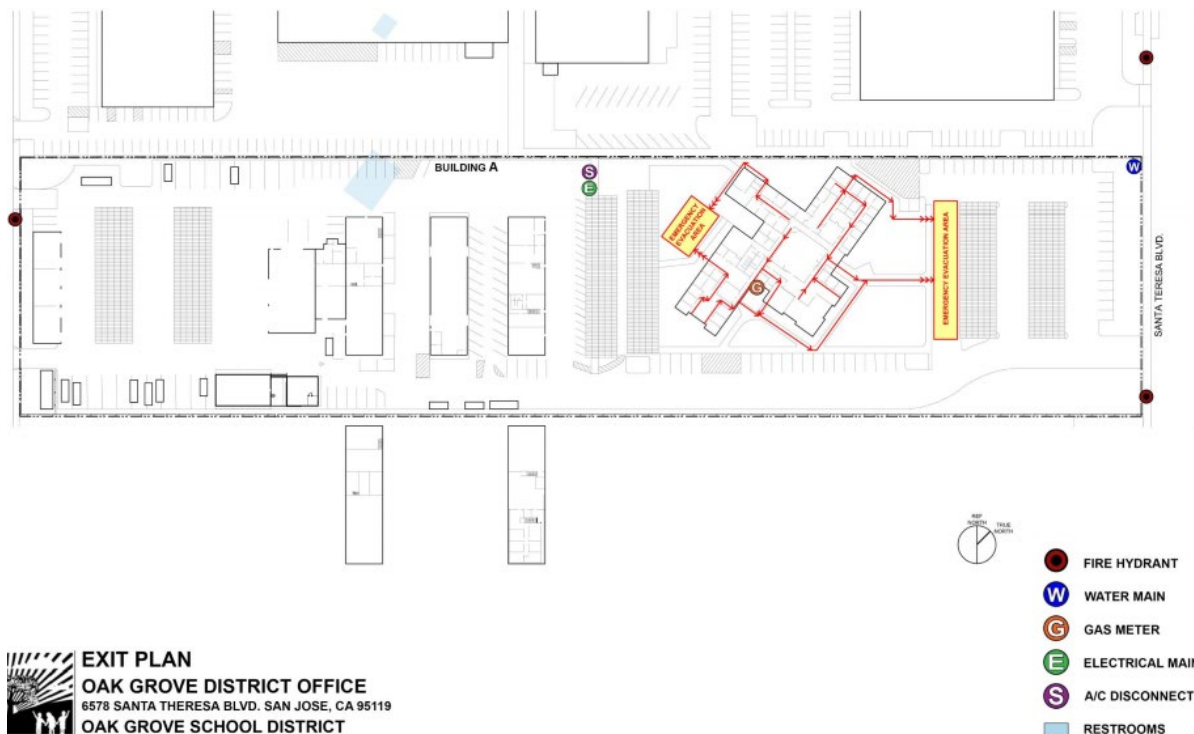
In an Emergency Building Evacuation all employee/s will:

❏ Upon emergency alert, secure work area and depart/report to assigned area.

❏ Perform duties as pre-assigned by the plan in cooperation with emergency services personnel.

❏ DO NOT re-enter the building without permission or request of emergency service authorities.

❏ Remain in the general assembly areas and calm employee/s if not assigned another duty.

❏ When signaled to re-enter safe areas of the school, quickly do so.

❏ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation employee/s will also:

❏ Upon alert, assemble employees for evacuation using designated routes and account for all employee/s.

❏ Secure room.

❏ If possible, leave a note on the door advising where the department evacuated to if other than the standard assembly area.

- ❑ Upon arrival at the assembly area, account for all employees.

- ❑ Secure medical treatment for injured employees.

- ❑ Report any employees missing or left behind because of serious injuries to the Staffing Officer.

- ❑ Stay with and calm employees.

- ❑ If signaled to re-enter building, assure employees do so quickly and calmly. Account for all employees.

- ❑ Check offices and report anything amiss to the Team Leader and/or Operations Chief.

- ❑ Debrief employees to calm fears.

Emergency Campus Evacuation

If it is necessary to evacuate the entire site to another site or relief center, the Superintendent/designee will:

- ❑ Cooperate with emergency authorities in enlisting employee/s with cars to help transport evacuees.

- ❑ Direct the evacuation, assure all employee/s is accounted for as they depart and arrive.

Medical Emergencies and First Aide/AEDs

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

Rescue Breathing

- ❑ Gently tilt the head back and lift the chin to open the airway.
- ❑ Pinch the nose closed.
- ❑ Give two slow breaths into the mouth.
- ❑ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ❑ If you are doing the procedure correctly, you should see the chest rise and fall.

To Stop Bleeding

- ❑ Apply direct pressure to the wound.
- ❑ Maintain the pressure until the bleeding stops.

- ❑ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ❑ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

- ❑ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ❑ Attempt to rule out a broken neck or back.
- ❑ If no back or neck injury is present, slightly elevate the person's legs.

Choking

- ❑ Stand behind the person.
- ❑ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ❑ Grasp your fist with your other hand, give an abdominal thrust.
- ❑ Repeat until the object comes out.
- ❑ If required, begin rescue breathing.

Automated External Defibrilltor (AED)

California recently enacted legislation aimed at increasing the installation and use of automated external defibrillators ("AEDs"). On Sept. 8, 2015, Gov. Jerry Brown signed S.B. 658 into law. The bill revises the rules that must be followed to obtain immunity from civil liability for the selection, installation, placement and use of AEDs. The new law goes into effect on Jan. 1, 2016.

The intent of this new law bill is clearly to make it easier to obtain immunity for, and encourage, AED placement and use. Comments to S.B. 658 were submitted by the American Heart Association("AHA"), and studies from the Centers for Disease Control and Prevention and Emergency Medical Services Authority ("EMSA") were considered. These comments and studies noted that increased access to AEDs can lead to increased cardiac arrest survival rates. The AHA noted in particular that cardiac arrest survival rates can increase to nearly 40 percent in communities with AED programs.

A.B. 658 provides that a person or entity that acquires an AED for emergency use is not liable for any civil damages resulting from the use of an AED to provide emergency care if that person or entity does all of the following:
- comply with all regulations governing the placement of an AED;
- notify the local emergency medical service agency of the existence, location and type of AED;
- maintain and test the AED according to the manufacturer's guidelines;
- test the AED at least twice a year and after each use;
- inspect all AEDs on the premises at least every 90 days; and
- maintain records of the maintenance and testing of the AED as required by the statute.

   S.B. 658 eliminates employee CPR training requirements. Under the prior law, entities providing AEDs were required to have at least one employee trained in CPR for every AED unit acquired up to five

units and one additional trained employee for every additional five units. Employers no longer have to train employees in CPR or the use of AEDs. And under S.B. 658, employers with AEDs are no longer required to have employees trained to respond to emergencies during normal work hours.

S.B. 658 also modifies the requirements that building owners must follow to obtain immunity. The new rules require building owners who provide AEDs to:

- annually notify building tenants of the location of the AED units and provide information on how to voluntarily take CPR or AED training;
- annually offer a demonstration on how to properly use an AED in an emergency;
- post instructions on how to use the AED next to the AED in at least 14-point font.

In addition, S.B. 658 provides that a medical doctor is not required to be involved in the acquisition or placement of an AED.

Please note that the new law also modifies the requirements for AEDs placed in a public or private K-12 school. K-12 schools that provide AEDs are now required to provide information on sudden cardiac arrest, the school's emergency response plan and the proper use of an AED to administrators and staff annually, and must post similar information in at least 14-point font next to every AED. The revisions eliminated the requirement that principals must designate trained employees who can respond to an emergency during normal business hours. The new law makes clear that school employees are permitted to render aid with an AED.

S.B. 658 retains the prior law language that provides immunity for persons using an AED for emergency care when they do so "in good faith and not for compensation". See Civil Code 1714.21(b). Unfortunately, S.B. 658 has not clarified the quoted terms, which have caused confusion and uncertainty in some cases. As an example, issues have been raised over what constitutes "good faith" and when is an employee using an AED not doing so "for compensation."

Practical Considerations

Employers and building owners in California should now review and revise their policies and procedures governing AEDs to meet the new S.B. 658 requirements. And those who have previously chosen not to provide AEDs out of concern that the law governing immunity was not sufficiently broad, may now want to review those decisions.

It may be prudent to still generally make use of AEDs voluntary and not part of an employee's job duties in order to minimize any dispute over whether an employee uses an AED "not for compensation." S.B. 658's revisions may make this less of an issue, as employers are no longer required to provide trained employees to operate the AEDs. However, this issue may not be fully resolved. Please note that a common exception to such voluntary use would be for those who are emergency responders as part of their job duties. Under that circumstance, workers' compensation law in California would typically provide protection against liability for workers who are accused of causing injury to co-workers as part of their job duties, but some exceptions are theoretically possible, such as a willful physical assault. See California Labor Code § 3602.

It may also be prudent to remind anyone who may use an AED that the device must only be used "in good faith" and explain that term as best as possible.

Although training is no longer required (apparently in recognition that AEDs are easy to use) employers and business owners should still give serious consideration to providing training. Despite their ease of use, it is still far more likely that employees and others will use AEDs, and use them properly and effectively, if training is provided.

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1.   Fractures or other injuries of a minor nature
Lowest Priority - BLACK
2.   Obviously mortal wounds where death appears reasonably certain
3.   Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial Contact

❑ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**

❑ Begin evaluating the non-ambulatory patients where they are lying

Assess respiration (normal, rapid, absent)

❑ If absent, open airway to see if breathing begins

❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R

❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)

❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

❑ Use the capillary refill test to check radial (wrist) pulse

❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**

❑ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

❑ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

❑ Use simple commands/tasks to assess

❑ If patient cannot follow simple commands, tag **RED**

❑ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**

❑ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The moat dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- Determine what the problem is and **call 9-1-1** for local emergency services.
  Note: A casualty is a victim of an accident or disaster.

- Identify the problem and give the school address.

- Site administrators decide whether to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).

- Determine if problem will continue or if it is over.

- Notify Superintendent's Office.

- Appropriate representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.

- Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.

- Keep calm and reassure students.

- Fire Department will notify appropriate agencies for additional help.

- Site Safety Team will convene.

Mass Casualty   **PATIENT TRACKING SHEET**   **Page_____**

HOSPITALS: LGH – LOS GATOS   STH – KAISER SANTA TERESA
                    ECH – EL CAMINO   OCH – O'CONNOR   SUH - STANFORD
                    GSH – GOOD SAMARITAN   SJH - SAN JOSE   VMC – VALLEY MED
                    KSC – KAISER SANTA CLARA SLH – STE. LOUISE   Other

PARAMEDIC TAG #	VICTIM NAME	Employee ID #	TIME OF DEPARTURE	Hospital

Signed _____   Date_____

Bio Terrorism

Anthrax Threat

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- ✓ Excessive postage
- ✓ Handwritten or poorly typed addresses
- ✓ Incorrect titles
- ✓ Title, but no name
- ✓ Misspellings of common words
- ✓ Oily stains, discolorations or odors
- ✓ No return address
- ✓ Excessive weight
- ✓ Lopsided or uneven envelop
- ✓ Protruding wires or aluminum foil
- ✓ Excessive security material such as masking tape, string, etc.
- ✓ Visual distractions
- ✓ Ticking sound
- ✓ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✓ Shows a city or state in the postmark that does not match the return address.

Suspicious unopened letter or package marked with threatening message such as "Anthrax"

❑ Do not shake or empty the contents of any suspicious envelop or package.

Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.

❑ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trashcan, etc.) and do not remove this cover.

❑ Then leave the room and close the door, or section off the area to prevent others from entering.

❑ Wash your hands with soap and water to prevent spreading any powder to your face.

❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

❑ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

Envelope with powder or powder spills out onto a surface

❑ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

❑ Leave the room and close the door or section off the area to prevent others from entering.

❑ Wash your hands with soap and water to prevent spreading any powder to your face.

❑ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

❑ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

❑ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

Possible room contamination by aerosol

(Examples: small devices triggered warning that air-handling systems is contaminated, or warning that a biological agent is released in a public space.)

❑ Turn off local fans or ventilation units in the area.

❑ Leave the area immediately.

❑ Close the door or section off the area to prevent others from entering.

❑ Move upwind, uphill, upstream.

❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

❑ Shut down air handling systems in the building if possible.

❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism, which are associated with a terrorist act:

Foodbourne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Incident Command System - Responsibilities for a Site Disaster

Everyone at a site will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can serve more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should supervise more than seven people (the optimum number is five).

<u>Common terminology:</u>

All employee/s should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Oak Grove School District. The Management Section Employee/s is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to employee/s essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents, which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident, changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.
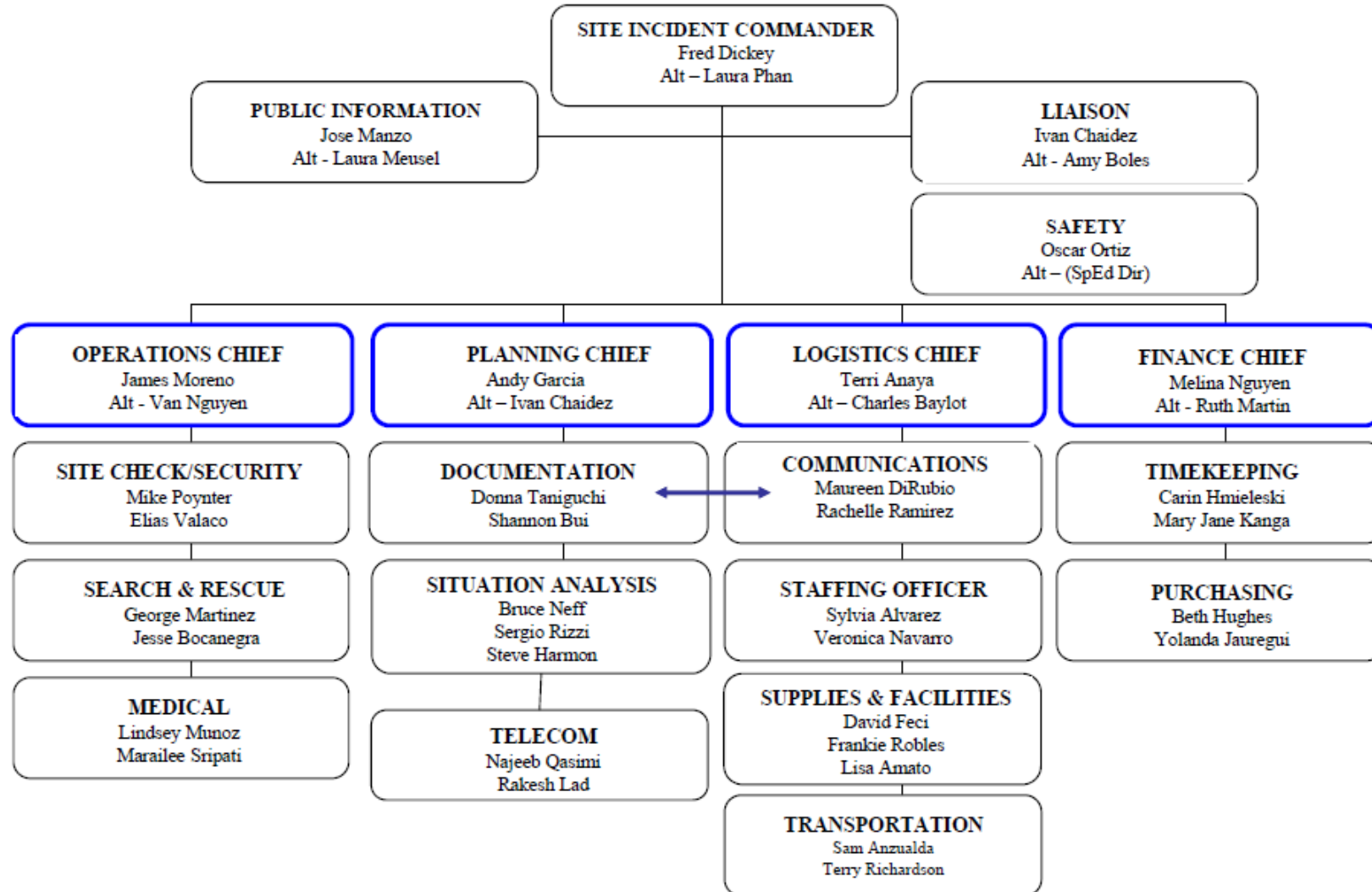
Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

SITE COMPREHENSIVE SAFETY PLAN
Oak Grove School District Offices – 6578 Santa Teresa Blvd., San Jose, CA 95119

Revised 10.21.2019

SITE INCIDENT COMMANDER
Fred Dickey
Alt – Laura Phan

PUBLIC INFORMATION
Jose Manzo
Alt - Laura Meusel

LIAISON
Ivan Chaidez
Alt - Amy Boles

SAFETY
Oscar Ortiz
Alt – (SpEd Dir)

OPERATIONS CHIEF
James Moreno
Alt - Van Nguyen

PLANNING CHIEF
Andy Garcia
Alt – Ivan Chaidez

LOGISTICS CHIEF
Terri Anaya
Alt – Charles Baylot

FINANCE CHIEF
Melina Nguyen
Alt - Ruth Martin

SITE CHECK/SECURITY
Mike Poynter
Elias Valaco

DOCUMENTATION
Donna Taniguchi
Shannon Bui

COMMUNICATIONS
Maureen DiRubio
Rachelle Ramirez

TIMEKEEPING
Carin Hmieleski
Mary Jane Kanga

SEARCH & RESCUE
George Martinez
Jesse Bocanegra

SITUATION ANALYSIS
Bruce Neff
Sergio Rizzi
Steve Harmon

STAFFING OFFICER
Sylvia Alvarez
Veronica Navarro

PURCHASING
Beth Hughes
Yolanda Jauregui

MEDICAL
Lindsey Munoz
Marailee Sripati

TELECOM
Najeeb Qasimi
Rakesh Lad

SUPPLIES & FACILITIES
David Feci
Frankie Robles
Lisa Amato

TRANSPORTATION
Sam Anzualda
Terry Richardson

Staging Areas

Command Posts

Primary: Board Room – District Office

Secondary: Maintenance and Operations Conference Room

Exterior   Parking Lot [Fence line]

Mass Care Centers

Primary: Board Room

Secondary: Parking Lot

Evacuation Centers

On Campus: Parking Lot

Off Campus:

Employee/s Evacuation and Staging Area Teams

Locations	Evacuation Team Leader:	Evacuation Employee/s:	Staging Employee/s
Fence line – Staging area signage D	BUSINESS OFFICE -		
Fence line – Staging area signage E	CHILD NUTRITION		
Fence line – Staging area signage F	EDUCATIONAL SERVICES		
Fence line – Staging area signage G	HUMAN RESOURCES		
Fence line – Staging area signage H	INFORMATION AND TECHNOGOLY		
Fence line – Staging area signage I	MAINTENANCE AND OPERATIONS		
Fence line – Staging area signageJ	PUBLICATIONS		
Fence line – Staging area signage J	PURCHASING		
Fence line – Staging area signage F	SPECIAL EDUCATION		
Fence line – Staging area signage K	SUPERINTENDENT		
Fence line – Staging area signage L	TRANSPORTATION		
Fence line – Staging area signage L	WAREHOUSE		

Emergency Response Teams

	Operations-Chief Fred Dickey	
Team	Team Leader:	Employee/s:
Site Check/Security	Mike Poynter	Elias Valaco
Search & Rescue	George Martinez	Jesse Bocanegra
Medical	Lindsey Munoz	Marailee Sripati

Planning Chief- Andy Garcia

Team	Team Leader:	Employee/s:
Documentation	Shannon Bui	Donna Taniguchi
Situation Analysis	Bruce Neff	Sergio Rizzi Steve Harmon

Logistics Chief – Terri Anaya

Team	Team Leader:	Employee/s:
Supplies/Facilities	David Feci	Frankie Robles Lisa Amato
Staffing Officer	Sylvia Alvarez	Veronica Navarro
Communication	Rachelle Ramirez	Maureen DiRubio
Transportation	Sam Anzualda	Terry Richardson

Finance Chief - Melina Nguyen

Team	Team Leader:	Employee/s:
Timekeeping	Mary Jane Kanga	Carin Hmieleski
Purchasing	Beth Hughes	Yolanda Jauregui

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your site.

Emergencies within a site:

Internal communications will be via:

- ❑ Public address systems.
- ❑ Emails.
- ❑ Message runner.
- ❑ District telephone/emergency radio to administration offices.

External communications will be via:

- ❑ The main communications network.
- ❑ News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more sites:

In-district communications will be via:

- ❑ Telephone, if operable.
- ❑ District internal communications.
- ❑ Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will need to be established to collect and release information if the emergency is of a continuing nature.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- ❑ Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- ❑ Keep clerical support staff briefed on situation changes and what to tell people who phone the School District.
- ❑ Hold briefings with employees, labor association leaders, and other key communicators.
- ❑ Enact telephone tree in order to communicate updates. Appendices
- ❑ Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- ❑ Supply Superintendent's office and Risk Management with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Employee/s are to report any news media personnel that appear elsewhere on campus.

Before and After School Care

BEFORE AND AFTER SCHOOL DAY CARE

Oak Grove School District will ensure after-school programs are educated on key parts of emergency management planning, including keeping emergency contact cards up to date and having the most accurate information from parents on with who youths are permitted to leave.

After-school programs are contained within a school's overall emergency management plan.

However, there are important emergency planning considerations specific to after-school programs that may not be addressed in the school's overall emergency management plan, such as:

• How the Incident Command Structure is to operate after school when most staff have left for the day;

 • Training of after-school program staff;

• Emergency procedures, especially when some buildings may be closed; and

• Coordination with local emergency responders.

Similar to emergency management planning for schools, after-school programs should also develop plans based upon site-specific issues. Collaborative exercises, site assessments, needs assessments, inventories, meetings, and

emergency exercises, including drills and tabletops, would also assist in validating and encouraging adoption of the plan by administrators while promoting sustainability over time.

The District recommends that after-school programs:

• Parallel the schools' plans and procedures, or incorporate their plans into the schools' plans;

• Consult others (rather than plan in a vacuum);

• Include important contact numbers in their plans;

 • Include reunification plans;

• Identify personnel for key roles;

• Orient all staff to the plan; and

• Have the plan available at all times.

Preschools will follow the site's Incident Command System and report to the evacuation area as the plan describes.

The District will coordinate with other programs on the site, such as Boys and Girls Club, YMCA, etc.

BOYS & GIRLS CLUBS
OF SILICON VALLEY

CLUBHOUSES

Location	Address	Main Telephone	Contact Information
Christopher Clubhouse	565 Coyote Road San Jose, CA 95111	**Director: Michelé Davis** (408) 227-8550 X311328	Email: Michele.Davis@bgclub.org Cell: (408) 981-1117
Edenvale Clubhouse	285 Azucar Avenue San Jose, CA 95111	**Director: Loryn Habina** (408) 362-0564	Email: Loryn.Habina@bgclub.org Cell: (408) 628-7333
Levin Clubhouse	4955 Edenview Drive San Jose, CA 95111	**Director: Crystal Cortes** (408) 224-7997	Email: Crystal.Cortes@bgclub.org Cell: (408) 406-9701
Hayes Clubhouse	5035 Poston Dr. San Jose, CA 95136	**Director: Denny Reyes** (408)225-2144 X317215	Email: Denny.Reyes@bgclub.org Cell: (408) 717-3661
Stipe Clubhouse	5000 Lyng Drive San Jose, CA 95111	**Director: Kelly Flores** (408) 227-7332 X 323329	Email: Kelly.Flores@bgclub.org Cell: (408) 637-3586

YMCA

Location	Address	Main Telephone	Contact Information
Del Roble	5345 Avenida Almendros San Jose, CA 95123	**Director: Maria Cortes** (408) 225-5675	Email: MaCortes@oakgrovesd.net

Oak Grove School District
EOC Message Form

Date	Priority (Circle one)
	EMERGENCY **URGENT** **ROUTINE**
Time	(Life Threatened) (Property Threatened) (All Others)

TO	Name	FROM	Name
	Title		Title
	Location		Location

Check One   ☐Take Action   ☐For Information   ☐Other

Category	**Number**	**Description**

A.	#_____	**Fatalities**
B.		**Injuries**
	#_____Minor	**Minor:** In need of First Aid attention only
C.	# of Injured	**Injuries (Ambulance)**
	#_____Major	**Major:** Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
		Moderate: Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	#___Moderate **Circle one**	**Property Damages**
	Major	**Major damage:** building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	**Moderate damage:** Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
	Minor	**Minor damage:** Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	__**Ambulance** __**PG&E** __**Other**	**Resources Needed** ___ **Other:** (describe)

↑

Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:

Action Requested By: (Name)	Time Action provided:

Media Contact Information

Television Stations	Fax Numbers	Telephone
KPIX Channel 5 (ASSIGN. EDITOR)	415-765-8916	415-765-8610
KRON Channel 4 (BONNIE HITCH)	415-561-8136	415-561-8907
KGO-TV Channel 7	408-261-6413	408-261-6410
KQED TV Channel 9	415-553-2456	415-864-2000
KNTV Channel 11	408-538-1530	408-286-1111
KDTV Channel 14	415-538-8002	408-415-6311
KOFY TV (PS Announcement only)	415-641-1163	415-821-2020
KICU Channel 36	408-953-3630	408-953-3636
	408-383-2100	
KSTS Channel 48	408-434-1046	408-435-8848

Radio Stations	Fax Numbers	Telephone
KAZA	408-985-9322	408-984-1290
KBAY FM/KEEN AM	408-364-4545	408-370-1370
KEZR	408-293-3341	408-287-5775
KGO AM	415-954-8686	415-954-8100
KLIV AM/KARA FM	408-995-0823	408-293-8030
KLOK	408-532-7389	408-274-1170
K101 FM (call before 9:30 a.m.)	415-392-7140	415-956-5101
KSFO	415-658-4501	415-398-5600
KSJO FM/KSIX AM	408-452-1330	408-453-5400
KCBS		415-765-4112 (24 hrs)

Newpapers	Fax Numbers	Telephone
San Jose Mercury News	408-288-8060	408-920-5541
Blossom Valley Times	408-494-7078	408-484-7000
Evergreen Times	408-494-7078	408-484-7000
Santa Teresa Times	408-494-7078	408-484-7000
Milpitas Post	408-263-9710	408-262-2454
Bay City News	408-294-7745	408-294-2793 or
		415-552-8900
Berryessa Sun	408-263-9710	408-262-2454
El Observador	408-295-0188	408-295-4272
La Alianza	408-272-9395	408-295-9394 or
	408-270-2457	408-270-3926
La Oferta Review	408-729-3278	408-729-6397
La Voz Latina	408-297-1428	408-297-1553
East (Jeff Butler)	408-928-1757	408-928-1750

OGSD EMERGENCY COMMUNICATION NUMBERS

Police, Fire & Rescue, Medical, Sheriff, Hazardous Incident   **911**

Emergency from mobile phone   **408-227-8911**

Police non-emergency	311	Highway Patrol	800-835-5247
Sheriff	408-299-3233	CHP Non Emergency	707-551-4100

Regional Medical Center of SJ	408-259-5000
Office of Emergencies Services	408-808-7800
Santa Clara County	
Fire Department	408-277-4619
County of Santa Clara Emergency Medical Services	408-885-4250
Pacific Gas & Electric	800-743-5000
American Red Cross	408-577-2178
San Jose Environmental Services	408-945-3000
City of San Jose Emergency Services	408-277-4595
Dead Animal Collection	408-578-7297
HazMat	408-277-4659
Poison Control	800-876-4766
SDS	800-451-8346
CAL/EPA	916-323-2514
San Jose Water Resource Board	510-622-2300
OSHA	800-321-6742
CalOSHA-Fremont	510-794-2521
San Jose Water	408-279-7900
San Jose Mercury	408-920-5444
Dead Animal Removal San Jose Animal Care Animalservicereques.com	Online

DISTRICT PHONE NUMBERS 408-227-8300

Superintendent's Office	x100200
Business Office	x100204
Child Nutrition	X100237
Educational Services	X100270
Human Resources	X100280
Maintenance & Operations	X100345
Purchasing Department	X100228
Special Education	X100246
Technology Services	X100210
Transportation	X100333
Warehouse	X100359

TRANSPORTATION EMERGENCY NUMBERS

CHP Goldengate	707-551-4151
CHP Gilroy	408-848-2324

RADIO AND TV STATIONS

KQED	88.5 FM	408-553-2361
KCBS	740 AM	415-765-4000
KLIV	1590 AM	408-575-1600
KGO	CH 7	415-954-7777
KPIX	CH 5	415-362-5550
KRON	CH 4	415-441-4444
KTVU	CH 2	510-834-1212

Recovery

It is critical to provide a mental health response for students, employee/s and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies, working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school districts within San Jose, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills and the Santa Clara County Department of Mental Health have agreed that:

(1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.

(2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

(3) The EOC Liaison and/or designee (Emergency Operation Center) will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, employee/s and families.

(4) The EOC Liaison and/or designee (Emergency Operation Center) will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

(5) In police, fire or district debriefings with school employee/s, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to be used on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

District Office
Annual Site Awareness Checklist

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	◆ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational employee/s? ◆ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ◆ Do your searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ◆ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	◆ Security ◆ Human Resources	
Review the physical security of bus yards and garages; review transportation security in general	◆ Are vehicle garages alarmed, and are the alarms in working order? ◆ Are fenced-in areas gated, locked, and adequately illuminated at night? ◆ Do drivers do "pilot inspections" of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ◆ Are bus drivers equipped with two-way radios or cell phones? ◆ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ◆ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?	◆ Security ◆ Contract Bus Operators ◆ Health Employee/s ◆ Drivers	
Review the adequacy of physical security in and around campus buildings	◆ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ◆ Are keys to campus and administration buildings adequately controlled? ◆ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ◆ Is exterior lighting working and is illumination adequate? ◆ Is interior lighting (night lighting) working and is illumination adequate?	◆ Security ◆ Maintenance ◆ Operations	

Recommendation	Steps	Participants	Completed
Review access control procedures and heighten employee awareness	• Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. • Are employee/s trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. • Has a visitor log and ID badge system been implemented?	• Everyone	
Train everyone to recognize and report suspicious activities on campuses.	• Are persons taking pictures or filming campus activities questioned about their authorization to do so? • Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. • Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? • Have you developed a plan to handle reports of suspicious activity? • Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? • Do personnel know what to do if a suspicious package is found? • Have you considered a policy that requires employee/s and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? • Are food services personnel trained to be aware of suspicious people in their food preparation area? • When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?	• Everyone	

Implement a "tip-line" program that allows students, teachers, parents, employee/s, and other members of the school community to report issues anonymously, if they choose.	Do you have a zero tolerance for verbal threats of any kind? Do all members of the school community know that any threat, or information about a potential threat, must be reported? Do they understand that there is no such thing as a threat intended as a joke? Do students and employee/s know that they are <u>responsible</u> for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	Student Services Security Human Resources	
Work closely with local law enforcement and health officials.	Have you made local law enforcement a partner in your district plans? Are parking regulations, particularly fire zone regulations, strictly enforced? Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? Have you determined contact protocol with local health officials if bio-terrorism is suspected?	Security Clinical Employee/s Crisis Management Team	
Train employee/s on identifying and handling suspicious packages and letters.	Have you downloaded and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? Have you considered publicizing the availability of this information to others in the school community for personal use?	Mail room Secretarial Security Parents Students	

DISTRICT OFFICE
Safety Plan Annual Emergency Plan Checklist

Site: **Site Checklist**
Due By: _____
Submit To: _____

This is a checklist to help the Incident Commander organize and meet the site requirements mandated by the Emergency Preparedness Plan.

Check		Requirement
_____	1.	Read the District Disaster Plan, and know the responsibilities of the site manager
_____	2.	Designate a second-in-command and a backup
_____	3.	Orient employee/s to District Disaster Plan, review site procedures (employee/s meeting)
_____	4.	Update site plan, assign employee/s responsibilities (complete employee/s roster sheet)
_____	5.	Schedule necessary training (First Aid, CPR, AED, Search & Rescue)
_____	6.	Schedule drills: Fire, Earthquake, Lockdown, Communications
_____	7.	Complete site map, post as required, and forward a copy to Student Services
_____	8.	Complete Site Hazard Survey
_____	9.	Participate in test of District Radios
_____	10.	Check battery-operated radios
_____	11.	Check location and condition of 2-meter radio antennae and the base for installing the antennae if appropriate.
_____	13.	Order supplies and equipment as necessary
_____	14.	Evacuation areas/alternative identified for all departments
_____	15.	Communications to staff about disaster procedures
_____	16.	_____ District Release Policy _____ Emergency Information Cards Complete Emergency collected and put into Staffing Officer bin if appropriate.
_____	17.	Assess food supplies as applicable.

EMERGENCY PREPAREDNESS

Check		Requirement
_____	18	Fire Extinguishers checked monthly
_____	19	Fire and Earthquake drills conducted
_____	20	First Aid Equipment in place
_____	21	Evacuation routes posted
_____	22	Staff Training on Emergency Procedures

DISTRICT OFFICE
Safety Plan Annual Drill Report

Date	Time		Please place a ✓ below for which drill has been completed.					Supervisor's Signature
	Start	End	Radio Communications	Fire	Earthquake	Shelter In Place	Other Drills	

ANNUAL DISASTER SERVICE WORKER SURVEY

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified.		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified.		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT Trained.		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained.		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs.		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency – Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

OAK GROVE SCHOOL DISTRICT
MONTHLY SAFETY INSPECTIONS

DISTRICT OFFICE

SITE LOCATION_____ **INSPECTOR** _____ **DATE** _____

		YES	NO
1.	Are fire extinguishers properly located, charged, sealed, has current tag and not obstructed?	_____	_____
2.	Are chairs and tables in good and stable condition?	_____	_____
3.	Are floors clean, dry, free from tripping hazards, tiles secure, non missing, linoleum properly secured, carpet glued or tacked in place with boundaries secured properly?	_____	_____
4.	Are exits clear and easily accessible by everyone in the room?	_____	_____
5.	Good housekeeping: is clutter, drop cords, books, and boxes out of the way?	_____	_____
6.	Are all cabinets, shelving, tables and desks free from debris that could fall and injure people or create an obstacle when an emergency egress is necessary?	_____	_____
7.	Are all containers properly labeled?	_____	_____
8.	Are all bookcases/cabinets secure and or put together properly?	_____	_____
9.	Are large rolls of paper on racks or secured and or put together properly?	_____	_____
10.	Are latches secured properly on paper cutters?	_____	_____
11.	Are walls and windows not covered by more than 50% with paper coverings and decoration?	_____	_____

"HVAC"

		YES	NO
12.	Are all registers secure and completely clear from any type of obstructions, such as mobiles and other units that will block its purpose?	_____	_____

"Electrical"

		YES	NO
13.	Are all heaters cleared from obstructions?	_____	_____
14.	Are all lighting fixtures secured and with the proper lens protection?	_____	_____
15.	Are electrical cover plates for wall plugs and switches, not broken or cracked and properly secured and out of the reach of children?	_____	_____
16.	Is emergency guide, evacuation route and site disaster plan posted?	_____	_____

***As per Santa Clara County Fire Department Guideline for room environment.

OAK GROVE SCHOOL DISTRCT
MONTHLY SAFETY INSPECTIONS

OFFICES

SITE LOCATION_____ **INSPECTOR**_____ **DATE**_____

	YES	NO
1. Is CAL/OSHA Job poster clearly posted?		
2. Are log and summary of Occupation Injuries and Illnesses maintained, available and current? (Form 200)		
3. Is master MSDS book available and current?		
4. Is site emergency plan current and clearly posted?		
5. Are Fire and Disaster drill logs available and current?		
6. Are fire extinguishers properly installed, charged, and do they have a current maintenance tag?		
7. Are fire doors properly marked and all other exits clear in case of emergency egress were necessary?		
8. Is a Blood Borne Pathogens plan available?		
9. Are emergency supplies readily available?		
10. HVAC: Are all registers secure and completely clear from any type of obstructions, such as mobiles and other units that will block its purpose? Filters clean and in place. Heater cleared from obstructions and materials for at least 30" in front of the unit.		
11. Are fans guarded, secured and out of the reach of children?		
12. Are chairs and tables in good and stable condition? (This includes springs and casters)		
13. Floors: Are they clean, dry, free from tripping hazards, tiles secure, none missing, linoleum properly secured, carpet glued or tacked in place with boundaries secured properly?		
14. Good housekeeping: Are clutter, drop cords, books and boxes out of the way? Are all cabinets, shelving, tables and desks free from debris that could fall and injure people or create an obstacle when an emergency egress is necessary?		
15. Electrical: Are all lighting fixtures secured and with the proper lens protection? Are electrical cover plates for wall plugs and switches, not broken or cracked and properly secured to the fixture? Emergency lighting tested?		
16. Are all containers properly labeled?		
17. Are all bookcases and file cabinets secured to the wall and or put together properly and all drawers closed?		

OAK GROVE SCHOOL DISTRICT
MONTHLY SAFETY INSPECTIONS

RESTROOMS

SITE LOCATION _____ INSPECTOR _____ DATE _____

	YES	NO
1. Are facilities in clean and sanitary condition?	_____	_____
2. Are stall walls in good condition, door hinges and latches functioning?	_____	_____
3. Are ceiling tiles properly in place? (Where applicable)	_____	_____
4. Are there any windows or mirrors broken?	_____	_____
5. Are floors dry, clean and free from all debris?	_____	_____
6. Are floor drains clean and clear?	_____	_____
7. Are waste receptacles clean and covered?	_____	_____
8. Are exhaust fans guarded, secured and out of the reach of children?	_____	_____

"PLUMBING"

	YES	NO
9. Is there any cracked or chipped porcelain fixtures?	_____	_____
10. Are toilets working properly and not leaking or water running constantly?	_____	_____
11. Are faucets working properly and not leaking?	_____	_____
12. Are all dispensers working (toilet paper-soap-towels-etc.)?	_____	_____

"HANDICAP" (Where applicable)

	YES	NO
13. Are pipes wrapped under sinks?	_____	_____
14. Are grip bars located adjacent to toilet on walls?	_____	_____
15. Is there thirty-six inches (36) of turning room inside of stalls?	_____	_____
16. Are toilets and sinks raised to accommodate wheelchairs?	_____	_____

"ELECTRICAL"

	YES	NO
17. Are all light fixtures fully operable and covers intact?	_____	_____
18. Are hand dryers operable and secured to wall properly?	_____	_____

UTILITY/EQUIPMENT/STORAGE AREAS

SITE LOCATION_____ INSPECTOR _____ DATE _____

	YES	NO
1. Are garden tools and hoses properly stored on racks?		
2. Are floors clean, dry, and clear in case emergency egress in necessary?		
3. Are control valves free and clear for easy access and properly identified?		
4. Are electrical panels free and clear from floor to ceiling, and for 36" in all directions?		
5. Are all air intakes and exhaust covers unobstructed and filters clean?		
6. Are flammables properly stored in cabinets or containers that are clearly marked and vented?		
7. Is all machinery and are all appliances properly secured and grounded?		
8. Is all shelving properly secured and not overloaded?		
9. Are "No Smoking" signs posted?		
10. Is MSDS booklet readily available, properly marked, and current?		
11. Are ammonia and bleach separated?		
12. Are all containers properly marked and labeled?		
13. Are corrosive materials stored at or below waist level?		
14. Are all ladders sturdy and with no defects?		
15. Are all metal ladders clearly labeled or marked "CAUTION – DO NOT USE AROUND ELECTRICAL EQUIPMENT"?		

"ELECTRICAL"

	YES	NO
16. Are all lighting fixtures operational, secured, and with the proper lens protection?		
17. Are electrical cover plates for wall plugs and switches, not broken or cracked and properly secured to the fixture?		
18. Has emergency lighting been tested?		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

INTRODUCTION

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance nearby or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your employee's families live nearby or do some of them commute long distances? Some sites could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your employees could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some sites plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other sites stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of employees and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every site should have some supplies and there should be a cache of supplies for the whole site. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for employees outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Sites with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the site facility, primarily in locked closets or classrooms. Many site stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

RECOMMENDED EMERGENCY SUPPLIES

Storage:
All storage containers for supplies must be organized, bug-free, watertight, secure from vandals, and, if possible, kept cool. Ventilators on the roofs of storage containers allow vandals access. Some schools have purchased used refrigerated cargo containers or sprayed insulation inside the container. Containers should be located on a paved, level surface, away from hazards, preferably in a shaded area. It is highly recommended that shelves be installed to hold and organize the supplies. Secure all supplies from damage during ground shaking. Local fire departments should have keys to the storage container for access to supplies in the event of any local emergency with an agreement to replace the supplies within 72 hours.

Shelter-in-Place Kit per room:
- Duct tape, 2 rolls
- Scissors
- Towels
- Water in containers
- Toilet supplies
- Portable radio, batteries
- Flashlight
- Whistle

First Aid:
- 4" x 4" compress: 1,000 per 500 employees
- 7" x 10" compress: 150 per 500 employees
- Kerlix bandaging: 1 per employee
- Ace wrap (2 inch): 12 per site
- Ace wrap (4 inch): 12 per site
- Triangular bandage: 24 per site
- Cardboard splints: 24 each of sm, med, lg
- Steri-stips or butterfly bandages: 50 per site
- Aqua-Blox (water) cases (for flushing wounds, etc): 0.16 x students + staff = # of cases
- Neosporin: 144 squeeze packets per site
- Hydrogen peroxide: 10 pints per site
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5 per 100 employees
- Scissors, paramedic: 4 per site
- Tweezers: 3 assorted per site
- Triage tags: 50 per 500 employees
- Latex gloves: 100 per 500 employees
- Oval eye patch: 50 per site
- Tapes (1 inch cloth): 50 rolls per site
- Tapes (2 inch cloth): 24 per site
- Dust masks: 25 per 100 employees
- Disposable blanket: 10 per 100 employees
- First aid books: 2 standard and 2 advanced per site
- Space blankets: 1 per employee
- Heavy-duty rubber gloves, 4 pairs

SANITATION SUPPLIES

1 toilet kit per 100 employees to include:
- 1 portable toilet, privacy shelter, 20 rolls of toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags. (Note: toilet kits will not be necessary for most emergencies. Consult your hazard and risk analyses when determining need.)

- Soap and water, in addition to the wet wipers, are strongly advised.

Other Supplies:
- 3' x 6' folding tables, 3-4
- Chairs, 12-16
- Identification vests, preferably color coded per site
- Clipboards with job descriptions
- Extra clipboards
- Office supplies: pens, paper, etc.
- Alphabetical dividers for Request Gate
- Copies of all necessary forms.
- Cable to connect car battery for emergency power
- Fire Extinguishers (types A, B, C, D)

Food:
The bulk of stored food should be nonperishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain specific medical conditions. One method is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food that is easy to distribute, may be helpful. Some hard candy, primarily for its comfort value. The recommended amount is 3 days supply for each employee.

Water:
- ½ gallon per person, per day, x 3 days, with small paper cups.
- Consider having a local water authority perform random check of the drinking water to ensure portability.

SEARCH AND RESCUE EQUIPMENT

Adjust the number of S&R teams according to the size and complexity of the site.
Teams must consist of a minimum of two persons. Training on how to do light S&R review is required – contact local fire department

Protective Gear per Team Member:
- Hardhat, OSHA approved
- Identification vest
- Gloves, leather work and latex
- Goggles, safety
- Dust mask
- Flashlight, extra batteries (Attach flashlight to hardhad)
- Duffle or tote bag to carry equipment

Gear per S&R Team:
- Backpack with first aid supplies
- Master keys on lock box
- Bullhorn

Tools, per site:
- 2 pry bars 5' - 6'
- Pick ax, 6 lb.
- Sledge hammer, 10 lb.
- Square shovel
- Round shovel
- Utility shutoff wrench, 1 per utility
- 3 rolls barrier tape 3" x 1000"
- Broom, street grade
- Pliers, adjustable, 10"
- Pliers, lineman, 8"
- Pry bar, 24"
- Hacksaw, mini folding
- Bold cutters, 18"
- Hammer, 3 lb.
- Tape, duct
- Plastic bags, 6
- Folding shovel
- Angle head flashlight
- Screwdriver, Phillips, 4"
- Utility knife
- Container to hold tools
- Cribbing (if trained)
  - 18 – 2" x 4"s
  - 15 – 4"x 4"s
  - 6 wedges
- Water barrels

SEARCH AND RESCUE BUCKET TO CONTAIN:
- Flashlight
- Crowbar
- Masking tape
- Large chalk
- Door restraint
- Lanyard with snap hole
- Whistle
- Keys
- Portable radio
- Pen and clipboard
- Site Map

Homeland Security Advisory System

Homeland Security Advisory System
(Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

GREEN:
LOW RISK OF TERRORIST ATTACK

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

General Measures

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.

- Refine and exercise as appropriate, school and district emergency plans.

- Train teachers and employee/s on the Homeland Security Advisory System and specific emergency plans.

- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.

- Develop and implement security procedures, (Assign a member of the school employee/s to ensure that this checklist item is completed).

- Conduct routine inventories of emergency supplies and medical kits.

- Include a weekly check of the generator when applicable.

- Know how to turn off water, power, and gas to your facilities.

- Budget for security measures.

- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.

- Develop visitor identification and sign in procedures.

- Arrange for employee/s members to take a First Aid/CPR course.

- All school keys should include the provision for "Do Not Duplicate"

- Review and update the Emergency Call-in List.

BLUE: GENERAL RISK OF TERRORIST ATTACK

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all employee/s members.

- Check and test emergency communications, coordinate with all school sites and employee/s.

- Review and update emergency response procedures.

- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.

- Mark keys with "Do Not Duplicate". (See Condition Green)

- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.

- Review and update emergency call-in list.

- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, employee/s, and faculty.

- Test your generator once per week.

YELLOW SIGNIFICANT RISK OF TERRORIST

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all employee/s members.

- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.

- Implement, as appropriate, contingency emergency response plans.

- Identify and monitor government sources for warnings.

- Review mail handling, and delivery of packages procedure with employee/s.

- Consider escorts for building visitors.

- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.

- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.

- Test your generator once per week.

**ORANGE
HIGH RISK OF
TERRORIST
ATTACK**

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Communicate the change in threat level to all employee/s members.

- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.

- Be alert to parent, employee/s, student concerns to determine when/how to communicate.
  a. Communication should focus on reassurance that school is a safe place
       i. Reminder – schools have existing safety plans
      ii. Reminder – schools practice their safety procedures
     iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.

- Consider assigning mental health counselors for students, employee/s and faculty, if needed.

- Discuss student's fears concerning possible terrorist attacks and offer available resources.

- Consider reducing site ingress and egress points to an absolute minimum.

- Refuse access to people who do not have identification or a legitimate need to enter the site.

- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.

- Consider parking controls or special restrictions at all sites

- Test your generator once per week.

<div style="text-align:center;">

RED:
SEVERE RISK OF
TERRORIST
ATTACKS

</div>

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Santa Clara County Office of Education will provide employee/s at the **Santa Clara County Office of Emergency Operations Cente**r to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

General Measures

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.

- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.

- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.

- Communicate the change in threat level to all employee/s members.

- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.

- Gather and provide related information to students, employee/s and parents.
    A. review communication guidelines under Orange Threat Level
    B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.

- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.

- Consider canceling special events.

- Consider closing campuses, if necessary.

- Maintain close contact with your local Emergency Manager.

- Monitor all deliveries and mail to your buildings.

- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.

- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.

- Ensure mental health counselors are available for students, employee/s and faculty.

Listed below are websites that provide additional information.

http://www.ready.gov   Disaster Preparedness Information

http://:www.whitehouse.gov   White House

http://:www.dhs.gov   Federal Department of Homeland Security

http://:www.nasponline.org   National Association of School Psychologists

http://www.fema.gov/   Federal Emergency Management Agency

http://www.oes.ca.gov/   California Office of Emergency Services

http://www.bt.cdc.gov/   Centers for Disease Control and Prevention

http://www.fbi.gov/   Federal Bureau of Investigation

http://www.sccoe.org/   Santa Clara County Office of Education

Emergency Information

In case of emergency, notify the following (change as required).

Spouse Name: _____

Phone Number: _____ **Alternative Number:** _____

Contact Relative: _____
Relation: _____

Phone Number: _____ **Alternative Number:** _____

Contact Friend: _____

Phone Number: _____ **Alternative Number:** _____

Personal Physician's Name: _____

Address: _____

Phone Number: _____

Confidential medical information:

List all allergies?

Do you have a disability?

Is there any other information you would like to share in case of an

Infectious Disease and Pandemic Response Plan

Infectious Disease and Pandemic Response Plan

Oak Grove School District Office

6578 Santa Teresa Blvd

San Jose, CA 95119

(408) 227-8300

Infectious Disease and
Pandemic Response Plan

Table of Contents

Sources

Pandemic Influenza School Planning Toolkit, Santa Clara County Office of Education and Santa Clara County Public Health Department, 2007

Pandemic Influenza Plan Toolkit, Santa Clara County Public Health Department, Advanced Practice Center (APC), 2009

School Pandemic Influenza Training and Exercise, November 15, 2007, After Action Report and Improvement Plan, November 30, 2007

Pandemic Flu Checklist for Local Educational Agencies in California, California Department of Education, April 2010

Pandemic Influenza Manual, 2009 Draft, California Department of Education, 2009

Pandemic Influenza Response Plan Addendum, Cupertino Union School District, Summer 2009

ACRONYM LIST	
CD Nurses	Communicable Disease Nurses
DEOC	Department Operations Center
EOC	Emergency Operations Center
FEMA	Federal Emergency Management Agency
HO	Health Officer
ICS	Incident Command System
JIC	Joint Information Center
NIMS	National Incident Management System
OA EOC	Operational Area Emergency Operations Center
OES	Office of Emergency Services
PIO	Public Information Officer
PPE	Personal Protective Equipment
SCCOE	Santa Clara County Office of Education
SCCPH	Santa Clara County Public Health Department
SEMS	Standardized Emergency Management System

Plan Approval

This plan has been reviewed and approved by the Oak Grove School District and is the official School District Infectious Disease/Pandemic Response Plan.

RECORD OF CHANGES, UPDATES AND REVISIONS			
Plan Section and Page #.	**Description of Change**	**Date**	**Signature**

Plan Organization

This plan outlines procedures used by the Oak Grove School District in a disease outbreak or a pandemic. The School District Infectious Disease/Pandemic Response Plan is included as an Appendix to the Oak Grove School District Emergency Response Plan.

This plan is organized into the following sections:

RESPONSE ORGANIZATION	OPERATIONAL PROCEDURES	CHECKLISTS
• Lead Agency • Contacts in a Public Health Emergency • School District • County • Public Health Department • SCC Office of Education	• Illness monitoring/reporting • Infection control • Information for parents, teachers, staff • Media inquiries • School dismissal • Teach/staff absences • Work policies • Continuity of school operations • Continuity of school instruction • Financial recovery	• School Nurses • School District Administration • SCC Office of Education • SCC Public Health Department

Definitions - Infectious Disease Outbreak and Pandemic

The procedures and checklists in the plan address response to both an infectious disease outbreak and a pandemic. In either scenario, the Health Officer may declare a Public Health Emergency.

School District Nurses and health care providers may be among the first in the county to report an **infectious disease outbreak**. The Health Officer and public health disease control specialists evaluate the situation in the county and determine actions necessary to control the disease outbreak in schools and in the community. Health Officer Orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

In a **pandemic**, the disease outbreak is usually tracked worldwide and nation-wide. Illness may spread rapidly or slowly and the duration of the outbreak may be over months or even years. The Health Officer and public health disease control specialists evaluate information from the Centers for Disease Control (CDC) and data about the outbreak in Santa Clara County to determine actions necessary to control the disease outbreak in schools and in the community.   Such actions may need to be taken *before* any cases have been reported in the county. Health Officer orders, guidelines and instructions are continually revised and updated as the outbreak is tracked in the county.

Response Objectives

This plan describes how school district response is coordinated and organized to:

1. Obtain accurate and timely information from the Public Health Department.

2. Provide accurate and timely information to parents, students, teachers and staff.

3. Provide feedback to the Public Health Department about how information is being received, interpreted and used.

4. Take required actions to close and re-open a school, when these actions are ordered by the Health Officer.

5. Ensure continuity of school operations during a school closure.

6. Ensure continuity of instruction during a school dismissal.

Response Organization

PUBLIC HEALTH IS THE LEAD AGENCY IN A PUBLIC HEALTH EMERGENCY

The Santa Clara County Public Health Department is the Lead Agency during a public health emergency in Santa Clara County, such as an infectious disease outbreak or pandemic. In a public health emergency, Public Health may direct specific actions to control the spread of disease in schools and in the community. The Health Officer has legal authority to take actions necessary to prevent the spread of disease. This includes the legal authority to dismiss schools.

As Lead Agency in a public health emergency, the Public Health Department is:

- The primary point of contact for information on the disease outbreak or pandemic including:

    - Case definition and symptoms.
    - Exposure and infection control.
    - The need to dismiss schools.

- The single point of contact for instructions related to school district response, including infection control instructions and school dismissal.

- The primary point of contact for content of information distributed by the school district to parents, students, teachers and staff.

As Lead Agency, the Public Health Department activates the Department Emergency Operations Center (DEOC). The DEOC is located at the Public Health Laboratory on Moorpark Avenue. The DEOC coordinates with the Operational Area Emergency Operations Center (OA EOC) to:

- Monitor the outbreak in schools and throughout the community.
- Manage health and medical resources needed for response.

As the health official with legal authority to take actions in a public health emergency, the Health Officer:

- Determines when to close schools and when to re-open schools.
- Issues Health Officer Orders (instructions and requirements) to prevent and control the spread of disease in schools and throughout the community.

Lead Agency in Other Emergencies

School district and school response to earthquake, fires, floods and other emergencies is described in the School Safety Plan and School Emergency Response Plan.

School districts and schools activate an emergency response organization based on the Standardized Emergency Management System (SEMS).

Depending on the scope of the emergency and the jurisdictional relevance, a City EOC or the Operational Area EOC will be the primary support to the affected schools.

In emergencies other than a public health emergency, the Lead Agency at the OA EOC is usually the Fire Department or Law Enforcement (Sheriff's Office or Local Police Department).

Each city within the county may also activate an EOC, using the Incident Command System (ICS). At a city or county EOC, the Lead Agency will staff the Operations Section Chief position.
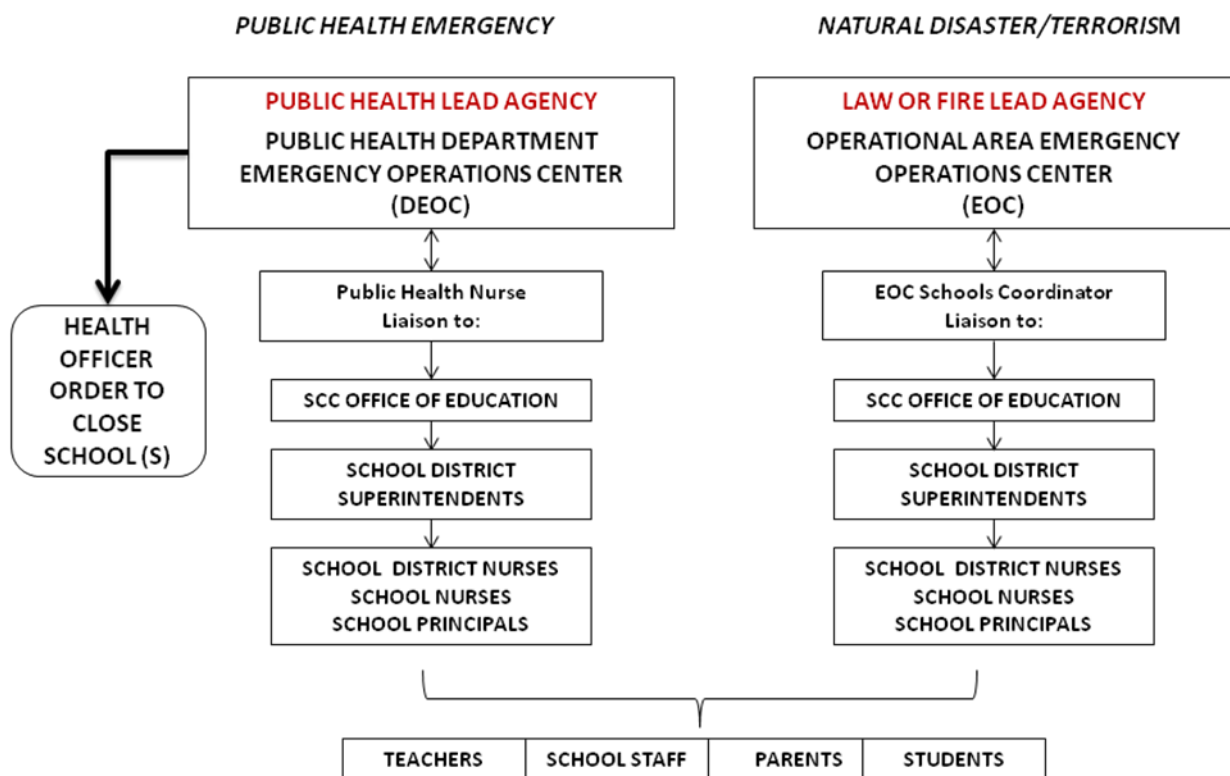
Figure 1 - Lead agency in county response

Points of Contact (POC)

The following points of contact are used during a public health emergency to coordinate actions and share information. During an emergency activation, obtain phone numbers and email addresses for these points of contact.

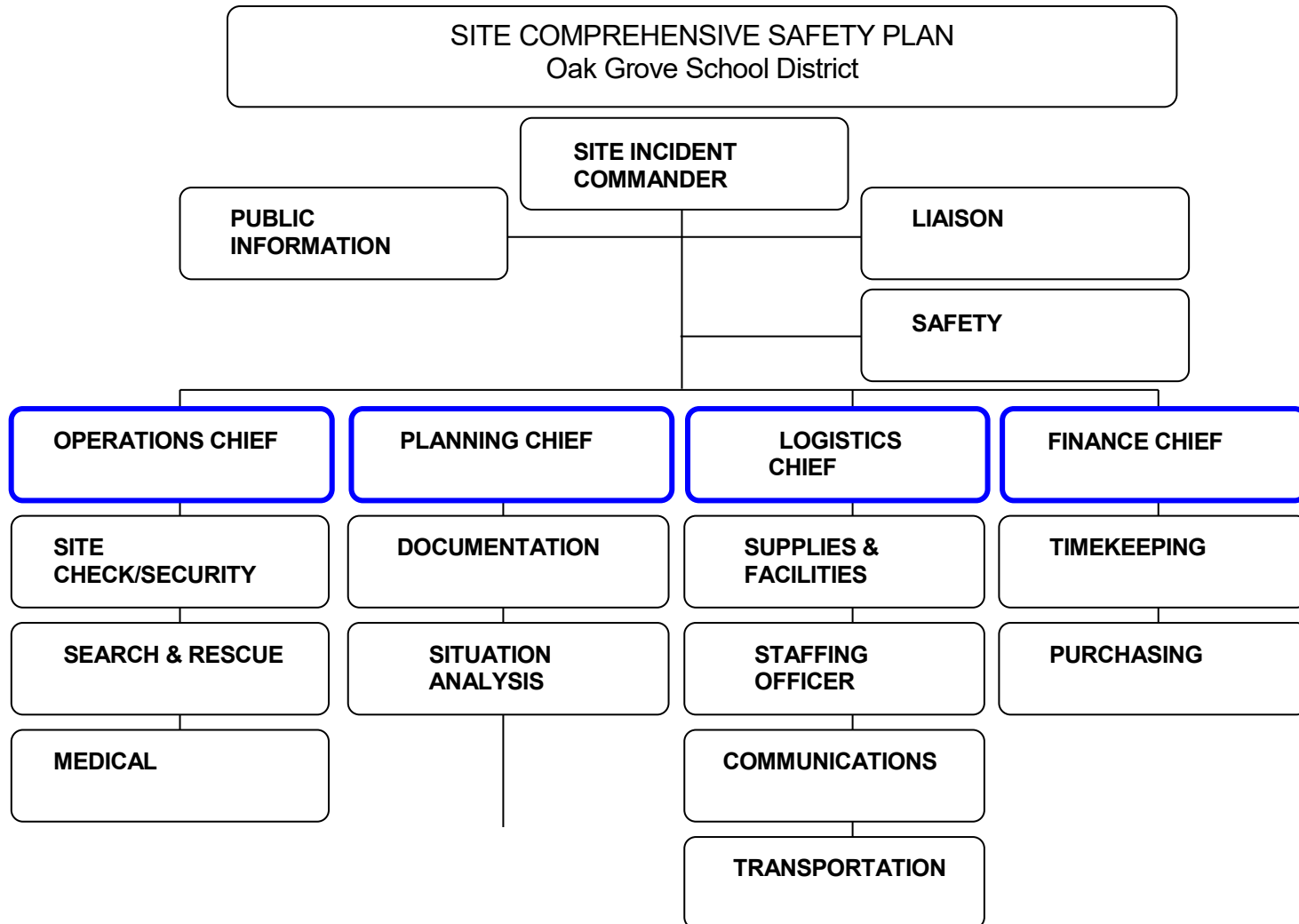| SITE, AGENCY, DEPARTMENT OR OFFICE	CONTACT (S)
School Sites	• Principal • School District Nurse • School Emergency Coordinator • Crisis/Emergency Communication Team (activated) • School Emergency Organization (activated)
School District	• District Superintendent • District Nurse • District Emergency Coordinator • District Public Information Officer • School Communication Team (activated) • School Emergency Organization (activated)
Santa Clara County Office of Education	• County School Superintendent • SCCOE Emergency Response Group (activated)
Public Health Department	• Public Health Department Emergency Operations Center- DEOC (activated) • Disease Control Group (activated) • County Health Officer (HO) • Public Information Officer (PIO) • Communicable Disease Control Nurse(s)
Office of Emergency Services	• EOC Schools Coordinator Operational Area Emergency Operations Center (EOC) (activated) • County Public Information Officer (PIO) • Joint Information Center (activated)

Response Coordination

Response by the Office of Education, the Public Health Department, the Office of Emergency Services, School Districts and schools is organized in accord with the National Emergency Management System (NIMS) and the Standardized Emergency Management System (SEMS), which is California State Law. Both NIMS and SEMS utilize ICS as the primary command structure.

Emergency operations centers (EOCs) may be activated in a public health emergency at agencies, departments and in school districts. If an EOC is not used, elements of NIMS/SEMS may still be activated as response groups or teams.

For response to a public health emergency (infectious disease outbreak or pandemic), the following operations centers or response elements are used:

1. School and school district response teams and emergency response coordinators. (Some schools activate an incident command organization). Office of Education Emergency Response Group

2. Public Health Department Emergency Operations Center (DEOC)

3. Operational Area (County) Emergency Operations Center (EOC)

4. County Joint Information Center (JIC)

SITE COMPREHENSIVE SAFETY PLAN
Oak Grove School District

SITE INCIDENT COMMANDER

PUBLIC INFORMATION

LIAISON

SAFETY

OPERATIONS CHIEF	**PLANNING CHIEF**	**LOGISTICS CHIEF**	**FINANCE CHIEF**
SITE CHECK/SECURITY	DOCUMENTATION	SUPPLIES & FACILITIES	TIMEKEEPING
SEARCH & RESCUE	SITUATION ANALYSIS	STAFFING OFFICER	PURCHASING
MEDICAL		COMMUNICATIONS	
		TRANSPORTATION	

Operational Area EOC Activation and Organization

In a public health emergency, the Operational Area EOC may be activated. In this activation:

1. The Health Officer is the Operations Section Chief and the Public Health Department is the Lead Agency.

2. Representatives of the Public Health Department, Mental Health Department, Environmental Health Department and others according to situational needs, staff the Medical/Health Branch.

3. The OES Schools Coordinator position is activated as an Agency Representative to the EOC Liaison staff, when that function is activated at the Operational Area EOC.
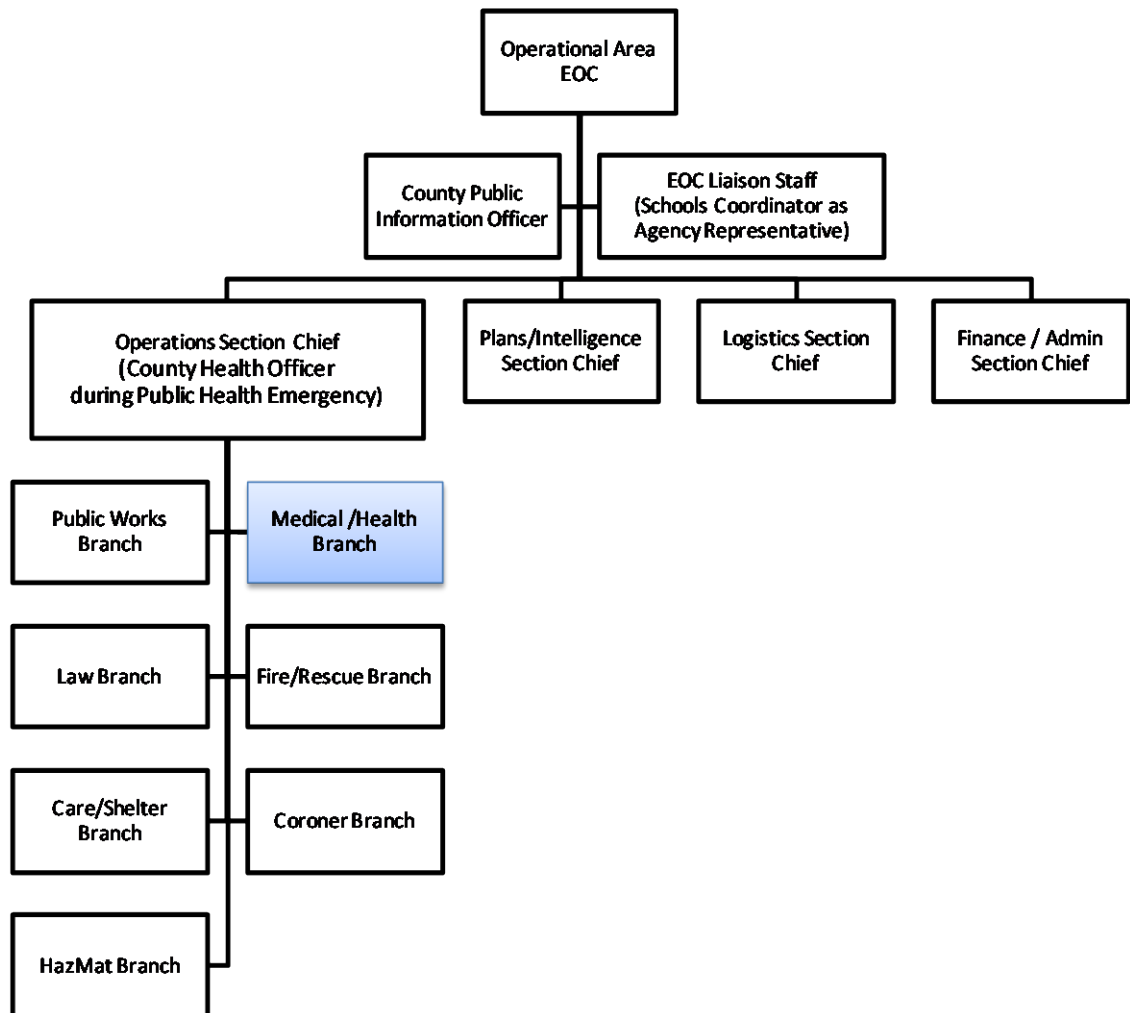
Figure 2 - Operational area EOC organization

Public Health Emergency Operations Center (DEOC)

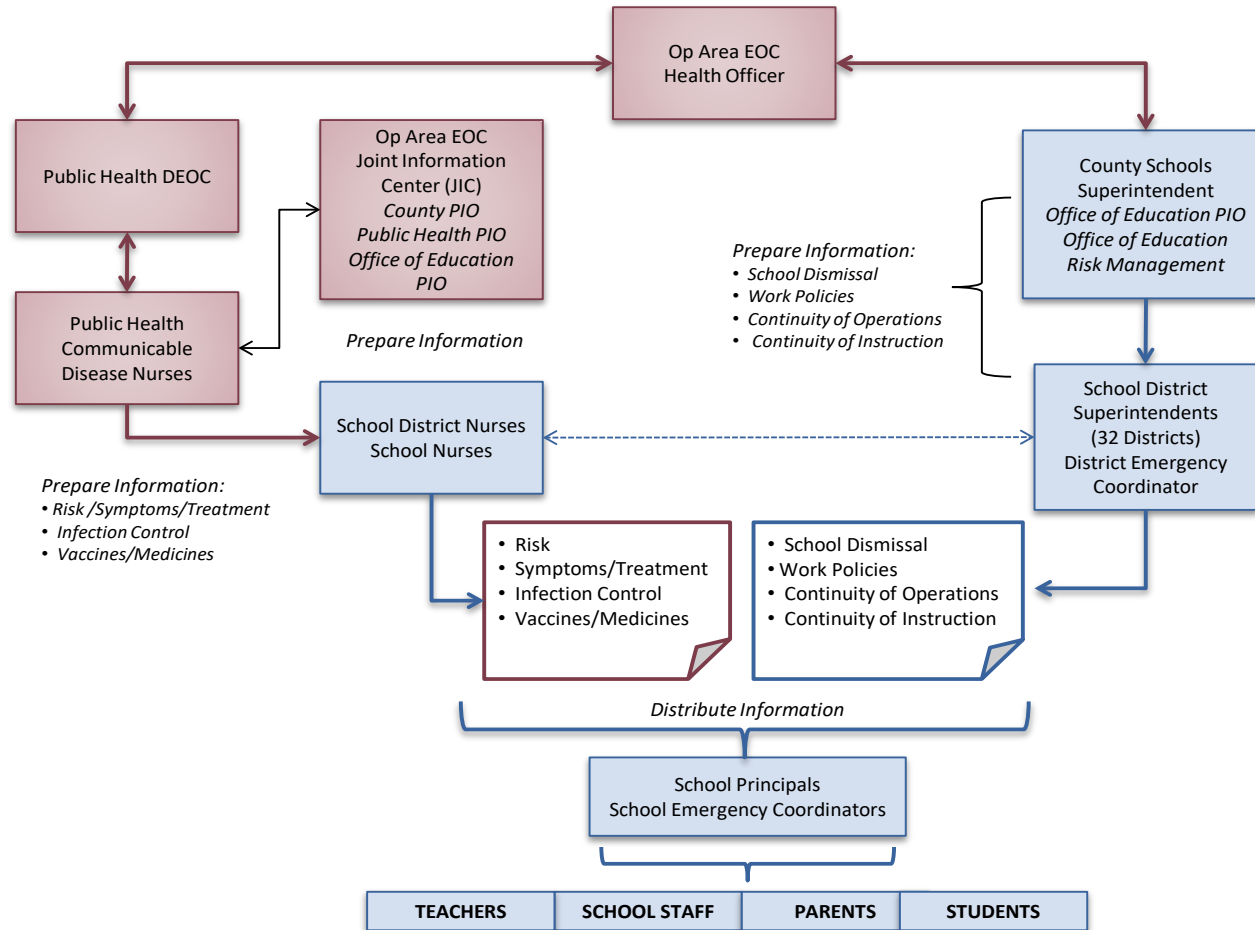In a public health emergency, the DEOC is activated. In this activation:

1. Through the DEOC, the Public Health Department and Emergency Medical Services Agency support to the Operational Area EOC Medical/Health Branch.

2. The DEOC Operations Section activates Groups and/or Teams, as needed for response.

3. The DEOC Disease Control Group is activated and staffed by Communicable Disease Control Nurses. They are the primary contact to the schools and school districts.

4. The Joint Information Center (JIC) may be activated and the Public Information Officer prepares approved content for letters and materials sent by school districts to parents, teachers and staff. A Schools Group may be activated at the JIC to assist and the Office of Education may assist.

Public Health Department Emergency Operations Center (DEOC)

The Public Health DEOC supports the Medical/Health Branch of the Operational Area EOC. In a Public Health Emergency, the Health Officer is usually the Operations Section Chief at the OA EOC.

❑ The DEOC Operations Section activates Groups and/or Teams, as needed for the response. In a Pandemic, the Disease Control Group is activated and staffed by Public Health CD Nurse(s)

❑ The Disease Control Group works closely with the JIC PIO's to prepare consistent, accurate instructions for parents, staff and teachers. These instructions are distributed to School Districts for distribution to school sites.

❑ The JIC may activate a Schools Group to prepare the content of risk communication letters and materials to parents, teachers and staff. Office of Education representatives may help staff the Schools Group at the JIC.

❑ Risk communication materials and letters may be co-signed by the Health Officer and the County Schools Superintendent and/or District Superintendent.

• Figure 3 - Public health deoc organization

Coordination Chart for Public Health Emergency Response

Op Area EOC Health Officer

Public Health DEOC

Op Area EOC Joint Information Center (JIC)
County PIO
Public Health PIO
Office of Education PIO

Public Health Communicable Disease Nurses

Prepare Information

County Schools Superintendent
Office of Education PIO
Office of Education Risk Management

Prepare Information:
- *School Dismissal*
- *Work Policies*
- *Continuity of Operations*
- *Continuity of Instruction*

School District Superintendents (32 Districts) District Emergency Coordinator

Prepare Information:
- *Risk /Symptoms/Treatment*
- *Infection Control*
- *Vaccines/Medicines*

School District Nurses School Nurses

- Risk
- Symptoms/Treatment
- Infection Control
- Vaccines/Medicines

- School Dismissal
- Work Policies
- Continuity of Operations
- Continuity of Instruction

Distribute Information

School Principals School Emergency Coordinators

| TEACHERS | SCHOOL STAFF | PARENTS | STUDENTS |

Operational Procedures

Public Health Guidance for Disease Reporting

1. Communicable Disease (CD) Nurses in the Public Health Department use existing disease reporting protocols.

2. CD Nurses are the primary point of contact for School District Nurses during a public health emergency.

3. The Public Health CD Nurse provides the following information in an initial briefing with School District Nurses:

    - Situation update and analysis.

    - Case reporting and monitoring instructions for School District Nurses and district nurses.

    - Review of communication and flow of information between school districts, Public Health and Office of Education for:

        ❑ Reporting cases.

        ❑ Health Officer Orders and instructions.

        ❑ Materials and resources.

    - Establish briefing/communication schedule for the event.

    - Provide Public Health information website and telephone contact information.

    - Confirm school district contact information for official communication.

4. When the DEOC is activated, the CD Nurses provide guidance to school districts from the Disease Control Group.

5. The CD Nurse will provide guidance to School District Nurses on when and how to separate students identified with illness at school.

Illness Monitoring and Reporting Cases by School District Nurses

1. Students identified with illness are separated from the school population by isolating them in the health office or designated room.

2. The Health Assistant or School Administrative Assistant uses existing procedure to contact parent or guardian and request school pick up.

3. The School District Nurse provides written instructions to parents regarding next steps (treatment at home, clinical evaluation by a physician, etc.).

4. If transportation is not immediately available, the School District Nurse/Health Assistant will hold the student in the health office or designated room for the remainder of the school day. The School Principal and/or Health Assistant will provide food and a comfortable resting place for the student.

5. The School District Nurse may arrange through parents/caregivers transportation to a healthcare setting, if necessary.

6. The School District Nurse will file necessary forms, per existing procedures for return of an ill student to the care of parents in the home.

7. All cases will be reported to the School District Nurse. As necessary, the School District Nurse will report cases to the Santa Clara Public Health Department.

Instructions for Infection Control during Pandemic Response

1. The **SCC Public Health CD Nurse** (or DEOC Disease Control Group) issues approved, updated and disease-specific infection control procedures to be used at school sites. These may be distributed directly to school districts by email or sent to the **SCCOE Emergency Response Group** for distribution to school districts.

2. Updated information may be provided in conference calls or at on-site briefings with a Public Health Deputy Health Officer and/or the CD Nurse.

3. Written updates will be posted on the Public Health website and distributed by email.

4. The School District Nurse can contact the SCC Public Health CD Nurses directly by telephone to answer questions and provide additional information about specific or individual cases/situations.

5. As the event progresses, the Public Health DEOC may be activated and further instructions will be provided from the Disease Control Group at the DEOC and the Joint Information Center (JIC).

6. **Refer to the District Logistic Leader to department job functions.**

Information for Parents, Teachers and Staff

1. In a disease outbreak or pandemic, information materials may include:

    •   The Public Health Department's Health Officer issues letters to parents, teachers and staff with instructions and risk communication information.

    •   Brochures and other informational materials as identified.

    •   Frequently Asked Questions (FAQs) prepared by SCC Public Health Department.

    •   Disease Fact Sheets prepared by the SCC Public Health Department

    •   This information can be downloaded and printed from the SCC Public Health website, or posted to the School Districts web site.

2. The **SCC Public Health Department** is the *primary source of content*. The content distributed by SCC Public Health is approved, updated, and incident/disease-specific. The school receives the approved content from Public Health and distributes information via emails, letters, web posting or other distribution vehicles.

3. The School District Nurse obtains approved content from Public Health concerning the disease outbreak and information for parents, teachers and staff.

4. The **Oak Grove Pandemic Flu Committee** or Public Information Officer assists in preparing content the distribution of information.

5. When the County's Joint Information Center (JIC) is activated, the School District Nurse may receive information for distribution to parents directly from the JIC. The Public Health Department is at the JIC to approve information sent out for use by schools.

6.   The School District Nurse maintains contact with the **Public Health CD Nurses**. If the Public Health Department Emergency Operations Center (DEOC) is activated, the Operations Section/Disease Control Group is the point of contact to reach the Public Health CD Nurses.

7. Use the following procedures to obtain approved information from Public Health:

    a. Go to the SCC PH website http://www.sccgov.org/portal/site/phd/ . Follow links to current information on the disease outbreak or pandemic. In a pandemic influenza outbreak, click the "Flu Button" or the link to information for schools.

    b. Download materials and print or copy them for distribution.

    c. Set up links to the information on the district or school website and instruct parents to view and download from the website.

    d. Send alerts by Twitter and Facebook including a link to the information on the Oak Grove School District or school website.

    e. Use printed materials or cite links in school meetings with parents.

8. School District Communication Team

    a. The Public Information Officer will convene a **School District Communication Team (Oak Grove School District Pandemic Flu Committee)** to manage the task of providing information to parents, teachers and staff during response.

    b. The School District Communication Team members include:

        - *Superintendent, Public Relations Officer, Information Technology, Human Resource, Maintenance and Operations, Transportation, Child Nutrition Services, Business, AAO, and Student Services*

    c. The School District Communication Team is assigned the following tasks:

        - Monitor updates; assist in the preparation of and distribution of information, print handouts, coordinate with Child Nutrition Services, Transportation Services, District Print Shop, Information Technology, etc.

        - *Information Technology (IT) will set up a generic email account that numerous people can access. Email address needs to be given to Public Health so information can be sent to your school district.*

        - Information materials include only approved, updated and incident/disease-specific content prepared by the SCC Public Health Department.

- Information distribution mechanisms may include handouts, website postings, posters, Parent Link messaging, etc.
    - Mailing information to parents and staff
    - Handouts at school site(s)
    - Postings to school and school district web sites
    - Emails
    - Use of social media and blog sites, including texting, use of Twitter, Facebook, etc.
    - Informational meetings and conferences

9. The School District Nurse monitors updates from Public Health and provides updated content to the School Communication Team to assist in the preparation of additional letters, information and instructions to parents.

10. The School Principals, PIO, and IT department, assisted by the District Nurse, update the school or District website to post new, updated and approved content from the Public Health Department.

Media Inquiries and Contact

1. In an infectious disease outbreak or pandemic that requires school dismissal (s), the Operational Area EOC may be activated and the County's Joint Information Center (JIC) may be activated.

2. Media interviews, including school district interviews, are coordinated with the Lead County PIO or Public Health PIO and the Santa Clara County Office of Education (SCCOE) PIO.

3. The County Office of Education will distribute PIO contact information to school districts.

4. The SCCOE PIO may co-locate at the JIC or send a liaison when the JIC is activated. Or, the SCCOE PIO may operate from the SCCOE Emergency Response Group at the SSCOE offices and establish communication channels and contacts at the JIC

5. When it is activated, the Joint Information Center (JIC) prepares public information content for schools. Distribution of this information to the schools may come directly from the JIC, the DEOC, or from the SSCOE PIO.

Media Inquiry and Contact Coordination

Public Health Designated Spokespersons

COUNTY HEALTH OFFICER

DEOC and PUBLIC HEALTH STAFF

OTHER PUBLIC HEALTH EXPERTS

JOINT INFORMATION CENTER (JIC)

PUBLIC HEALTH INFORMATION OFFICER (PIO)

Coordinate Media Inquiries and Arrange Interviews with Public Health Designated Spokespersons

Coordinate Media Interviews

School District Designated Spokespersons

SCHOOL DISTRICT PUBLIC INFORMATION OFFICERS (PIO)

COUNTY SCHOOLS SUPERINTENDENT

SCHOOL DISTRICT SUPERINTENDENTS

SCHOOL PRINCIPALS SCHOOL BOARD MEMBERS

OFFICE OF EDUCATION

PUBLIC INFORMATION OFFICER (PIO)

Coordinate Media Inquiries and Arrange Interviews with School District and SCCOE Designated Spokespersons

School Dismissal

1. **Only the Health Officer can issue an order to dismiss a school, several schools or all schools in the county during a public health emergency.**

2. School District Nurses or school principals cannot dismiss the school based on the on-site assessment of absenteeism or for any other reason. Questions about the need to dismiss a school can be directed to the **Public Health CD Nurse**.

3. The School District Nurse monitors and reports illness and absenteeism to the Public Health CD Nurse.

4. The decision to dismiss a school is communicated from the **Health Officer** to the **County School Superintendent**. The County School District Superintendent communicates the order to the **School District Superintendent**, who then contacts the **School Principal** and **School District Nurse**.

5. When the Public Health Department Emergency Operations Center (DEOC) is activated, School District Nurses continue to get information and advice from the CD Nurses, who are now operating from the DEOC, Disease Control Group.

6. The SCCOE PIO may co-locate at the JIC, when it is activated. Or, the SCCOE PIO may operate from the SCCOE Emergency Response Group at the SSCOE.

7. When it is activated, the JIC staff prepares information content used by schools. Distribution to schools may be from the DEOC, the JIC or from the SSCOE PIO.

8. Reference the District Safety Plan for additional information.

Teacher and Staff Absence

1. The schools report teacher/staff absences in Aesop Absence Tracking System. This is the responsibility of the employees and will be monitored by school office personnel.

2. The Human Resources Department is assigned to recruit substitute teachers.

3. At the school site, infection control equipment suggested for use by the Public Health Department will be provided to substitute teachers, staff and volunteers. This duty is assigned to the School Principal.

4. As part of the surveillance and welfare, Human Resources will contact absent teachers and staff and provide appropriate risk communication material, if required.

5. Human Resources will assign substitute personnel to district schools as available.

Work Policies

Work-related policies for teachers and staff may include a review of the California statewide Disaster Service Worker policy. Countywide, district level or school policies and procedures related to sick leave, care for family members, etc. may also be reviewed and distributed.

1. The SCCOE will distribute information about state-level waivers during emergency response.

2. The District Superintendent will distribute work policies and information applicable within the district.

3. The School Principal/Administration will work with their designated human resource to distribute work related policies and information to teachers and staff.

Continuity of School Operations

1. OGSD is responsible for maintaining continuity of school functions during a prolonged school closure or during periods of increased absence of administrative staff and teachers.

2. Assisted by the Human Resources Department, each school will distribute contract policies addressing teacher and staff absenteeism during a public health emergency, as needed.

3. The SCC Office of Education may provide guidance on State and Federal requirements for continuity of school operations including:

   - Policies and procedures regarding pay and benefits for employees.

   - School funding during school dismissals.

   - Federal and State Waivers that impact education during prolonged school dismissal, such as:

      ❏ Requirements for the number of instruction days, amount of instruction time, and length of the school day.

      ❏ Graduation and promotion requirements.

      ❏ Special education requirements.

      ❏ Standardized testing requirements and deadlines.

   - Laws regarding the suspension of contracts.

4. During school re-opening, track the following issues:

   - Guidance regarding assessment of student levels with respect to state academic standards.

   - Guidance for screening and referring students to mental health services.

   - Guidance for assessing students with special needs in reviewing, revising, or creating Individual Education Plans (IEPs).

   - Process and/or function stream to support any necessary remediation, if the school was used for emergency operations.

5. The California Department of Education and Pandemic Influenza Manual provides guidance on:

- Notification and reporting procedures for student dismissals ordered by local or state health officials.

- Fiscal impacts of student dismissals ordered by local or state health officials.

  ❏ Accountability and assessment policies during extended student dismissals ordered by local or state health officials.

  ❏ Continuity of education and student services during extended student dismissals ordered by local or state health officials.

  ❏ Impact of pandemic influenza on school facilities, childcare, special education, the Healthy Start program, after school programs, curriculum support programs, professional development programs.

  ❏ Distance learning options during extended student dismissals ordered by local or state health officials.

Financial Recovery

The SCC Office of Education may provide guidance on State and Federal requirements for continuity of school operations including:

1. Policies and procedures regarding pay and benefits for employees.

2. School funding during school dismissals.

3. Federal and State waivers that impact education during prolonged school dismissal, such as:

   a. Requirements for the number of instruction days, amount of instruction time, and length of the school day.

   b. Graduation and promotion requirements.

   c. Special education requirements.

   d. Standardized testing requirements and deadlines.

   e. Laws regarding the suspension of contracts.

   The California Department of Education, Pandemic Influenza Manual, 2009 DRAFT, provides guidance on:

1. Notification and reporting procedures for student dismissals ordered by local or state health officials.

2. Fiscal impacts of student dismissals ordered by local or state health officials.

3. Accountability and assessment policies during extended student dismissals ordered by local or state health officials.

4. Continuity of education and student services during extended student dismissals ordered by local or state health officials.

5. Impact of pandemic influenza on school facilities, childcare, special education, the Healthy Start program, after school programs, curriculum support programs, professional development program.

The Oak Grove School District Safety Committee approved the District Office Comprehensive Safety Plan on May 2018.

OAK GROVE SCHOOL DISTRICT

INCIDENT RESPONSE JOB DESCRIPTIONS

Incident Response Job Descriptions

Use this appendix for drills, exercises, and real emergencies.
Document all actions taken.

The job aids in this appendix are listed below.

Table of Contents

Incident Response Job Descriptions

COMMAND SECTION: Incident Commander

Responsibilities:
The Incident Commander is solely responsible for emergency/disaster operations and shall remain at the Command Post to observe and direct all operations.

Ensure the safety of staff and others on site. Lead by example: your behavior sets the tone for staff and others.

Start-Up Actions:

- Obtain your personal safety equipment (i.e. hard hat, vest, clipboard with job description sheet)

- Assess the type of scope of emergency.

- Determine the threat to human life and structures.

- Implement the emergency plan and hazard-specific procedures.

- Develop and communicate an Incident Action Plan with objectives and a timeframe to meet those objectives.

- Activate functions and assign positions, as needed.

- Fill in the Incident Assignments form.

- Appoint a backup or alternative incident Commander (as described in the emergency plan)

Incident Response Job Descriptions

COMMAND SECTION: <u>Incident Commander (Continued)</u>

<u>On-going Operations Duties:</u>

- Continue to monitor and assess the total site situation:
    - ❏ View the site map periodically for search and rescue progress and damage assessment information.
    - ❏ Check with chiefs for periodic updates.
    - ❏ Reassign personnel, as needed.

- Report (through Communications) to the school district on the status of faculty, as needed (Site Status Report).

- Develop and communicate revised Incident Action Plans, as needed

- Begin Employee Release when appropriate.

- Authorize the release of information.

- Utilize your backup; plan and take regular breaks (5-10 minutes per hour). During break periods, relocate away from the Command Post.

- Plan regular breaks for all staff and volunteers.
  Take care of your caregivers!

- Release staff as appropriate and per district guidelines.
  (By law, during a disaster, staff become disaster workers)

- Remain on and in charge of your site until redirected or released by the superintendent.

Incident Response Job Descriptions

COMMAND SECTION: Incident Commander (Continued)

Closing Down:

- Authorize deactivation of sections, branches, or units when they are no longer required.

- At the direction of the superintendent, deactivate the entire emergency response. If the fire department or other outside agency calls an "all clear," contact the district before taking any further action.

- Ensure that any open actions not yet completed will be taken care of after deactivation.

- Ensure the return of all equipment and reusable supplies to Logistics.

- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.

- Announce the termination of the emergency and proceed with recovery operations, if necessary.

Command Post Equipment/Supplies:

- Campus map
- Master keys
- Staff rosters
- Disaster response forms
- Emergency plan
- Duplicate rosters (two sets)
- Tables and chairs (if Command Post is outdoors)
- Vests (if available)
- Job description clipboards
- Command Post tray (pens, etc.)
- School district radio
- Campus two-way radios
- AM/FM radio (battery)
- Bullhorn

Incident Response Job Descriptions

COMMAND SECTION: <u>Safety Officer</u>

<u>Responsibilities</u>:

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the existing circumstances.

<u>Start-Up Actions</u>:

- Check in with the Incident Commander for a situation briefing.

- Obtain necessary equipment and supplies from Logistics.

- Put on a position identifier, such as a vest, if available.

- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

  Document:
  - Messages received.
  - Action taken.
  - Decision justification and documentation.
  - Requests filled.

<u>Operational Duties</u>:

- Monitor drills, exercises, and emergency response activities for safety.

- Identify and mitigate safety hazards and situations.

- Stop or modify all unsafe operations.

- Ensure that responders use appropriate safety equipment.

- Think ahead and anticipate situations and problems before they occur.

- Anticipate situation changes, such as cascading events, in all planning.

- Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

COMMAND SECTION: <u>Safety Officer</u> (Continued)

<u>Closing Down:</u>

- When authorized by the Incident Commander, deactivate the Unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

- Return equipment and reusable supplies to Logistics.

<u>Equipment/Supplies:</u>

- Vest or position identifier, if available

- Hardhat, if available

- Clipboard, if available

- Two-way radio, if available.

Incident Response Job Descriptions

COMMAND SECTION: <u>Public Information Officer (PIO)</u>

<u>Personnel</u>:

Available staff with assistance from available volunteers

<u>Policy</u>:

The public has the right and need to know important information related to an emergency disaster at the site ***as soon as it is available***.

The PIO acts as the official spokesperson for the site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson.

News media can play a key role in assisting the site in getting the emergency/disaster related information to the public (parents).

Information released must be consistent, accurate and timely.

<u>Start-up Actions</u>:

- Determine a possible "news center' site as a media reception area (located away from the Command Post and staff). Get approval from the Incident Commander.

- Identify yourself as the PIO (be vest, visor, sign, etc.)

- Assess the situation and obtain a statement from the Incident Commander. Tape record it, if possible.

- Advise arriving media that the site is preparing a press release and the approximate time of its issue.

- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Incident Response Job Descriptions

COMMAND SECTION: <u>Public Information Officer (PIO) (Continued)</u>

<u>Operational Duties:</u>
- Keep up to date on the situation.

- Statements must be approved buy the Incident Commander and should reflect:
  - ❐ Reassurance (EGBOK – "Everything's going to be ok.".)
  - ❐ Incident or disaster cause and time of origin.
  - ❐ Size and scope of the incident
  - ❐ Current situation – condition of site, evacuation progress, care being given, injuries, employee release location, etc.
     Do not release any names.
  - ❐ Resources in use.
  - ❐ Best Routes to the site, if known, and if appropriate.
  - ❐ Any information the site wishes to release public

- **Read statements if possible.**

- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing lying, talking "off the record," arguing, etc. Avoid using the phrase "no comment."

- Remind site staff and volunteers to refer *all* questions from the media or waiting parents to the PIO.

- Update information periodically with the Incident Commander.

- Ensure that announcements and other information are translated into other languages, as needed.

- Monitor news broadcasts about the incident. Correct any misinformation heard.

Incident Response Job Descriptions

COMMAND SECTION: <u>Public Information Officer (PIO) (Continued)</u>

<u>Closing Down:</u>
- At the Incident Commander's directions, release PIO staff when they are no longer needed. Direct staff members to sign out through Timekeeping.

- Return equipment and reusable supplies to Logistics.

- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

    <u>Equipment / Supplies:</u>
- Public Information kit consists of:
  - ❏ ID Vest
  - ❏ Battery-operated AM/FM radio
  - ❏ Paper/pencils/marking pens
  - ❏ Scotch tape/masking tape
  - ❏ Scissors
  - ❏ Site and area map(s)
    - 8 ½ x 11" handouts

    - Laminated poster-board size for display

- Forms

  - ❏ Disaster Public information Release Work Sheet
  - ❏ Sample Public Information Release
  - ❏ Site Profile

Incident Response Job Descriptions

COMMAND SECTION: <u>Liaison Officer</u>

<u>Responsibilities:</u>
The Liaison Officer serves as the point of contact for agency representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow and information.

<u>Start-up Actions:</u>
- Check in with the Incident Commander for a situation briefing.

- Determine your personal operating location and set it up, as necessary.

- Obtain the necessary equipment and supplies from Logistics.

- Put on a position identifier, such as a vest, if available.

- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

  <u>Operational Duties:</u>
- Brief agency representatives on the current situation, priorities, and incident Action Plan.

- Ensure coordination of efforts by keeping the Incident Commander informed of agencies' action plan.

- Provide periodic update briefings to agency representatives, as necessary.

  <u>Closing Down:</u>
- At the Incident Commander's directions, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.

- Return equipment and reusable supplies to Logistics.

- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Incident Response Job Descriptions

COMMAND SECTION: <u>**Liaison Officer (Continued)**</u>

<u>Equipment/Supplies:</u>
- Vest or position identifier, if available

- Two-way radio, if available

- Clipboard, paper, pens

Incident Response Job Descriptions

OPERATIONS SECTION: Operations Section Chief

Responsibilities:
The Operations Section Chief manages the direct response to the disaster, which can include:

- Site Facility Check/Security

- Search and Rescue

- Medical

- Staff Care

- Employee Release

Start-up Actions:
- Check in with the Incident Commander for a situation briefing.

- Obtain necessary equipment and supplies from Logistics

- Put on a position identifier, such as a vest, if available

Operational Duties:
- Assume the duties of all operations positions until staff are available and assigned.

- As staff members are assigned, brief them on the situation, and supervise their activities, using the position checklists.

- If additional supplies or staff are needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation and assign them as needed.

- Coordinate search and rescue operations if it is safe to do so.
  Appoint an S&R Team Leader to direct operations, if necessary.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Operations Section Chief (Continued)</u>

- As information is received from Operations staff, pass it on to situation analysis and/or the Incident Commander.

- Inform the Planning Section Chief of Operations tasks and priorities.

- Make sure the Operations Staff are following standard procedures, using appropriate safety gear, and documenting their activities.

- Schedule breaks and reassign staff within the section, as needed.

<u>Closing Down:</u>
- At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.

- Return equipment and reusable supplies to Logistics.

- When authorized by the Incident Commander, deactivate the Section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

<u>Equipment/Supplies:</u>
- Vest or position identifier, if available

- S&R equipment

- Two-way radio

- Job description clipboard, paper, pens

- Maps:
  - Search and rescue maps
  - Large site map

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Site Facility Check/Security</u>

<u>Personnel:</u>
Staff assigned as needed. Work in pairs.

<u>Responsibilities:</u>
Take no action that will endanger you.

<u>Start-up Actions:</u>
- Wear hardhat and orange identification vest, if available.

- Take appropriate tools, job description clipboard, and radio.

- Put batteries in flashlight, if necessary.

<u>Operational Duties:</u>
As you complete the following tasks, observe the site and report any damage by radio to the Command Post.

☞   **Remember**: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

- Lock gates and major external doors.

- Locate, control, and extinguish small fires as necessary.

- Check gas meter and, *if gas is leaking*, shut down the gas supply.

- Shut down electricity only if the building has clear structural damage or if you are advised to do so by the Command Post.

- Post yellow caution tape around damaged or hazardous areas.

- Verify that the site is "locked down" and report the same to the Command Post.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Site Facility Check/Security (Continued)</u>

- Advise the Command Post of all actions taken for information and proper logging.

- Be sure that the entire site has been checked for safety hazards and damage.

- No damage should be repaired before full documentation, such as photographs and video evidence, is complete unless the repairs are essential to immediate life safety.

- Route fire, rescue, and police, as appropriate.

- Direct all requests for information to the Public Information Officer.

<u>Closing Down:</u>
- Return equipment and reusable supplies to Logistics.

- When authorized by the Incident Commander, close out all logs.
  Provide logs and other relevant documents to the Documentation Unit.

<u>Equipment/Supplies:</u>
- Vest, hardhat, work gloves, and whistle

- Campus two-way radio, master keys, and clipboard with job description

- Bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools-for gas and water (crescent wrench)

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Search and Rescue Team Leader</u>

<u>Safety Rules:</u>
Use the buddy system. Assign a minimum of 2 persons to each team.
Take no action that might endanger you. Do not work beyond your expertise.
Use appropriate safety gear. Size up the situation first.
Follow all operational and safety procedures.

<u>Start-up Actions:</u>
- Obtain all necessary equipment from container. (See list below.)

- Obtain a briefing from Operations Section Chief, noting known fires, injuries, or other situations requiring response.

- Assign teams based on available manpower, minimum 2 persons per team.

<u>Operational Duties:</u>
- Perform a visual and radio check of the outfitted team leaving the Command Post. Teams must wear sturdy shoes and safety equipment.

- Record names and assignments before deploying teams.

- Dispatch teams to known hazards or situations first, then to search the site using specific planned routes. Send a specific map assignment with each team.

- Remain at the Command Post in radio contact with S&R Teams.

- Record all teams' progress and reports on the site map, keeping others at the Command Post informed of problems. When an office is reported, clear, mark a "C" on the map.

- If injured employees are located, consult the Operational Section Chief for response. Utilize Transport Teams, or send a Fist Aid Team.

- Record the exact location of damage and a triage tally (I=immediate, D=delayed, DEAD=dead) on the map.

- Keep radio communication brief and simple. Do not use codes.

-

Incident Response Job Descriptions

OPERATIONS SECTION: Search and Rescue Team Leader (Continued)

☞ **Remember**: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Closing Down:
- Records the return of each S&R Team. Direct them to return equipment and report to Logistics for additional assignment.

- Provide maps and logs to the Documentation Unit.

Equipment/Supplies:
- Vest, hardhat, latex gloves, and whistle with master keys on lanyard. One team member should wear a first aid backpack.

- Campus two-way radio and clipboard with job description and map indicating the search plan.

- Bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Search and Rescue Teams</u>

<u>Safety:</u>
- Use the buddy system. Ensure that each team has been assigned a minimum of 2 persons.

- Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and safety procedures.

<u>Start-up Actions:</u>
- Obtain all necessary equipment from the container. (See list below.)
  You must wear sturdy shoes and long sleeves.
  Put batteries in flashlight.

- Check in at the Command Post for assignment.

<u>Operational Duties:</u>
- Report gas leaks, fires, or structural damage to the Command Post immediately upon discovery. Shut of gas or extinguish fires, if possible.

- Before entering a building, inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged building.
  If you are in doubt about your safety, DO NOT ENTER.

- If the building is safe to enter, search the assigned area (follow the map) using an orderly pattern. Check all offices. Use chalk or grease pencil to mark a slash on the door when entering a room. Check under desks and tables. Search visually and vocally. Listen. When leaving each office, complete the slash to form an "X" on the door. Report by radio to the Command Post that the room has been cleared.
  (e.g. "Room A-123 is clear")

☞   **Remember**: If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Search and Rescue Teams (Continued)</u>

- When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use names of the staff. Follow directions from the Command Post.

- Record the exact location of damage and triage tally (I=Immediate, D=delayed, DEAD=dead) on the map and report the information to the Command Post.

- Keep radio communication brief and simple. Do not use codes.

<u>Closing Down:</u>
- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

<u>Equipment/Supplies:</u>
- Vest, hardhat, work and latex gloves, and whistle with master keys on neck lanyard. One team member should wear a first aid backpack.

- Campus two-way radio and clipboard with job description and map indicating the search plan.

- Bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, and masking tape.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Medical Team Leader</u>

<u>Responsibilities:</u>
The Medical Team Leader is responsible for providing emergency medical response, first aid, and counseling. He or she informs the Operations Section Chief or Incident Commander when the situation requires health or medical services that staff can not provide and ensures that appropriate actions are taken in the event of deaths.

<u>Start-up Actions:</u>
- Establish scope of disaster with the Incident Commander and determine probability of outside emergency medical support and transport needs.

- Make personnel assignments. If possible, passing a minimum of two people to triage, two to immediate treatment, two to delayed treatment, and two to psychological treatment.

- Set up a first aid area in a safe place (upwind from the emergency area if the emergency involves smoke or hazardous materials), away from staff, with access to emergency vehicles, Obtain equipment and supplies from the storage area.

- Assess available inventory of supplies and equipment.

- Review safety procedures and assignments with personnel.

- Establish a point of entry ("triage") into the treatment area.

- Establish "immediate" and "delayed" treatment areas.

- Set up a separate psychological first aid area if staff levels are sufficient.

<u>Operational Duties:</u>
- Oversee the assessment, care, and treatment of patients.

- Ensure caregiver and rescuer safety. Ensure that they use latex gloves for protection from body fluids and new gloves for each new patient.

- Make sure that accurate records are kept.

Incident Response Job Descriptions

OPERATIONS SECTION: Medical Team Leader (Continued)

- Provide personnel to respond to injuries in remote locations or request a Transport Team from Logistics.

- If needed, request additional personnel from Logistics.

- Brief newly assigned personnel.

- Report deaths immediately to the Operations Section Chief.

- Keep the Operations Section Chief informed of the overall status.

- Set up a morgue, if necessary, in a cool, isolated, secure area; follow the guidelines established in the plan.

- Stay alert for communicable diseases and isolate appropriately.

- Consult with the Employee Care Director regarding health care, medications, and meals for employees with known medical conditions (e.g. diabetes, asthma, etc.)

Closing Down:
- At the incident Commander's direction, release medical staff who are no longer needed. Direct staff members to sign out through timekeeping.

- Return equipment and reusable supplies to Logistics.

- When authorized by the Incident Commander, deactivate the Section and close out all logs. Provide the logs and other relevant documents to the Documentation Unit.

OPERATIONS SECTION: <u>Medical Team Leader (Continued)</u>

<u>Equipment/Supplies:</u>

- First aid supplies (see the list on the following page)
- Job description clipboards
- Stretchers
- Vests, if available
- Tables and chairs
- Forms:
  - ❐ Notice of First Aid Care
  - ❐ Medical Treatment Victim Log
- Masking tape
- Marking pens
- Blankets
- Quick reference medical guides
- Ground cover/tarps

<u>Recommended First Aid Supplies:</u>

- 4" x 4" compress: 1,000 per 500 employees
- 8" x 10" compress: 150 per 500 employees
- Kerlix bandaging: 1 per employee
- Ace wrap (2 inch) 12 per site
- Ace wrap (4 inch) 12 per site
- Triangular bandage: 24 per site
- Cardboard splints: 24 each of small, medium, large
- Steri-strips or butterfly bandages: 50 per site
- Aqua-Blox (water) cases (for flushing wounds, etc.):

  0.016 x employees + staff = # of cases
- Neosporin: 144 squeeze packs per site

OPERATIONS SECTION: <u>Medical Team Leader (Continued)</u>

- Hydrogen peroxide: 10 pints per site

- Bleach: 1 small bottle

- Plastic basket or wire basket stretchers or backboards:

  1.5 per 100 employees

- Scissors, paramedic: 4 per site

- Tweezers: 3 assorted per site

- Triage tags: 50 per 500 employees

- Latex gloves: 100 per 500 employees

- Oval eye patch: 50 per site

- Tapes (1" cloth): 50 rolls per site

- Tapes (2" cloth): 24 per site

- Dust masks; 25 per 100 employees

- Disposable blanket: 10 per 100 employees

- Fist Aid Books: 2 standard and 2 advanced per site

- Space blankets: 1 per employee

- Heavy-duty rubber gloves: 4 pair

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Medical Team</u>

<u>Personnel:</u>
First aid-trained staff and volunteers.

<u>Responsibilities:</u>
Use approved safety equipment and techniques.

<u>Start-up Actions:</u>
- Obtain and wear personal safety equipment, including latex gloves.

- Check with the Medical Team Leader for assignment.

    <u>Operational Duties:</u>
- Administer appropriate first aid.

- **Keep accurate records of care given**.

- Continue to assess victims at regular intervals.

- Report deaths immediately to the Medical Team Leader.

- If and when transportation is available, do a final assessment and document on the triage tag. Keep and file records for reference –
  do not send any records with the victim.

- An employee's emergency card must accompany each employee removed from site to receive advanced medical attention.
  Send an emergency out of area phone number, if available.

    <u>Triage Entry Area:</u>
    The triage area should be staffed with a minimum of two trained team members, if possible.

- One member confirms the triage tag category (red, yellow, green) and directs to the proper treatment area. Should take 30 seconds to assess – no treatment takes place here. Assess if not tagged.

- Second team member logs victims' names on form and sends the forms to the Command Post, as completed.

Incident Response Job Descriptions

OPERATIONS SECTION: <u>Medical Team (Continued)</u>

<u>Operational Duties:</u>

<u>Treatment Areas (Immediate and Delayed)</u>

Treatment areas should be staffed with a minimum of two team members per area, if possible.

- One member completes secondary head-to-toe assessment.

- Second member records information on the triage tag and onsite treatment records.

- Follow categories: Immediate, Delayed, Dead.

- **When using two-way radio, do not use the names of the injured or dead.**

<u>Closing Down:</u>
- Return equipment and unused supplies to Logistics.

- Clean up first aid area. Dispose of hazardous waste safely.

- Complete all paperwork and turn it in to the Documentation Unit.

  <u>Equipment/Supplies:</u>
- First aid supplies *(Please refer to Operational Section: <u>Medical Team Leader: Recommended First Aid Supplies</u>)*

- Job description clipboards

- Stretchers

- Vests, if available

- Tables and chairs

- Forms:
  - ❏ Notice of First Aid Care
  - ❏ Medical Treatment Victim Log

Incident Response Job Descriptions

OPERATIONS SECTION: <u>**Medical Team (Continued)**</u>

- Marking pens

- Blankets

- Quick reference medical guides

- Ground cover/tarps

Incident Response Job Descriptions

OPERATIONS SECTION: Medical Branch Morgue

Personnel:

To be assigned by the Operations Section Chief, in needed.

Start-Up Actions:

- Check with the Operations Section Chief for direction.

- If directed, set up a morgue area. Verify:
  - ❐ Tile, concrete, or other cool floor surface
  - ❐ Accessible to coroner's vehicle
  - ❐ Remote from the assembly area
  - ❐ Security: Keep unauthorized persons out of the morgue
  - ❐ Maintain a respectful attitude

Operational Duties:

After pronouncement or determination of death:

- ***Confirm that the person is actually dead***.

- ***Do not*** move the body until directed by the Command Post.

- ***Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times***.

- As soon as possible, ***notify the Operations Section Chief***, who will notify the Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. Law enforcement personnel will notify the coroner.

- Keep accurate records and make them available to law enforcement personnel and/or the coroner when requested.

- Write the following information on two tags:
  - ❐ Date and time found
  - ❐ Exact location where found

OPERATIONS SECTION: Medical Branch Morgue (Continued)

- ❑ Name of decedent, if known.
- ❑ If identified – how, when, and by whom
- ❑ Name of person filling out tag

- Attach one tag to a body.

- If the Coroner's Office will not be able to pick up the body soon, place the body in a plastic bag and tape securely to prevent unwrapping. Securely attaché the second tag to the outside of the bag. Move the body to the morgue.

- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body-store separately near the body.

Closing Down:

- After all bodies have been picked up, close down the Morgue.

- Return equipment and unused supplies to Logistics.

- Clean up the area. Dispose of hazardous waste safely.

- Complete all paperwork and turn in to the Documentation Unit.

Equipment/Supplies:

- Tags
- Pens/pencils
- Plastic trash bags
- Duct tape
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape

Incident Response Job Descriptions

STUDENT ATTENDANCE AND RELEASE

During an evacuation, students and staff should report to their evacuation staging area. Attendance should be taken immediately and reported to the Incident Commander.

Staff will stay with the students and remain calm. Students should only be released to a person on the Emergency Card. A runner will come to take the student to the person picking up the child. Please note on your attendance the student has left the campus. Be prepared to stay with the students until the last child goes home. Be prepared to play games, sing songs, and entertain the children.

Student Release Procedures

The following student emergency release procedure is designed to ensure that parents/guardians know where to go to pick up their children in the event of a school-wide emergency or an event that causes students to be released at an unplanned time. The additional benefits of the release program are to lessen the confusion/panic of an unplanned event and to ensure that students are released only to those people who are written on the emergency card.

Oak Grove School District Policy:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AN ALTERNATE, SAFE SITE UNDER THE SUPERVISION OF DISTRICT PERSONNEL:

1. Until regular dismissal time and then released only if it is considered safe, OR
2. Until released to an adult authorized by the parent or legal guardian whose name appears on District records.

Parent Notification of School Emergency:

In the event of a school-wide emergency, the school will send out a phone message through our messenger service, providing the phones are working. The system will only call the primary number identified in our system. It should also be noted that phones may not be answered at the school in the event of an emergency. Please tune in to the local radio stations on the next page for updated information.

Student Release Procedure:

• Students and teachers are trained to assemble in a specified location after the initial emergency evacuations. No students will be released until after they move to their grade level areas.

- Your student will only be released to the parent/guardian or someone designated by the parent/guardian on the emergency card.

- Important Note: During an emergency situation, we will be unable to attempt to contact parents/guardians. This means that the first person who arrives at the school and is listed on the emergency card will be able to sign out and leave with your student. We make a note of who signs a student out and their destination so that a parent/guardian will know how to locate their child.

Inform Parents and/or Guardians:

- When you arrive on campus to pick up your child, follow the protocol and remain calm.

1. **Prior to arriving:**

A. Bring I.D. (driver's license or passport). This is critically important to ensure that the students are released only to authorized people.

B. Know whom you are picking up. Remember that once the child is released to an authorized adult, that adult is now responsible for that child!

2. Arriving at school:

A. Park in a safe location. Do not block driveways, gates, or parking lot drive-through.

B. WALK on to the campus. The school will already be following its emergency procedures. Calmly follow the directions of the staff.

C. You will be directed to a parent gathering area for checkout. Wait for your turn, and then identify yourself and whom you are picking up. Present your identification to the staff member who is helping you.

**Remember you must be listed on the emergency card. NO EXCEPTIONS! Parents who have more than one child to check out will have to proceed to each grade level release area.

D. This procedure will take time! Do not be in a hurry or panic. The protocol is set up to make sure each child is released to an authorized adult, to account for each child, and to make the atmosphere as calm and non-stressful as possible for both the students (who are waiting) and the parents/guardians (who are checking them out).

E. After signing out the children, we ask that you leave the campus immediately.

Incident Response Job Descriptions

PLANNING SECTION: Planning Section Chief

Responsibilities:

This Section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with the Incident Commander for a situation briefing.

- Obtain necessary equipment and supplies from Logistics.

- Put on a position identifier, such as a vest, if available.

Operational Duties:

- **Assume the duties of all Planning Section positions until staff is available and assigned.**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

- Assist the Incident Commander in writing action plans.

Closing Down:

- At the incident Commander's directions, deactivate the Section and close out all logs.

- Verify that the closing tasks of all Planning Section positions have been accomplished.

- Return equipment and reusable supplies to Logistics.

Equipment/Supplies:

- Two-way radio
- Table and chairs for release area

- Yellow Caution tape

- Orange cones

- File box(es)

- Forms;

  - ❏ Runner: Student Check Out Form
  - ❏ Check Out Logs
  - ❏ Student Emergency Cards

- Paper, pens

- Job description clipboard

- Tissues

Incident Response Job Descriptions

PLANNING SECTION: Planning Section Chief (Continued)

Equipment/Supplies:

- Two-way radio

- File box(es)

- Dry-erase pens

- Large site map of campus, laminated or covered with Plexiglas

- Forms;

  ❏ Emergency Time/Situation Report
  ❏ Sample Log
  ❏ Student Accounting Form

- Paper, pens

- Job description clipboard

- Tissues

Incident Response Job Descriptions

PLANNING SECTION: Documentation

Responsibilities:

This Section is responsible for the collection, evaluation, documentation, and use of information about the development of the Incident and the status of resources.

Start-Up Actions:

- Check in with the Planning Section Chief for a situation briefing

- Obtain necessary equipment and supplies from Logistics.

- Put on a position identifier, such as a vest, if available.

- Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditure, as well as all personnel timekeeping records.**

Operational Duties:

Records:

- Maintain a time log of the incident, noting all actions and reports. (See the Sample Log on page E-17 of Appendix E.)

- Record content of all radio communication with the district Emergency Operations Center (EOC).

- Record oral communication for basic content.

- Log in all written reports,

- File all reports for reference (file box).

☞ **Important**: A permanent log may be typed or rewritten at a later time for clarity and better understanding. **Keep all original notes and records – they are legal documents.**

Incident Response Job Descriptions

PLANNING SECTION: <u>Documentation (Continued)</u>

<u>Staff Accounting</u>:

- Receive, record, and analyze Employee Accounting Forms.

- Check off employee roster. Compute the number of staff and others on site for Situation Analysis. Update periodically.

- Report missing persons and site damage to the Command Post.

- Report first aid needs to the Medical Team Leader.

- File forms for reference.

<u>Closing Down</u>:

- Collect and file all paperwork and documentation from deactivating sections.

- Securely package and store these documents for future use.

- Return equipment and reusable supplies to Logistics.

<u>Equipment/Supplies</u>:

- Two-way radio
- File box(es)
- Forms
    - ❒ Emergency Time/Situation/Response Report
    - ❒ Student Accounting Form
    - ❒ Sample Log

- Paper, pens
- Job description clipboard

Incident Response Job Descriptions

PLANNING SECTION: Situation Analysis

Responsibilities:

This Section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide on-going analysis of situation and resource status.

Start-Up Actions:

- Check in with Planning Section Chief for a situation briefing.

- Obtain necessary equipment and supplies from Logistics.

- Put on a position identifier, such as a vest, if available.

    Operational Duties:

    Situation Status (Map):

- Collect, organize, and analyze situation information.

- Mark the site map appropriately as related reports are received, including but not limited to S&R reports and damage updates, giving a concise picture of the status of the campus.

- Preserve the map as a legal document until it is photographed.

- Use an area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Incident Response Job Descriptions

PLANNING SECTION: <u>Situation Analysis (Continued)</u>

<u>Situation Analysis:</u>

- Provide current situation assessments based on analysis of information received.

- Develop situation reports for the Command Post to support the action planning process.

- Think ahead and anticipate situations and problems before they occur.

- **Report only to Command Post personnel. Refer all other requests to the PIO.**

<u>Closing Down:</u>

- Close out all logs and turn in documents in to Documentation.

- Return equipment and reusable supplies to Logistics.

<u>Equipment/Supplies:</u>

- Two-way radio
- Paper, pens, dry-erase pens, tissues
- Job description clipboards
- Large site map of campus, laminated or covered with Plexiglas
- File box(es)
- Map of county or local area

Incident Response Job Descriptions

PLANNING SECTION: Logistics Section Chief

Responsibilities:

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-Up Actions:

- Check in with the Incident Commander for a situation briefing.

- Open the supplies container or other storage facility.

- Put on position identifier, such as a vest, if available.

- Begin distribution of supplies and equipment, as needed.

- Ensure that the Command Post and other facilities are set up, as needed.

Operational Duties:

- **Assume the duties of all Logistics positions until staff is available and assigned.**

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

- Coordinate supplies, equipment, and personnel needs with the Incident Commander.

- Maintain security of the cargo container, supplies, and equipment.

Incident Response Job Descriptions

LOGISTICS SECTION: Logistics Section Chief (Continued)

Closing Down:

- At the Incident Commander's direction, deactivate the Section and close out all logs.

- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies:

- Two-way radio

- Job description clipboard

- Paper, pens

- Cargo container or other storage facility and all emergency supplies stored on campus.

- Clipboards with volunteer sing-in sheets

- Forms
    - ❐ Inventory emergency supplies on campus
    - ❐ Site Status Report
    - ❐ Communications Log
    - ❐ Message Forms

Incident Response Job Descriptions

LOGISTICS SECTION: Supplies/Facilities

Responsibilities:

This Unit is responsible for providing facilities, equipment, supplies and materials in support of the incident.

Start-Up Actions:

- Check in with the Logistics Section Chief for a situation briefing.

- Open the supplies container or other storage facility, if necessary.

- Put on a position identifier, such as a vest, if available.

- Begin distribution of supplies and equipment, as needed.

- Set up the Command Post.

Operational Duties:

- Maintain security of the cargo container, supplies, and equipment.

- Distribute supplies and equipment, as needed.

- Assist team members in locating appropriate supplies and equipment.

- Set up the Staging Area, Sanitation Area, Feeding Area, and other facilities, as needed.

Incident Response Job Descriptions

LOGISTICS SECTION: Supplies/Facilities (Continued)

Closing Down:

- At the Logistics Section Chief's direction, receive all equipment and unused supplies as they are returned.

- Secure all equipment and supplies.

Equipment/Supplies:

- Two-way radio

- Job description clipboard

- Paper, pens

- Cargo container or other storage facility and all emergency supplies stored on site.

- Form: Inventory of emergency supplies on site

Incident Response Job Descriptions

LOGISTICS SECTION: Staffing Officer

Responsibilities:

This Unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.

Start-Up Actions:

- Check in with the Logistics Section Chief for a situation briefing.

- Put on a position identifier, such as a vest, if available.

- Open three logs to list employees and volunteers who are awaiting assignment.

Operational Duties:

- Deploy personnel as requested by the Incident Commander.

- Sign in volunteers, making sure that volunteers are wearing their ID badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.

- Assign employees and volunteers to jobs as they are requested. Employees and volunteers should return to the Staffing area when the job is completed.

- Assign employees and volunteers to positions as they need a break.

- Release employees when directed to by the IC or Logistics Chief. Document what time the employee left and where they are going.

  Closing Down:

- Ask volunteers to sign out.

- At the Logistics Section Chief's direction, close out all logs and turn them in to Documentation.

- Return all equipment and supplies.

- Paper, pens

Equipment/Supplies:

- Two –way radio

- Job description clipboard

- Cargo container or other storage facility and all emergency supplies stored on campus

- Clipboards with volunteer sign-n sheets.

- Forms:
  - ❒   Inventory of emergency supplies on campus
  - ❒   List of registered disaster volunteers

Incident Response Job Descriptions

LOGISTICS SECTION: Communications

Responsibilities:
This Unit is responsible for establishing, coordinating, and directing oral and written communications within the disaster site. If the school district cannot be contacted, communications may be made with outside agencies wh4en necessary.

Personnel:

- A staff member with a site two-way radio, supported by employee or disaster volunteer runners, and

- A disaster volunteer who is a qualified amateur radio operator.

Start-Up Actions:

- Set up the Communications station in a quiet location with access to the Command Post.

- Turn on radios and advise the Command Post when ready to accept traffic.

Operational Duties:

- Communicate with the district EOC per district procedure. At the direction of the Incident Commander, report the status of employees and site using the Site Status Report Form.

- Receive and write down all communications from the district EOC.

- Use runners to deliver messages to the Incident Commander with copies to the Planning Section Chief.

- Maintain the Communications log: date/time/originator/recipient.

- Follow communications protocol. Do not contact the city directly if the district EOC is available.

- Direct the media or public to the PIO.

- Monitor AM/FM radio for local emergency news: [specify station(s)]

Incident Response Job Descriptions

LOGISTICS SECTION: <u>Communications (Continued)</u>

<u>Closing Down:</u>

- Close out all logs, message forms, etc. and turn them over to Documentation.

- Return all equipment and unused supplies to Logistics.

<u>Equipment/Supplies:</u>

- Two-way radio

- Job description clipboard

- Paper, pens

- Table and chairs

- AM/FM radio

- File boxes, tote tray for outgoing messages

- Forms:

  - ❏ Site Status Report
  - ❏ Message forms

Transportation

Primary Responsibilities:
• Transportation on and off Campus
• Transportation support (fuel, drivers)

Support Responsibilities:
• Equipment delivery
• Supply delivery
• Evacuation
• Medical transportation

Reports to:
•Logistics Chief

Procedures:

1. Report to the EOC and sign in at the access point. Check in with ICS Management and the Logistics Chief. Check the communications for your position, including telephone and cellular telephone. Staff your position and start your **EOC Activity Log.**

2. Check on the status of the buses with Moreland School District students on them. Keep an on-going status report. Submit frequently to Logistics Chief.

3. Report out during radio transmission where school buses are sheltering. After each site reports through the radio protocol, Transportation should report out on the radio the bus number and site where the bus is sheltering.

4. Check with Operations Chief in ICS for status of Moreland School District vehicles and fuel supplies. Calculate supply requirements and current availability.

5. Determine the number and types of usable vehicles on campus and appropriate use for the needs identified. Include private vehicles of staff and employees, if available.

Develop a list of vehicle inventory and fuel needs.

6. Coordinating with your Team Leader and based upon priorities set by Operations Chief and ICS Management, make preliminary assignments and have vehicles available for operational needs, including Medical transportation, supply/resource delivery, and personnel transportation

7. Coordinate with the Logistics Chief if mutual aid is needed for mass transportation, i.e., school buses and public transportation.

8. Check with local gas stations for fuel supply and availability. If emergency power is needed to operate gas pumps, check with the Facilities position to see if Moreland School District can provide generators in order to purchase gas. Obtain emergency purchase orders from Contracts/Equipment and Supplies Position in the ICS.

9. Continually listen to the crank radio for media reports on status of public transportation, air travel at San Jose Airport, and status of major freeways and transportation corridors.

Obtain authorization of funding from the Contracts/Equipment and Supplies Position or from EOC Management.

10. For each day of EOC operations, prepare a **FEMA Documentation Form** for any expenses that your position generated. This includes procurements, contract documents, supplies, **EOC Assignment Logs**, and any other expenditures. Forward copies of all **FEMA Documentation Forms** with attachments to your team leader.

11. Check with the Logistics Chief to plan for ongoing operations.

12. De-activate your position in the EOC as directed by the Team Leader.

13. Keep copies of all of your logs, reports, messages, and any other documents you used and received in the EOC for your own records. Keep these copies for a period of one year or as directed by ICS Management.

Incident Response Job Descriptions

FINANCE/ADMINISTRATION SECTION: Finance/Administration Section Chief

Responsibilities:

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. It maintains financial records and tracks records of staff hours.

Start-Up Actions:

- Check in with the Incident Commander for a situation briefing.

- Put on a position identifier, such as a vest, if available.

- Locate and set up work space.

- Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping and/or purchasing.

Operational Duties:

- Assume the duties of all Financial/Administration positions until staff is available and assigned.

- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

Closing Down:

- At the Incident Commander's direction, deactivate the section and close out all logs.

- Verify that the closing tasks of all Financial/Administration positions have been accomplished. Secure all documents and records.

Equipment/Supplies:

- Job description clipboard

- Paper, pens

- Form: Staff Duty Log

Incident Response Job Descriptions

FANANCE/ADMINISTRATION SECTION: Timekeeping

Responsibilities:

This Unit is responsible for maintaining accurate and complete records of staff hours.

Start-Up Actions:

- Check in with the Finance/Administration Section Chief for a situation briefing.

- Put on a position identifier, such as a vest, if available.

- Locate and set up work space.

- Check in with the Documentation Clerk to collect records and information that relate to personnel timekeeping.

Operational Duties:

- Meet with the Finance/Administration Section Chief to determine the process for tracking regular and overtime hours of staff.

- Ensure that accurate records are kept of all staff members, indicating the hours worked.

- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- Close out all logs.

- Secure all documents and records.

Equipment/Supplies:

- Job description clipboard

- Paper, pens

- Form: Staff Duty Log

Incident Response Job Descriptions

FINANCE/ADMINISTRATION SECTION: <u>Purchasing</u>

<u>Responsibilities</u>:

This Unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for the site to acquire certain items quickly.

<u>Start-Up Actions</u>:

- Check in with the Finance/Administration Section Chief for a situation briefing.

- Put on a position identifier, such as a vest, if available.

- Locate and set up work space.

- Check in with the Documentation Clerk to collect records and information that relate to purchasing.

<u>Operational Duties</u>:

- Meet with the Finance/Administration Section Chief to determine the process for tracking purchases.

- Support Logistics in making any purchases that have been approved by the Incident Commander.

<u>Closing Down</u>:

- Close out all logs.

- Secure all documents and records.

<u>Equipment/Supplies</u>:

- Job description clipboard

- Paper, pens

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