

Plan 2: Site Emergency Response Plan

Introduction to the Site Emergency Response Plan

State law requires schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist CMP sites in complying with these requirements, CMP has adopted the *Site Emergency Response Plan* for use as a template in the preparation of emergency procedures for each of the CMP sites. The Risk Assessment, Incident Command System, Protocols, Drills, Communications Plan and Procedures outlined in this plan adopt both the framework of the National Incident Management System (NIMS) and the model of the Standardized Emergency Management System (SEMS) developed by the State of California.

Schools have an obligation to adequately prepare for and respond in the event of an emergency or disaster situation. Therefore, it is necessary to have a Site Emergency Response Plan (SERP) which places the school site in a state of preparedness which will exceed normal operating procedures.

While it is expected the school will receive outside assistance to deal with emergency situations, it is still necessary for the school to plan for and to be prepared to carry out emergency response and short-term recovery operations on an independent basis.

The SERP describes, to the extent possible, the standard operating procedures and responsibilities the school, along with the Network and external cooperating and assisting agencies, will use for responding to an emergency affecting the stakeholders and/or property of CMP. It also provides for an orderly means to prevent or minimize, prepare for, respond to and recover from emergencies.

1. Goal

The goal of the Site Emergency Response Plan is to establish the framework and guidelines for dealing with a variety of emergency situations which may affect the school, and to ensure stakeholders are familiar with those procedures and their respective roles in the event of an emergency.

2. Purpose

The primary purpose of the Site Emergency Response Plan is to prepare and respond to emergencies or disaster situations. The Site Emergency Response Plan will:

- a) Assess Risk;
- b) Provide guidance to the school in dealing with emergencies in accordance with the protocols and processes of the Site Emergency Response Plan;
- c) Establish an emergency management organization structure for the school and after school program;
- d) Effectively assign and utilize school resources;
- e) Establish a communication system for the school community;
- f) Provide standard operating procedures for all staff responding to an emergency, and;
- g) Establish a system to provide support to the school and after school program during an emergency.

3. Authority

The Site Emergency Response Plan operates under the authority of the California Montessori Project network of schools and from here forward will now be referred to as CMP-Network, as approved by the Governing Board.

4. Scope

The Site Emergency Response Plan is limited in scope as it cannot foresee, and therefore address, every conceivable crisis the site may confront. The SERP is designed to address those hazards identified within the site's risk assessments and to serve as a guideline for other hazards which may threaten the site using a multi-hazard approach.

5. Application of the Plan

The Site Emergency Response Plan applies to emergencies which may occur:

- In the site building and/or grounds;
- At a location where stakeholders may be participating in school-related activities and the school is in charge of the activity (e.g., school play at a rented facility); and,
- On school field trips.

6. Decision to Activate

The activation decision process begins the moment the safety of students or staff is threatened or when an emergency is detected or perceived. The decision process is influenced by the stage of the emergency: conceivable, credible, and confirmed. Under some circumstances these stages may occur almost instantaneously.

- The Principal/Incident Commander will gather information from available sources to assess incident level and potential for the incident to escalate to the next level.
- The Principal/Incident Commander may call upon the Executive Director to assist in assessment of the incident and its potential to escalate to the next level.

Table 1: Decision to Activate Stages

Stage	Actions to be Taken
1. Conceivable Emergency	• Evaluate information • Review Findings • Determine if emergency is possible
2. Credible Emergency	• Establish corroborating information • Highly credible source • Staff reports supporting activities
3. Confirmed Emergency	• Emergency confirmed by definitive evidence

7. Expectations and Assumptions

The Site Emergency Response Plan assumes the normal operating practices of the site have been adversely affected, in some manner, by a particular incident. The SERP acknowledges the site does not have infinite resources to dedicate to emergency preparedness, and therefore, may require additional resources during a time of crisis. The SERP has been developed with the following expectations and assumptions.

Expectations:

1. The SERP is considered to be part of the CMP-Network Emergency Response Plan and therefore, adheres to the protocols and procedures of the CMP-Network Plan.
2. The site will receive assistance from the CMP-Central Administration through the Safety Coordinator and Activated Command Team (ACT).
3. The SERP will be implemented by site staff, which will remain at the site (and/or the School Emergency Evacuation Center) and perform assigned duties until released by the Incident Commander.
4. According to California Government Code, Chapter 8, Section 3100 states that "all public employees are hereby declared to be disaster service workers." Therefore, every CMP staff member of the site, regardless of position or FTE (Full Time Employment), will familiarize him/herself with his/her assignment and the response procedures of the SERP. More specifically, all staff will be expected to proficiently execute the functional protocols of the SERP.
5. It may be necessary to recruit staff members from external agencies, who are trained on the SERP, to assist in handling tasks during a crisis.
6. The site will receive assistance from external emergency response agencies to respond to the emergencies affecting the safety of the stakeholders of the site, when needed.

Assumptions

Stating the planning assumptions allows CMP to deviate from the plan if certain assumptions prove not to be true during operations. The SERP assumes:

1. The school community could potentially be exposed and subject to hazards and incidents described in the Hazard Analysis Summary located in Plan 2 Section 1: Risk Assessment, as well as lesser hazards and others which may develop in the future;
2. A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible. However, some emergency situations occur with little or no warning and may inhibit immediate communication;
3. A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property;
4. Following a major catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours;

5. There may be a number of injuries of varying degrees of seriousness to faculty, staff and/or students. Rapid and appropriate response will reduce the number and severity of injuries;
6. Outside assistance from local fire, law enforcement and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene;
7. Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses;
8. Maintaining the SERP and providing frequent opportunities for stakeholders to exercise the plan can improve the school's readiness to respond to incidents;
9. A spirit of volunteerism among school employees, students and families will result in their providing assistance and support to incident management efforts. Parents and volunteers will adhere to direction provided by school staff and administration.

8. Limitations

CMP-Network does not guarantee this plan is a perfect incident management system. CMP-Network can only endeavor to make every reasonable effort to manage the situation, with the resources and information at the time.

9. Site Emergency Response Plan Framework

The Site Emergency Response Plan utilizes a multi-hazard approach in managing possible emergencies the school may face. A multi-hazard approach identifies and assigns responsibilities for the common tasks and establishes standard protocols for carrying out these tasks.

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. CMP's Safety Coordinator will ensure this *Site Emergency Response Plan* and *Emergency Procedures* are consistent with CMP Safety Plans, SEMS and NIMS and that the plan addresses what it needs to in order to be in compliance.

This plan is organized into six sections:

- Section 1: Risk Assessment, which identifies situations and/or hazards which have the potential for disrupting a school, causing casualties or damaging school facilities and/or property.
- Section 2: Incident Command System, which deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members.
- Section 3: Protocols, outlining the initial responses to emergencies, guidance for identifying types and levels of emergencies, as well as detailed emergency

response procedures for 18 types of emergencies which may be encountered in a school setting, and a series of immediate response actions to be taken in an emergency.

- Section 4: Drills for several of the immediate response actions to aid in the preparation of an emergency.
- Section 5: Communication Plan
- Section 6: Procedures. Procedures for training, documentation, evaluations of situations and emergency supplies and equipment.

In addition to the above sections you will find:

- A Glossary which provides definition to many of the terms within this document.
- Appendices with Site specific fill-able documents, site maps and evacuation routes, standard forms supplemental emergency information including contact information, supply lists and other supporting information.

Plan 2: Section 1: Risk Assessment

Plan 2: Section 1: Risk Assessment

The first step of the Site Emergency Response Plan is to conduct a risk assessment. The assessment identifies situations and/or hazards which have the potential for disrupting a school, causing casualties or damaging school facilities and/or property.

Risk Assessment

2.1.1 Preparedness, Prevention and Mitigation Overview

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

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. CMP is committed to taking proactive prevention measures whenever possible to protect the safety and security of our stakeholders. We maintain and upgrade our security systems to offer greater protection of our students. In addition, CMP requires all adults, staff and visitors alike, to display identification badges.

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

2.1.2 Hazard Analysis Summary

The Site Safety Committee will utilize the Risk Assessment Template, Appendix 2-1-1, and Risk Assessment Tools in Appendices 2-1-2, 2-1-3, 2-1-4, 2-1-5, 2-1-6, and 2-1-7 to assess the interior and exterior portions of all school building and school grounds for potential hazards which may impact the site and stakeholders (staff, volunteers, and students). The results of the assessment will be used by the site to address further mitigation or preparedness steps needed to take to improve the state of preparedness.

A Site Plot Plan and Vicinity map are also important to the Risk Assessment and can be located in Appendix 2-1-8 and 2-1-9 respectively. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and back up assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

Table 2.1.1 gives examples of and briefly outlines CMPs high priority hazards. After assessing risk, each CMP site will need to develop a high-priority hazards table.

Table 2.1.1: High-Priority Hazards

Flood	Flooding is a natural feature of the climate, topography, hydrology, and the amount of creeks and levee systems we have due to the American and Sacramento Rivers running through Sacramento and its surrounding areas. Flooding is at its highest potential during the winter and early spring due to melting snow and rainy weather and the strain on our rivers, levees, storm drains and creeks. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school groups or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as a failure of a dam or levee, overflow of our neighboring creeks, or flooding of the storm drain system.
Severe Storm	Sacramento and its surrounding areas are vulnerable to severe local storms. The effects are generally transportation problems and loss of utilities, but can vary with the intensity of the storm, the level of preparation by CMP, and the equipment and staff available to perform tasks to lessen the effects of severe local storms.
Fire	Fire hazards are the most prevalent types of hazards. A 2002 fire at our CMP-Shingle Springs campus in El Dorado County iterated the importance of fire preparedness and prevention efforts. This fire was believed to have been started due to arson. A subsequent fire in 2008 where a store room caught on fire at our Capitol Campus further drove home the importance of being prepared.
Chemical	Hazardous chemicals are used for a variety of purposes in and around our campus sites. Currently ammonia, chlorine, paint thinner, gas, and propane are all used and stored on school grounds. Chemicals at all CMP Sites are kept and stored in alignment with authorizing districts where applicable.
Intruder	While a hostile intruder incident has never occurred in a CMP site, like any school, we recognize we are vulnerable to intruders and are taking steps to prepare ourselves with programs such as A.L.I.C.E Training.

Plan 2: Section 2: Incident Command System

Plan 2: Section 2: Incident Command System

2.2.1 Incident Command System (ICS)

The CMP-Network Emergency Response Plan and the Site Emergency Response Plan utilize the Incident Command System (ICS) to manage emergencies affecting the CMP-Network. ICS is an internationally recognized model for command, control and coordination of emergency response. ICS is a flexible management structure which provides for the activation of appropriate roles and response functions for a given situation. ICS is designed to expand or collapse as circumstances dictate.

2.2.1.1 Incident Management

The Incident Command System provides direction and control over emergency response activities within the CMP-Network. Two types of command structures are incorporated into the plan:

1. Single Command

A Single Command is an incident which CMP-Network or a CMP-Site oversees.

2. Unified Command

A Unified Command is the coordination of activities between multiple agencies to respond to an incident. Many emergencies will require additional resources from cooperating agencies and/or assisting agencies such as police, fire or medical.

While the Incident Commander (IC) will form part of the Unified Command, the individual who assumes the Incident Commander position for a particular emergency is normally the ranking official on-scene from the agency having primary responsibility/authority over on-scene operations. This will be decided at the time of the emergency.

By adopting this structure the CMP-Network is able to respect the autonomy of individual school sites while providing support to them as needed and applying jurisdictional control over matters requiring such.

2.2.1.2 Transfer of Command

The highest ranking official at an emergency site, according to the CMP-Network Emergency Response Plan or Site Emergency Response Plan, assumes overall responsibility for response activities until such time as a higher authority is able to take over these responsibilities.

- For example, a teacher on a field trip may be required to fulfill the role of Incident Commander until such time as a higher authority (police or Principal) is able to assume responsibility for the response activities.

- In the case of a broader-based community emergency, an Incident Commander may be asked to assist at the municipal level until such time as a CMP-Network resource arrives.

Transfer of command may also be necessary for personnel shift changes for long or extended incidents.

When a transfer of command occurs, the person being relieved is responsible for briefing the incoming authority and ensuring notes are scribed.

Once command has been transferred to the proper authorities (i.e. fire or police department) the Site Incident Commander is still responsible for contributing to decisions regarding stakeholders' safety with the authorities, now Incident Commander.

2.2.1.3 Designated Alternates

Each position identified in the SERP shall be assigned at least one designated alternate, except for the Incident Commander position, which shall have two designated alternates. It is the responsibility of the assigned individual to ensure his/her designated alternate is versed on the responsibilities and reporting structure of the position.

2.2.1.4 Assignment of Responsibilities

When preparing the SERP it is acceptable to assign an individual to more than one position within the Site Emergency Response Team (SERT) chart. It is recommended that an individual assigned to the role of Operations Officer not be assigned another position.

At the time of an emergency an individual may be required to assume more than one role, based on the level of the emergency and which roles are activated by the Incident Commander.

2.2.1.5 Levels of Emergency

An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions.

Emergencies can be categorized according to level of incident: these levels are based on severity and risk factors. See Table 2.2.1 for Levels of Emergency.

Level I conditions should be reported to CMP-Central Admin through established protocols. Affected Sites should consult with CMP-Central Admin at a Level II and/or Level III emergency condition.

Table 2.2.1: Levels of Emergency

Level	Definition	Example of Level Incident
Level I	An unplanned occurrence which interrupts the normal course of business but to which standard internal response protocols apply.	Assault / Fighting / Disturbance / Injured Student / Disorderly Conduct / Wild Animal / Unauthorized Visitor / Medical Emergency / Trespassing / Severe Vandalism / Inclement Weather / Power Failure (Prolonged)
Level II	An unplanned occurrence which interrupts the normal course of business, requires enhanced response protocols, has the potential to escalate to Level III and may require response from external agencies.	Bomb Threat / Suspicion of Weapons / Bus Accident – Non Fatal Injuries / Serious Illness or Injury / Missing Child / Suicide on Network Property / Utterance of Threat / Train Derailment / Aircraft Crash / Motor Vehicle Accident / Psychological Trauma / Contamination of Food or Water / Unlawful Demonstrations or Walkouts
Level III	An unplanned occurrence that discontinues normal business functions, and requires a broad-based response by the District and/or a third party such as an emergency service or government agency.	Armed Intruder / Hostage Taking / Child Abduction / Shooting / Stabbing / Physical or Sexual Assault / Bus Accident – Fatal Injuries / Infectious Disease / Explosion / Gas Leak / Fire Incident / Wild Fire / Hazardous Spill / Sour Gas / Severe Natural Disaster / Earthquake / Flooding

2.2.2 Site Emergency Response Plan Functions

The CMP Network and Site Emergency Response Plan (SERP) are consistent with SEMS/NIMS (Standardized Emergency Management System and National Incident Management System) and consist of the following five functions: Management, Planning and Intelligence, Operations, Logistics, and Finance /Administration.

2.2.2.1 Management (Incident Command)

During an emergency, the Incident Commander (IC) is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the IC must constantly assess the situation and develop and implement appropriate strategies. The IC must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal or their designee, as the IC. The IC is assisted in carrying out this function with a:

- Public Information Officer
- Safety Officer
- and Agency Liaison

2.2.2.2 Planning and Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS/NIMS, this function is supported by two staff members, one involved with "Documentation" and the other with "Situation Analysis." Within the CMP-Network Sites, "Documentation" may be referred to as 'Scribe' and "Situation Analysis" may be performed by a "Communications" position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal or designee) unless a Planning/Intelligence Officer is assigned.

2.2.2.3 Operations

All emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, damage assessment, evacuations, and the release of students to parents. Within CMP, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal or designee), unless an Operations Officer is assigned: First Aid/Medical Team; Search and Rescue Team; Assembly Area Team; Fire Suppression/Hazmat Team; Psychological First Aid Team; Request Gate Team; and Reunion Gate Team.

2.2.2.4 Logistics

The Logistics function supports emergency operations by coordinating personnel, assembling and deploying volunteer teams, providing supplies, equipment, services, site security, damage assessment, and facilitating communications among emergency responders. Within the CMP-Network, these activities are performed by the Security/Utilities Team and Supply/Equipment Team, both of which report directly to the Incident Commander unless a Logistics Officer is assigned.

2.2.2.5 Finance and Administration

The Finance/Administration function involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within the CMP-Network, these activities may be performed by various positions within the SERT. A Finance/Administration Officer is responsible for gathering reports from the Incident Commander.

The five functions of Site Emergency Response Planning are used to create the Site Emergency Response Teams. The teams are modeled after SEMS/NIMS and adapted for CMP school sites.

2.2.3 Site Emergency Response Team (SERT)

The Site Emergency Response Team (SERT) is comprised of five teams named for their functions, and is responsible for directing the site emergency response activities. The teams are 1) Incident Command Team, 2) Planning and Intelligence Team, 3) Operations Team, 4) Logistics Team, and 5) Finance and Administration Team.

The eight key positions of the Site Emergency Response Team are referred to as ACT, Activated Command Team, and are referred as such throughout this document. The eight key positions are 1) Incident Commander, 2) Public Information Officer, 3) Safety Officer, 4) Agency Liaison Officer, 5) Planning and Intelligence Officer, 6) Operations Officer, 7) Logistics Officer, and 8) Finance/Admin Officer.

For planning purposes, sites with small staffing complements should first assign staff to the areas of Operations Officer and then continue through the organization chart as follows: Planning Intelligence Officer, Logistics Officer and Finance Administration Officer.

Assignments should be made on the basis of best qualified for the position, and not on normal job posting or seniority. At the time of an emergency the Incident Commander will activate roles based on the severity of the emergency and need for a particular function.

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

Appendix 2-2-1 is an ICS template for each site to fill out.

2.2.3.1 Management (Incident Command Team)

The Incident Command Team is responsible for directing school emergency response actions and activities. The Incident Command Team is comprised of the Incident Commander, Public Information Officer, Safety Officer and Agency Liaison Officer.

2.2.3.1.1 Incident Commander

The Site Emergency Response Team is lead by the Incident Commander (IC) which is the Principal or IC Designee. In the event that neither the Principal nor his/her designee is able to perform the duties, as described in this document, the Central Admin Director will take charge of the response upon notification of the situation and appoint an incident commander for the incident site.

The IC is responsible for ensuring the site fulfills its obligations related to the development, updating and filing the Site Emergency Response Plan. The Incident Commander also directs the activities of all other teams.

1. Primary Responsibilities:

- a. Activate the Site Emergency Response Plan and manage the overall strategic direction, control and coordination of emergency and post-emergency measures.
- b. Directing the Incident Command Team and all other emergency teams.
- c. Constantly assess the situation.
- d. Ensure adequate safety measures are in place to execute the SERP.
- e. Serve on CMP-Network or community emergency response committees as requested by the Executive Director of CMP or CMP Network Safety Coordinator.

2. Reports To:

- a. Executive Director
- b. Outside Emergency Services

3. Authority:

- a. Activate the SERP
- b. Approve SERP and its implementation
- c. Call relevant SERT members into action
- d. Declare the boundaries of the emergency zone
- e. Use appropriate site resources, equipment and assets to address emergency situations
- f. Direct site personnel to perform tasks related to the emergency but not place them in danger
- g. Communicate with CMP's Executive Director
- h. Engage appropriate outside services as needed
- i. Deactivate the SERP when appropriate

4. Supplies:
 - a. Copy of the sites Emergency Procedures
 - b. Campus map
 - c. Master keys
 - d. Copies of staff and student rosters
 - e. Hand-held radios
 - f. Bullhorn
 - g. Battery-operated AM/FM radio.
 - h. First Aid kit
 - i. Clipboard, Paper, Pens
 - j. Hard Hat
 - k. Vest or position identifier
 - l. Large campus map laminated for multiple use with wet or dry erase pens
 - m. Other:
 - n. Other:
5. Assembly Location:

In the event of an emergency the Incident Command Team will assemble:

 1. Inside in the Administration Office
 2. Outside on the
 - a. Alternative 1
 - b. Alternative 2

2.2.3.1.2 Public Information Office (Network Appointed)

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. This position is network appointed.

1. Primary Responsibilities:
 - a. Act as contact person for all media.
 - b. Provide stakeholders with the information for all media.
 - c. Maintain a log, Appendix 2-2-2, of all PIO actions and communications.
 - d. Prepare statements for disseminating to the public.
2. Reports to:
 - a. Executive Director
 - b. Incident Commander
3. Authority:
 - a. Grant or refuse access to areas within the emergency zone to the media.
 - b. Use appropriate outside services to provide auxiliary information on news issues related to the emergency.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

2.2.3.1.3 Safety Officer

The Safety Officer ensures all emergency activities are conducted in a safe manner.

1. Primary Responsibilities:

- a. Maintain all records and documentation as assigned by the Incident Commander.
- b. Monitor drills, exercises, and emergency response activities for safety.
- c. Develop and recommend measures to assure personnel safety.
- d. Identify safety hazards.
- e. Ensure all responders are using appropriate safety equipment.

2. Reports to: Incident Commander

3. Authority: May directly stop or modify any activities that may pose an imminent danger to responders or victims, or potentially create a hazardous situation.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

2.2.3.1.4 Agency Liaison Officer

The Agency Liaison coordinates the efforts of outside agencies such as the police and fire by ensuring proper flow of information between the Incident Command and the agencies.

1. Primary Responsibilities:

- a. Brief agency representatives on current situation, priorities and planned actions.
- b. Ensure coordination of efforts by periodically keeping the Incident Commander informed of agencies' action plans.
- c. Update agency representatives as necessary.

2. Reports to: Incident Commander

3. Authority: Coordinate non-tactical personnel of assisting and cooperating agencies.

4. Supplies: see Incident Commander Section

5. Assembly Location: Command Post

2.2.3.2 Planning and Intelligence Team

2.2.3.2.1 Planning and Intelligence Officer

- 1. Primary Responsibilities:**
 - a. Collect, analyze, document and disseminate information about the incident and status of resources.
 - b. Update and maintain the Incident Command System, in coordination with site safety committee annually.
 - c. Serve as the information clearing house for the incident.
- 2. Reports to: Incident Commander**
- 3. Authority:**
 - a. Identify resources needed to implement the Incident Command System.
 - b. Access to all information pertaining to incident.
- 4. Supplies: Network Template of Site Safety Plan**
- 5. Assembly Location: Command Post**

2.2.3.2.1.1 Scribe

- 1. Primary Responsibilities:**
 - a. Maintain a log, Appendix 2-2-3, of all emergency developments and response actions.
 - b. Document all communications with CMP Incident Commander and outside agencies.
 - c. Record the number of stakeholders on campus and update it periodically.
 - d. Filing, maintaining, and securing all emergency documentation.
- 2. Reports to:**
 - a. Incident Commander
 - b. Planning and Intelligence Officer
- 3. Authority: Access to all information pertaining to incident**
- 4. Supplies:**
 - a. Log for recording
 - i. Electronic
 - ii. Manual
 - a. Paper/Pens
 - b. File Boxes
- 5. Assembly Location: Command Post**

2.2.3.2.1.2 Communications Officer

The Communications Officer will collect, organize and analyze situation information and provide periodic updates.

1. Primary Responsibilities:
 - a. Analysis of emergency information.
 - b. Identify potential changes in emergency conditions.
 - c. Maintain the status board; see Appendix 2-2-4 for an example.
 - d. Update site maps as reports are received.
 - i. Preserve maps as legal document.
 - ii. Use area wide map to record major information such as road closures, utility outages, etc.
 - e. Develop situation reports for the SERT.
2. Reports to: Planning and Intelligence Officer
3. Authority: Access to maps, reports, and communications of CMP SERT and outside agencies.
4. Supplies:
 - a. Hand-held radio
 - b. Paper, pens
 - c. Dry erase board and pens
 - d. Large site map of campus, laminated
 - e. Map of local area
5. Assembly Location: Command Post

2.2.3.3 Operations Team

2.2.3.3.1 Operations Officer

1. Primary Responsibilities:
 - a. Implement onsite activities as outlined in the Incident Command System.
 - b. Oversee activities of all the operations teams.
 - c. Receive reports from operations teams and updates Incident Commander.
2. Reports to: Incident Commander
3. Authority: Assisting Agency
4. Liaison in coordinating non tactical personnel and cooperating agencies.
5. Supplies: Paper, pens
6. Assembly Location: Command Post

2.2.3.3.1.1 Assembly Area Team

The Assembly Area Team is responsible for the safe evacuation and accounting of all stakeholders during an emergency. The team is also responsible for reporting missing persons to the Operations Officer.

A. Assembly Area Team Leader

The Assembly Area Team Leader is responsible for directing team activities and is considered a Team Member. Assembly Area Team Leader periodically interacts with the Operations Officer to identify problems and report status. They are also responsible for collecting the Injury and Missing Persons Report (Appendix 2-2-5) from Team Members and making them readily available to the Operations Officer.

B. Assembly Area Team Members

The members of the Assembly Area Team are responsible for performing the safe evacuation of stakeholders during an emergency.

1. Primary Responsibilities:
 - a. Safely evacuate and account for all stakeholders (students, staff and parent/volunteers) during an emergency.
 - b. Obtain reports of missing students from teachers or personnel.
 - c. Gather Injury and Missing Report Form (Appendix 2-2-5) from each teacher and submit them to the Team Leader.
 - d. Check student emergency cards for persons authorized to pick up students.
 - e. Assist release gate as needed.
2. Reports to: Assembly Area Team Leader
3. Authority:
 - a. Oversee safe evacuation to assembly area.
 - b. Access to all student and staff emergency information.
4. Supplies:
 - a. Hand-held radio
 - b. Copy of maps indicating designated on and off-site assembly locations
 - c. Injury and Missing Report Form (Appendix 2- 2-5)
5. Assembly Location:
 - a. Inside (location to be determined by the team).
 - b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.2 First Aid Medical Team

The First Aid/Medical Team is responsible for ensuring first aid supplies are available and properly administered during an emergency.

A. First Aid Medical Team Leader

The First Aid Medical Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to determine medical needs and planned actions. The First Aid Medical Team Leader is also responsible for filling out or collecting the Injury and Missing Persons Report (Appendix 2-2-5) from team members and having them readily available for the Operations Officer.

1. Primary Responsibilities:
 - a. Assign First Aid personnel and assess available inventory and supplies.
 - b. Designate and set up First Aid/Medical treatment areas, with access to emergency vehicles.
 - c. Determine the need for skilled medical assistance and oversee the care, treatment, and assessment of patients.
 - d. Periodically keep the Operations Officer informed of overall status.
 - e. Complete any necessary Injury and Missing Report Forms (Appendix 2-2-5) and/or Injury Record Forms (Appendix 2-2-6).
 - f. Report deaths immediately to Operations Officer.

2. Reports to: Operations Officer

B. First Aid/Medical Team Members

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency.

1. Primary Responsibilities:
 - a. Set up first aid area, triage and/or temporary morgue.
 - b. Keep accurate records of care given and tagging each of the injured with name, address, injury and any treatment given.
 - c. Report deaths immediately to First Aid Medical Team Leader.

2. Reports to: First Aid/Medical Team Leader

3. Authority:
 - a. Set up first aid staging area
 - b. Assess and give treatment as needed

4. Supplies:
 - a. Vest or position identifier
 - b. Hand-Held radio
 - c. First Aid Supplies
 - d. Triage Tags
 - e. Blankets
 - f. Site Map

- g. Injury and Missing Report Form (Appendix 2-2-5)
- h. Injury Record Forms (Appendix 2-2-6)

5. Assembly Location:

- a. Inside (location to be determined by team)
- b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.3 Search and Rescue Team

The Search and Rescue Team (SART) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

A. Search and Rescue Team Leader

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Operations Officer informed of overall status. Search and Rescue Team Leader is considered a Team Member.

1. Primary Responsibilities:

- a. Obtain briefings from Operations Officer, noting injuries and other situations requiring responses.
- b. Assigning and recording teams based on available manpower, minimum 2 persons per team.
- c. Updating teams' reports on site map and recording exact location of damage and triage tally.

2. Reports to: Operations Officer

B. Search and Rescue Team Members

The members of the Search and Rescue Team Members are responsible for performing search and rescue operations during an emergency. Periodically reporting to the Search and Rescue Team Leader on location, number, and condition of injured (Appendix 2-2-5 Injury and Missing Persons Report Form)

1. Primary Responsibilities:
 - a. Search assigned areas, reporting gas leaks, fires, or structural damage to Search and Rescue Team Leader upon discovery.
 - b. Shut off gas or extinguish fires as appropriate.
 - c. Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium, and other rooms.
 - d. Seal off and post areas where hazardous conditions exist.
 - e. Contacting the Security/Utilities Team to secure the buildings from re-entry after search is performed.
2. Reports to: Search and Rescue Team Leader
3. Authority: Conduct Search Operations
4. Supplies:
 - a. Vest or position identifier
 - b. Hard hat
 - c. Work and Latex gloves
 - d. Whistle with master keys on neck lanyard
 - e. Hand-Held 2-way radio
 - f. Clipboard with job duties
 - g. Map indicating search plan
 - h. Co2 Fire Extinguishers
 - i. Water Type Fire extinguishers
 - j. Hoses
 - k. Water bib keys
 - l. Blankets
 - m. All purpose tool
 - n. Shovels
 - o. Triage tags
 - p. Bucket
 - q. Goggles
 - r. Flashlight
 - s. Dust masks
 - t. Pry bar
 - u. First aid kit
 - v. Caution tape
 - w. Duct tape
5. Assembly Location:
 - a. Inside (location to be determined by team)
 - b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.4 Fire Suppression/Hazmat Team

The Fire Suppression/Hazmat Team is responsible for extinguishing fires and evaluating the potential release of chemicals during an emergency until local agencies can arrive. The team is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Operations Officer.

A. Fire Suppression/Hazmat Leader

The Fire Suppression/Hazmat Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Fire Suppression/Hazmat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Appendix 2-2-7) from Team Members and have them readily available for the Operations Officer. The Fire Suppression/Hazmat Leader is considered a Team Member.

B. Fire Suppression/Hazmat Team Members

The members of the Fire Suppression/Hazmat Team are responsible for extinguishing fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency.

1. Primary Responsibilities:

- a. Extinguishing fires on campus.
- b. Evaluating potential release of chemicals.
- c. Identifying damaged areas on the Damage Assessment Report Form (Appendix 2-2-7). Reporting will be supplemented by pictures if appropriate.
- d. Locating and extinguishing small fires as appropriate.
- e. Checking gas meter and, if gas is leaking, shutting down gas supply.
- f. Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- g. Posting yellow caution tape around damaged or hazardous areas.

2. Reports to: Fire Suppression/Hazmat Team Leader
3. Authority: Put out fires, identify damage
4. Supplies:
 - a. Vest or position identifier
 - b. Firefighting equipment
 - c. Hand-held radio
 - d. Master keys
 - e. Clipboard with job duties
 - f. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
 - g. Notebook containing site maps
 - h. Damage Assessment Report Form (Appendix 2-2-7)
5. Team Assembly Location
 - a. Inside (location to be determined by team)
 - b. Outside:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.5 Psychological First Aid Team

The Psychological First Aid Team is responsible for the caring and safety of all stakeholders on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency.

A. Psychological First Aid Team Leader

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Operations Officer to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed and is considered a Team Member.

B. Psychological First Aid Team Members

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the stakeholders in the Assembly Area.

1. Primary Responsibilities:

- a. Monitor the well-being of the stakeholders in the assembly area.

- b. Administer minor first aid and psychological aid as needed.
 - c. Provide reassurance to students.
 - d. Support the Release Gate Team as needed.
 - e. Direct all external request for information to the PIO
 - f. Periodically keep the Psychological First Aid Team Leader informed of overall status.
- 2. Reports to: Psychological First Aid Team Leader
- 3. Authority: Assessing stakeholders of psychological needs.
- 4. Supplies:
 - a. Vest or position identifier
 - b. Hand-Held radio
 - c. Ground cover, tarps
 - d. First aid kit
 - e. Paper, pens, pencils
- 5. Assembly Location:
 - a. Inside (location to be determined by the team)
 - b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.6 Request Gate Team

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

A. Request Gate Team Leader

The Request Gate Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

B. Request Gate Team Members

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with a student release request form, authorizing the holders to reunite with their students at the Reunion Gate.

1. Primary Responsibilities:
 - a. Greet parents, guardians or designees providing reassurance and maintaining order.
 - b. Process parent/guardian request for student release.
 - c. Provide tags or other identifications authorizing the holder to reunite with their student at the reunion gate.
 - d. Directing parents to counselors as appropriate.
 - e. Directing parents/guardians to reunion gate.
 - f. Refer all outside request for information to the Public Information Officer.
 - g. Periodically keep the Operations Officer informed of overall status.
2. Reports to: Operations Officer
3. Authority: Authorize student release tags to parent/ guardians.
4. Supplies:
 - a. Keys to main gate
 - b. Bullhorn
 - c. Hand-held radio
 - d. Tags for release
 - e. Pens/pencils
5. Assembly Location:
 - a. Inside (location to be determined by team)
 - b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.3.1.7 Reunion Gate Team

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

A. Reunion Gate Team Leader

The Reunion Gate Team Leader is responsible for directing team activities and is considered a Team Member. They periodically interact with the Operations Officer to identify problems and report

status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Appendix 2-2-8) from the Team Members and has them readily available for the Operations Officer.

B. Reunion Gate Team Members

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated reunion gate.

1. Primary Responsibilities:

- a. Greet parents/guardians or designees at the reunion gate providing them reassurance and directing them where to wait for their children.
- b. Verify the authenticity of the student release tag.
- c. Dispatch runners to assembly area to escort students to reunion gate.
- d. Confirm students recognize the authorized parent/guardian or designee and require adult to sign student out of school.
- e. Maintain Student Release Log, Appendix 2-2-8. And submit them to the Reunion Gate Team Leader.
- f. Update Operations Officer as needed.

2. Reports to: Operations Officer

3. Authority: Release students to authorized parent/guardian or designee.

4. Supplies:

- a. Hand-held radio
- b. Tables and chairs
- c. Keys to reunion gate
- d. Student Release Log
- e. Pens/Pencils

5. Assembly Location:

- a. Inside (location to be determined by team)
- b. Outside
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.4 Logistics Team

2.2.3.4.1 Logistics Officer

1. Primary Responsibilities:
 - a. Organize and disseminate resources needed to implement the Incident Command System.
 - b. Report equipment and supply needs to Incident Commander.
 - c. Inventory all supplies needed to implement Incident Command System.
 - d. Estimate number of persons requiring shelter and determining length of time shelter will be needed.
 - e. Ensure availability of adequate supplies during the course of an emergency.
 - f. Contact local utilities as needed (water, gas, electricity, sewer).
2. Reports to: Incident Commander
3. Authority:
 - a. Requisition resources needed to implement the Incident Command System.
 - b. Deploy personnel, supplies and equipment.
4. Supplies: Paper / Pens
5. Assembly Location: Command Post

2.2.3.4.1.1 Supply/Equipment Team

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

Emergency supplies will be maintained in each classroom and a centralized location to be determined by each site. See Appendix 2-2-9 for a Recommended Classroom Emergency Supplies List and Appendix 2-2-10 for a Recommended School Emergency Supplies List.

A. Supply/Equipment Team Leader

The Supply/Equipment Team Leader is responsible for directing team activities and is considered a Team Member. The Supply/Equipment Team Leader reports equipment and supply needs and estimates the number of persons requiring shelter and determining the length of time shelter will be needed. The Supply/Equipment Team Leader keeps the Logistics Officer informed of overall status.

B. Supply/Equipment Team Members

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). They are also responsible for establishing a list of all persons in shelter and determining any special needs.

1. Primary Responsibilities:

- a. Assess adequacy of available water, food and supplies
- b. Organize distribution of water, food and supplies
- c. Controlling conservation of supplies
- d. Logging and inventorying supplies; Appendix 2-2-9 and 2-2-10

2. Reports to: Supply/Equipment Team Leader

3. Authority: Distribution of supplies

4. Supplies:

- a. Hand-held radio
- b. Keys
- c. Bullhorn
- d. Emergency water supplies
- e. Emergency food supplies
- f. Temporary power supplies
- g. Portable phones
- h. Sanitary Supplies

5. Assembly Area:

- a. Inside (location to be determined by the team)
- b. Outside
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.4.1.2 Security/Utilities Team

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team will coordinate activities with the Operations Officer as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the Fire/Hazmat Team.

A. Security/Utilities Team Leader

The Security/Utilities Team Leader is responsible for directing team activities and is considered a Team Member. The Security/Utilities Team Leader interacts with the Operations Officer to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, and sewer) as needed.

B. Security/Utilities Team Members

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in "lock-down" to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer.

1. Primary Responsibilities:

- a. Lock all external gates and doors; unlock gates and doors when appropriate.
- b. Station one team member at the main entrance of the school to direct emergency agencies to areas of need and to greet parents.
- c. Keep stakeholders out of buildings and areas of hazard as needed.
- d. Assess damage to school and report to Logistics Officer.
- e. Receive reports from Search and Rescue Team for any possible gas leaks or other possible hazardous situations.

- f. Set up temporary sanitation areas (portable potties).
 - g. Help with set up of first aid and temporary morgue as needed.
 - h. Prepare and distribute food, water and supplies as directed by the Logistics Officer.
 - i. Assist in comforting students as needed.
 - j. Assist the Reunion Gate Team in order to safely reunite students with their authorized parent/guardian as needed.
2. Reports to: Logistics Officer
3. Authority:
- a. To restrict areas of hazard and secure buildings.
 - b. Provide security during an incident to ensure as safe of an environment as possible.
4. Supplies:
- a. Security Vest/Identifier
 - b. Master Keys
 - c. Hand-held radio
 - d. Copy of Site Emergency Response Plan
 - e. Large durable signs for providing direction and information
 - f. Large marker pens
 - g. Utility shut off tools
 - h. Custodial inventories
 - i. Site Maps
5. Assembly Location:
- a. Inside (location to be determined by the team).
 - b. Outside on the:
 - i. Alternative 1
 - ii. Alternative 2

2.2.3.5 Finance and Administration Team

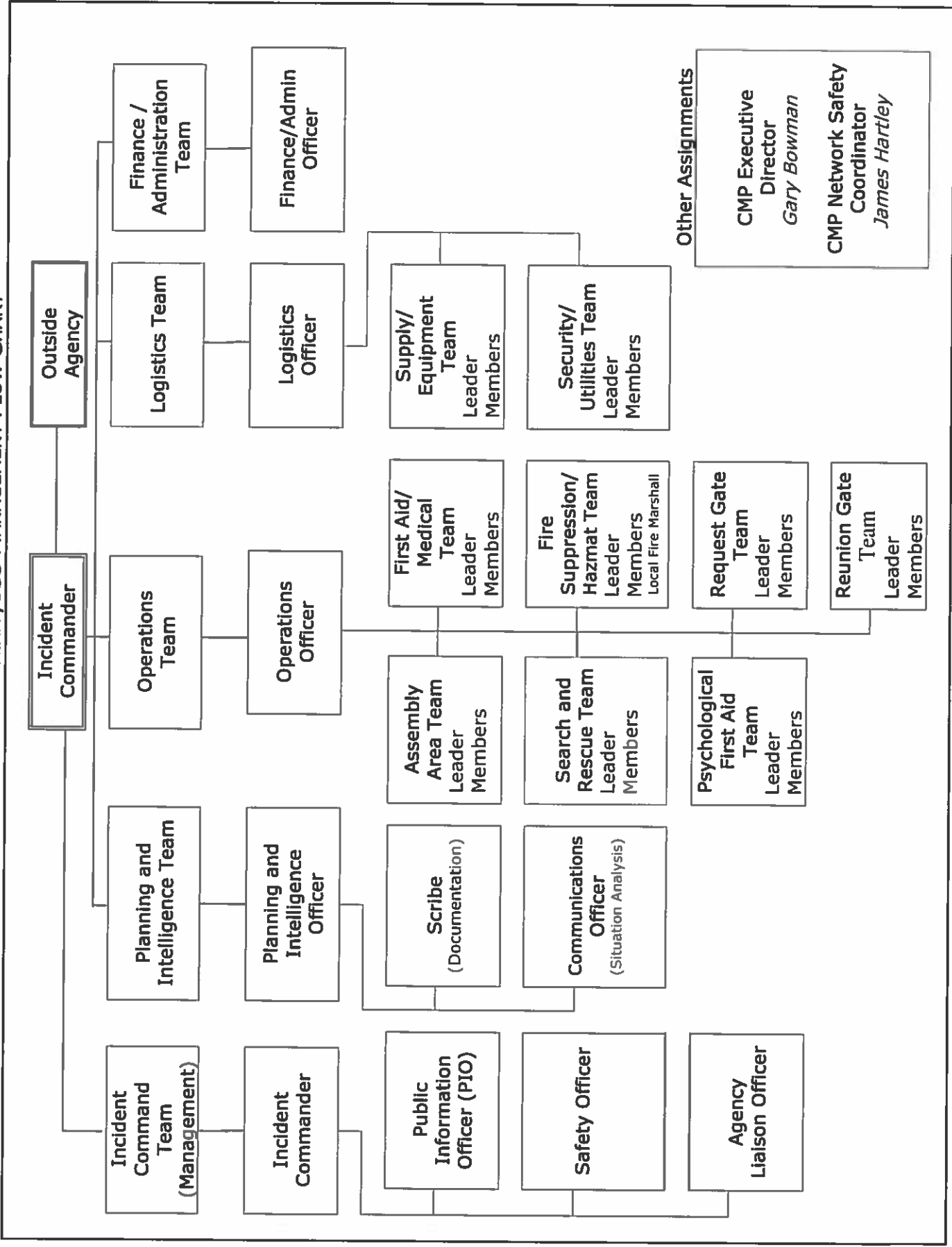
2.2.3.5.1 Finance / Administration Officer

The Finance / Administration Officer is responsible for maintaining a log of all emergency developments and response actions (Appendix 2-2-11), including financial expenditures (Appendix 2-2-12), timekeeping, and other necessary documentation and filing them for reference.

1. Primary Responsibilities:
 - a. Track incident related costs and use of personnel and equipment.
 - b. Administer material and supplies contracts associated with the incident.
 - c. Ensure accurate records are kept of all staff members, indicating hours worked.
 - d. Support the Incident Commander in making any purchases and keeping track of the cost.
 - e. Filing, maintaining and securing all emergency related costs documentation.
2. Reports to: Incident Commander
3. Authority: Ensure proper authorization for the purchasing of goods and services required to manage the incident.
4. Supplies:
 - a. Paper/Pens
 - b. Computer
5. Assembly Location: Command Center

See below for the Site Emergency Response Team / ICS Management Flow Chart.

SITE EMERGENCY RESPONSE TEAM / ICS MANAGEMENT FLOW CHART



Plan 2: Section 3: Emergency Situation Protocols

Plan 2: Section 3: Emergency Situation Protocols

Initial Response to Emergencies

An emergency is a set of circumstances requiring action; action varying in degree and involvement with a number of cooperating agencies or jurisdictions. When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process:

- 1) Identify the type of emergency;
- 2) Identify the level of emergency; and
- 3) Determine immediate action(s) that may be required.

2.3.1 Identify Type of Emergency

The first step in responding to an emergency is to determine the *type* of emergency that has occurred.

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

1. Aircraft Crash
2. Animal Disturbance
3. Armed Assault on Campus
4. Biological or Chemical Release
5. Bomb Threat
6. Bus Disaster
7. Disorderly Conduct
8. Earthquake
9. Explosion/Risk of Explosion
10. Fire in Surrounding Area
11. Fire on School Grounds
12. Flooding
13. Loss or Failure of Utilities
14. Motor Vehicle Crash
15. Psychological Trauma
16. Suspected Contamination of Food or Water
17. Threat of Violence
18. Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of stakeholders during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

2.3.1.1 Aircraft Crash

This procedure addresses situations involving an Aircraft Crash on or in proximity to school property.

Procedure

1. The IC will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.
2. If the IC issues the EVACUATE BUILDING action, stakeholders will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property refer to 2.3.1.4, Biological or Chemical Release. If the crash results in a utility interruption, refer to 2.3.1.13, Loss or Failure of Utilities.
6. The School Administrator will direct the Fire Suppression/Hazmat Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the Executive Directors office. A member of this group will call the Public Information Officer with information on this situation as appropriate.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
12. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions at the school.

2.3.1.2 Animal Disturbance

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

Procedure

1. The IC will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 2.3.3.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call "911", Local Sheriff's Office, Animal Control and/or the Department of Fish and Game and provide the location of the animal and nature of emergency.
4. If a stakeholder is injured, the Site Administration, the parent or Emergency Contact, and /or 911 (as necessary) will be notified.
5. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
6. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3, if warranted by changes in conditions at the school.

2.3.1.3 Armed Assault on Campus

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

Procedure

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.
3. The School Administrator will call "911" and Local Sheriff's Office, and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
8. The Security/Utilities Team will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
10. The School Administrator will debrief staff and Local Sheriff Officers.
11. All media inquiries will be referred to the designated Public Information Officer.
12. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.4 Biological or Chemical Release

A Biological or Chemical Release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Scenario 1 - Substance released inside a room or a building;
- Scenario 2 - Substance released outdoors and localized; and
- Scenario 3 - Substance released in surrounding community.

It is necessary to first determine which scenario applies and then implement one of the appropriate response procedures listed on the next three pages.

Procedures:

Scenario 1: Substance Released Inside a Room or Building

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call "911" and Local Sheriff's Office, and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Executive Director of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building's air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Appendix 2-3-1).
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the local Hazmat or appropriate agency provides clearance and the School Administrator gives authorization to do so.
11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 2: Substance Released Outdoors and Localized

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 2.3.3.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Executive Director of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.
10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 3: Substance Released in Surrounding Community

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 2.3.3.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911" and Local Sheriff's Office and provide the exact location and nature of emergency.
5. The School Administrator will notify the Executive Director of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition, found in Section 2.3.3, until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.
8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.5 Bomb Threat

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" telling the operator, "This is [name] from [school]. We are receiving a bomb threat on another line. The phone number of that line is [phone number]." Please note campuses need to know all hunt lines.
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
 - When is the bomb going to explode?
 - Where is it?
 - What will cause it to explode?
 - What kind of bomb is it?
 - Who are you?
 - Why are you doing this?
 - What can we do for you to avoid the bomb from exploding?
 - How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.
7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.

8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
9. The School Administrator will notify "911", if not previously notified and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the Executive Director of the situation.
11. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 2.3.3 when appropriate.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.
14. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
15. After the incident is over, the School Administrator will complete the Bomb Threat Report (Appendix 2-3-2).

2.3.1.6 Bus Disaster

These procedures are for use by field trip bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip.

This section addresses three possible scenarios involving a bus disaster:

- Scenario 1 - Earthquake;
- Scenario 2 - Flood; and
- Scenario 3 - Serious Accident or Bus Fire.

Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

Procedures

Scenario 1: Earthquake

1. The driver should issue DUCK AND COVER action as described in Section 2.3.3.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact the School Administrator to report location and condition of students and the bus.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.
8. If instructed to continue route, the driver should:
 - If en route to school, continue to pick up students.
 - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.
9. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.
12. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 2: Flood

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact the School Administrator to report location and condition of students.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.
8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 3: Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call "911" and Local Sheriff's Office and provide exact location of the accident or bus and wait for arrival of emergency responders.
6. Contact the School Administrator to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief Central Administration and the Executive Director.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all students and staff throughout the emergency.
10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.7 Disorderly Conduct

Disorderly Conduct may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 2.3.1.3, Armed Assault on Campus.

Procedure

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.
4. The School Administrator will call the Local Sheriff's Office and provide the exact location and nature of the incident. If determined to be appropriate, the School Administrator will call "911".
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Executive Director of the situation.
8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.8 Earthquake

Earthquakes generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

Procedure

Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 2.3.3.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of any missing students.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Search and Rescue Team will make an initial inspection of school buildings to identify any injured or trapped stakeholders.

10. The School Administrator will contact the Executive Director to determine additional actions that may be necessary. In turn, the actions will be communicated to the Public Information Officer.
11. The School Administrator will contact the Local CMP Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/Hazmat Team will conduct an inspection of school buildings and will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until the Local CMP Facilities provides clearance and the School Administrator gives authorization to do so.
13. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
14. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3, if warranted by changes in conditions at the school.

In the event an earthquake occurs during non- school hours:

1. The School Administrator and site custodians will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression/Hazmat Team to participate in the assessment.
2. The School Administrator should confer with the Executive Director on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate the Mass Communication System as referenced in Section 5, Communications Plan.

2.3.1.9 Explosion/Risk of Explosion

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

- Scenario 1 - Explosion on school property;
- Scenario 2 - Risk of explosion on school property;
- Scenario 3 - Explosion or risk of explosion in a surrounding area, and
- Scenario 4 - Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]*

It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For "Bomb Threats", refer to Section 2.3.1.5.

Procedures

Scenario 1: Explosion on School Property

1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 2.3.3.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Search and Rescue Team to initiate search and rescue activities.
13. The School Administrator will contact the Local CMP Facilities Director to ensure buildings are safe for re-occupancy. When safe to do so, the Fire Suppression/Hazmat Team will conduct an inspection of school buildings. The Fire Suppression/Hazmat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
16. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 2: Risk of Explosion on School Property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The School Administrator will advise the Search and Rescue Team to initiate rescue operations.
7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The School Administrator will notify the Executive Director of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
12. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 3: Explosion or Risk of Explosion in Surrounding Area

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 2.3.3.
2. The School Administrator will notify "911" and Local Sheriff's Office and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.
5. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

Scenario 4: Nuclear Blast or Explosion Involving Radioactive Materials

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 2.3.3.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify "911" and Local Sheriff's Office and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school's main gas supply (refer to the Site Plot Plan in Appendix 2-1-8 for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator's discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.
9. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.10 Fire in Surrounding Area

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

Procedure

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 2.3.3.
2. The School Administrator will notify "911" and Local Sheriff's Office and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will activate the Mass Communication System.
9. The School Administrator will notify the Executive Director of the emergency situation. A member of this group will call the Office of Communications with information of this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

2.3.1.11 Fire on School Grounds

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

Procedure

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 2.3.3. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression/Hazmat Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the Executive Director of the fire. A member of this group will call Central Administration with information on this situation.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
12. Any affected areas will not be reopened until the Sacramento County Fire Department or appropriate agency provides clearance and the School Administrator issues authorization to do so.
13. For fires during non-school hours, the School Administrator and the Executive Director will determine if the school will open the following day.
14. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate "fire is out."

2.3.1.12 Flooding

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 2.3.3.
2. The School Administrator will notify "911" and Local Sheriff's Office and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will notify the Executive Director of the emergency situation. A member of this group will call Central Administration with information on this situation.
7. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
8. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

2.3.1.13 Loss or Failure of Utilities

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

Procedure

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 2.3.3.
3. The School Administrator will notify the Security/Utilities Team between 6:30 am and 10:00 pm or Local Sheriff (at all other days/hours) and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the Executive Director of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 2.3.1.9 Explosion/Risk of Explosion.
8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted:

A. Plan for a Loss of Water:

Store bottled water in classrooms and in the administration office.

- Toilets: Use sinks in classrooms or trash can with plastic liner.
- Drinking Water: Bottled water in classrooms.
- Food Service: Store snacks in classroom.
- Fire Suppression System (if applicable):

B. Plan for a Loss of Electricity:

Each classroom will have flashlights to use in the event of loss of electricity. Parents will be notified to pick up their students prior to getting dark.

- Ventilation: N/A
- Emergency Light: Flashlights
- Other:

C. Plan for a loss of Natural Gas

- Food Service: Snacks in Classrooms
- Other:

D. Plan for a loss of Communication

- Staff cell phones will be used for communication.
- The Digital Voice Mail Notification System will be utilized as it is connected to the computer and not the phone lines.
- Telephone Service: Cell Phones and Intercom
- Other:

2.3.1.14 Motor Vehicle Crash

This procedure addresses situations involving a **Motor Vehicle Crash**

- Scenario 1: on or immediately adjacent to school property,
- Scenario 2: during a field trip.

If a crash results in a fuel or chemical spill on school property, refer to Section 2.3.1.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 2.3.1.13, Loss or Failure of Utilities.

Procedure

Scenario 1: Motor Vehicle Crash on or immediately adjacent to school property

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 2.3.3.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call "911" and Local Sheriff's Office and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 2.3.1.4, Biological or Chemical Release. If the crash results in a utility interruption, refer to Section 2.3.1.13, Loss or Failure of Utilities.
7. The School Administrator will direct the Fire Suppression/Hazmat Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 2.3.3 if warranted by changes in conditions.

Scenario 2: Motor Vehicle Crash on a Field Trip

1. The Classroom Teacher will initiate immediate Response Actions and maintain the position if the Incident Commander until Transfer of Command takes place with either local emergency agencies or the School Administrator.
2. The Classroom Teacher will assess the area to determine the best and safest location to assign as an assembly area for students evacuating the scene of the accident.
3. The Classroom Teacher will call "911" and will provide the exact location and nature of the emergency.
4. The Classroom Teacher will bring the field trip first aid kit and provide first aid as needed until local emergency agencies arrive on the scene.
5. The Classroom Teacher will bring their roster and take attendance at the Assembly Area to account for students. The Classroom Teacher will notify local emergency agencies and the School Administrator of any missing students.
6. The Classroom Teacher will notify the School Administrator of the situation and the School Administrator will provide assistance to the Classroom Teacher on next steps and protocols.
7. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.
8. As appropriate, the School Administrator will activate the Mass Communication System as referenced in Section 5.

2.3.1.15 Psychological Trauma

Crisis management at CMP specifies actions during and subsequent to any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

Procedure

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Executive Director.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

2.3.1.16 Suspected Contamination of Food or Water

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central CMP staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

Procedure

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify "911", Local Sheriff's Office, local CMP Office, and your local County Office of Health, Appendix 2-3-3. The School Administrator will make a list of all potentially affected students and staff, Appendix 2-3-5, and will provide the list to responding authorities.
3. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
4. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information, Appendix 2-3-5.
5. Local Sheriff will notify members of the Serious Incident Response Team (SIRT), which will conduct an onsite review to determine necessary follow up actions including the need to notify other potentially affected CMP facilities.
6. The School Administrator and the SIRT will confer with the local County Office of Health before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.
8. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.
9. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.1.17 Threat of Violence

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received verbally, social media, written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with the National Association of School Psychologists Threat Assessment (http://www.nasponline.org/resources/factsheets/threatassess_fs.aspx).

Procedure

1. The Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The Incident Command Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time using the Levels of Threat below.

Levels of Threat:

- Low Level of Threat
 - Poses a minimal risk to the victim and public safety
 - Is vague and indirect
 - Information is inconsistent, implausible or lacks detail
 - Lacks realism
 - Content suggests person is unlikely to carry out the threat
- Medium Level of Threat
 - Could be carried out, although it may not appear entirely realistic
 - More direct and more concrete than a low level threat
 - Wording suggests the individual has given some thought to how the act will be carried out
 - Includes a general indication of place and time but signs still fall well short of a detailed plan
 - No strong indication that the individual has taken preparatory steps
 - Statements seek to convey that the threat is not empty: "I'm serious!" or "I really mean this!"
- High Level of Threat
 - Direct, specific, and plausible
 - Appears to pose imminent and serious danger to safety of others
 - Suggests concrete steps have been taken, i.e., stalking or acquisition of a weapon
 - Almost always requires bringing in law enforcement

3. In categorizing the risk, the Incident Command Team will attempt to answer two questions:
 - (1) Is the individual moving on a path towards violent action?
 - (2) Is there evidence to suggest movement from thought to action?
4. The Incident Command Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
5. The Incident Command Team will recommend appropriate action to the School Administrator.
6. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.
7. The School Administrator will notify the Executive Director of the situation. A member of this group will call Central Administration with information on this situation.
8. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.1.18 Unlawful Demonstration/Walkout

An Unlawful Demonstration/Walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

Procedure

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The Incident Commander will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 2.3.3.
3. The Incident Commander will notify Local Sheriff's Office and Central Administration to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Scribe staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the designated school's Public Information Officer.
9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. As appropriate, the School Administrator will notify parents of the incident and activate the Mass Communication System as referenced in Section 5.

2.3.2 Identify Level of Emergency

The second step in responding to an emergency is to determine the *level* of the emergency. Per our ICS, emergencies can be categorized according to level of incident: these levels are based on severity and risk factors ranging from a small fire to a major earthquake. To assist sites in classifying emergency situations, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency which is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., "unknown white powder".

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

2.3.3 Determine Immediate Response Actions

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

1. Duck and Cover
2. All Alert
3. Shelter-In-Place
4. Lock Down
5. Evacuate Building
6. Off-Site Evacuation
7. All Clear

2.3.3.1 Duck and Cover

This action is taken to protect students and staff from flying or falling debris primarily in, but not limited to, the event of an earthquake.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:

"Your attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow staff **Duck and Cover** procedures, which means you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will instruct students to find cover under or next to objects such as tables, desks, doorways, etc. and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

2.3.3.2 All Alert

This action is taken when the correct response is still being determined, but notice has been received of some type of emergency.

Description of Action

1. The Incident Commander will make the following announcement on the PA system.

"Your attention please. We have a potential emergency situation and need to implement the All Alert procedures. This means students and staff are to remain inside the building away from windows and doors with them securely closed. All students and staff that are outside are to immediately move into their classroom. As soon as we have further information, we will share it with you."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, and gymnasium).
4. Teachers need to prepare for possible SHELTER-IN-PLACE (Section 3.3.3), LOCK-DOWN (Section 3.3.4), or EVACUATION (Section 3.3.5) while administration is assessing next steps.

2.3.3.3 Shelter-In-Place

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. **Shelter-in-Place** is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building and the latter involves students being locked into the building and no freedom of movement. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

Description of Action

1. The Incident Commander will make the following announcement on the PA system.

"Your attention please. Because we have received information regarding a hazard in the community, we are instituting **Shelter-in-Place** procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

2.3.3.4 Lock Down

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Lock Down and Shelter-in-Place is that the former involves students being locked into the building and no freedom of movement and the latter involves shut down of the HVAC systems, and allows for the free movement of students within the building.

Description of Action

1. The Incident Commander will make the following announcement on the PA system.

"Your attention please. We have an emergency situation and need to implement Lock Down procedures. Teachers are to lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement. Students and staff who are outside will proceed to the nearest building or classroom."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Incident Commander or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel will be allowed on campus.

2.3.3.5 Evacuate Building

This action is taken after the decision is made that it is unsafe to remain in the building.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:

"Your attention please. We need to institute an Evacuation of all Buildings. Teachers are to take their students to the assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. The Incident Commander will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

2.3.3.6 Off-Site Evacuation

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:

"Your attention please. We need to institute an Off-Site Evacuation. Teachers are to take their students to the off-site assembly area and report to their designated area. Students are to remain with their teacher. Teachers need to take their roll book and lock the classroom when all students have exited the classroom."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions. The Incident Commander should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. The Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix 1-8.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Incident Commander may authorize students and staff to return to the classrooms.

2.3.3.7 All Clear

This action is taken to notify teachers that normal school operations can resume.

Description of Action

1. The Incident Commander will make the following announcement on the PA system:
"Your attention please. It is now All Clear and ok to return to your classroom and resume normal operations. I would like to thank and commend students and staff for their cooperation."

If the PA system is not available, the Incident Commander will use other means of communication, i.e., sending messengers to deliver instructions.

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

Plan 2: Section 4: Emergency Drills

Plan 2: Section 4: Emergency Drills

Emergency Drills

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Appendix 2-4-1). There are four emergency drills school personnel should be prepared to implement:

1. Fire Drill; Monthly
2. Shelter-in-Place Drill; Quarterly
3. Lock Down Drill; Semi-Annually
4. Earthquake Drill; Annually (within first month of school)

2.4.1 Fire Drill

Signal: Set off the Fire Alarm

Procedure:

Teachers

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal or school office today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk quietly in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return quietly to your classroom in single file.

All Other Personnel: Report to Assembly Area for further instructions.

2.4.2 Shelter-In-Place Drill

A Shelter-In-Place indicates an emergency has occurred which requires students and staff to remain inside. As a reminder, Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and include the shutdown of classroom and/or building HVAC systems. Students may move freely about the classroom.

Signal: The signal for the "Shelter-In-Place" drill is the following PA announcement:

"Your attention please: because we have received information regarding a hazard in the community, we are instituting Shelter-in-Place procedures. Remember, this means students and staff are to remain inside the building away from outside air with windows and doors securely closed and air conditioning units turned off. All students and staff who are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge if necessary.
4. Students may move freely about the room unless instructed otherwise.
5. Move students to the most protected areas in the room.
6. Have students face away from windows and keep their backs toward windows.
7. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
8. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

2.4.3 Lock Down Drill

A Lock Down indicates an emergency, usually a threat of violence, has occurred which requires students and staff to remain inside. There is no freedom of movement for the students in a Lock Down

Signal: The signal for the "Lock Down" drill is the following PA announcement:

"Your attention please. Because we have received information regarding a hazard in the community, we are instituting Lock Down procedures. Remember, this means students and staff are to remain inside the building away from doors and windows with windows and doors securely closed and locked. All students and staff that are outside are to immediately move to the protection of an inside room. As soon as we have further information, we will share it with you."

Procedure:

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a "Duck and Cover" position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades.
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

2.4.4 Earthquake Drill

An Earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

Signal: The signal for the drill is the following PA announcement:

"Your attention please. As you are aware, we are experiencing some seismic activity. For everyone's protection, all students should follow "Duck and Cover" procedures, which mean you should be in a protected position under a table or desk, away from windows and anything that could fall and hurt you. Hold this position until the shake stops or given further instructions."

Procedure:

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., lunch, recess, passing periods, all persons will proceed to the Assembly Area and line up in the designated space.

Plan 2: Section 5: Communication Plan

Plan 2: Section 5: Communication Plan

Emergency Communication

Communication is a critical component to the Site Emergency Response Plan (SERP). Therefore, a full Communication Plan is included as a part of the SERP. The Communication Plan addresses both Central Administration and site communication processes during and following an emergency.

The Incident Commander must have access to appropriate information and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency:

2.5.1 Single Source Policy

Being able to control accuracy and consistency of information during a crisis is dependent upon CMP's adherence to a single-source policy. This means channeling all information concerning the crisis through one source – the Public Information Officer (PIO). This presents CMP in a coherent manner, avoids confusion for staff and external stakeholders, and ensures consideration is given to on-going emergency procedures and legal requirements.

While each member of the SERT will be called upon to constantly provide accurate information and updates for their respective responsibilities, the PIO plays the lead role in the execution of the Communication Plan; interfacing with the media, disseminating information to stakeholders, quelling rumors, and developing overall communication strategies.

The PIO is responsible for gathering accurate and pertinent information regarding the situation and generating all official communication from CMP.

2.5.2 Internal Communication

2.5.2.1 Communication Between Staff/Faculty Members

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

- A. Intercom systems: The intercom system includes teacher initiated communication to announce response actions.
- B. Two-way Radio: Two way radios provide a reliable method of communication between staff in different rooms and buildings and can be used if the telephone lines are down.
- C. Staff Meetings: As appropriate staff meetings will be used to disseminate updated information about an incident. Any new procedures will be reviewed at this time.

2.5.2.2 Communication with the Central Administration Office

The Incident Commander (IC) or his/her designee will contact the Central Administration Offices and report all level 2 or 3 incidents. At this time the Executive Director and/or the Safety Coordinator will designate staff members to monitor all Central Administration Communication.

2.5.3 External Communication

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, first responders, and media will require clear and concise information from CMP about the incident, actions taken, and the safety of stakeholders.

2.5.3.1 Communication with Parents

A. Before an incident occurs CMP will:

1. Create relationship building opportunities with parents so they will learn the climate and culture of the campus and how to access alerts and incident information.
2. Inform parents about CMP's Safety Operations Plan and the purpose and objectives of CMP's safety program.
3. Identify parents who are willing to volunteer and participate in CMP's safety program.

B. In the event of an incident CMP will:

1. Disseminate information to inform parents and update them as to what is happening.
2. Implement a plan to manage phone calls and parents who arrive at the campus.
3. Inform parents when and where school will resume.

C. After an incident CMP will coordinate communication with parents to provide updates, address concerns, and answer questions.

2.5.3.2 Communication with the Media

In the event of an incident all media communication will be handled by the Public Information Officer (PIO). The PIO will establish the need for contact with the media and set up a media staging area off site. The PIO will coordinate messages with the Executive Director, Safety Coordinator and the Principal. All CMP employees are to refer all requests for information to the PIO.

The media shall not interview students on school property unless the interviews are authorized by the PIO in concert with the Principal and the Executive Director and with consent from the student's parent/legal guardian.

2.5.3.3 Communication with First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. The Scribe will be responsible to write all communications between the IC and first responders and to scribe when transfer of command takes place. CMP will exercise the Incident Command System (ICS) with first responders to practice effective coordination and transfer of command.

2.5.3.4 Communication after an Incident

Following any incident, appropriate action must take place to ensure all stakeholders receive appropriate information and assistance to help bring closure to the incident as well as relief from the effects of the incident. Attention will also be placed on identifying and implementing measures to improve the action plan used during an incident.

Sites are to consult with the PIO and Safety Coordinator to determine appropriate communication strategies in bringing public closure to the incident.

2.5.3.5 Communication Regarding Personal Injury or Death

Law enforcement personnel are the only individuals authorized to release the name of injured or deceased people to the public. The Executive Director, Incident Commander or the Public Information Officer may release the names of the injured or deceased people internally, after clearance from law enforcement personnel. Names of the injured or deceased will not be released until after the next of kin have been notified. All inquiries regarding the condition of employees should be referred to Human Resources.

2.5.4 Communication Tools

Some common internal and external communication tools CMP may use include the following:

- 2.5.4.1 Standard Telephone:** The telephone is an available resource for CMP to use for internal and external uses during an incident. CMP will identify a hotline for parents to call during an incident. The goal is to keep site telephone lines free for communication with first responders and others.
- 2.5.4.2 Two-Way Radio:** Two way radios provide a reliable method of communication between staff in different rooms and buildings and can be used if the telephone lines are down.
- 2.5.4.3 Cellular Phones:** These phones will be used as a resource when telephone lines are down. They will also be useful to faculty/staff when off site.
- 2.5.4.4 Mass Communication System:** Auto-dialer is our mass communication parent notification system and is designed to reach the entire parent population in minutes through phone calls, texting and emails.
- 2.5.4.5 The Site Based Intercom System:** The intercom system includes teacher initiated communication to announce response actions during incidents.
- 2.5.4.6 Bullhorns:** A battery powered bullhorn is a part of the emergency tool kit to address stakeholders assembling during an incident.
- 2.5.4.7 Computers:** A wireless laptop computer can be used in an incident for communication within the school and to other sites. If accessible, staff can use email and/or the site web page to communicate with staff, the parent community and the Central Administration Office during and after an incident to provide updates.
- 2.5.4.8 Alarm Systems:** Alarms are in place to signal for an evacuation signal. All faculty/staff, support staff, and students will be trained how to respond when they hear the alarm.
- 2.5.4.9 Whistles:** Whistles will be included in the emergency kit in order to signal attention or a need during an incident.

2.5.5 Contact Information

2.5.5.1 Parent Contact Information

Parent contact information is maintained in the main office of each school site and managed by designated AA.

2.5.5.2 School Personnel Emergency Contact Information

School personnel emergency contact information is maintained in the main office of each school site and managed by designated AA. School personnel emergency contact information is also maintained at the Central Administration Office by designated AA.

A form to list current school personnel contact numbers is provided in Appendix 2-5-1 and should be included in your ICS Risk Assessment.

2.5.5.3 Emergency Phone Numbers

A listing of external emergency phone numbers is provided in Appendix 2-5-2.

Plan 2: Section 6: Procedures

Plan 2: Section 6: Procedures

2.6.1 Training procedures

Training is essential to the Site Emergency Response Plan (SERP). All persons assigned emergency response duties are required to participate in training as it relates to their roles and responsibilities. Training shall be provided as part of the overall emergency preparedness program for CMP. The CMP site is responsible for conducting appropriate training with its staff.

The site administrator is responsible for ensuring adequate training is scheduled during the school year. A record of all training and drills are to be recorded in the school's emergency records, Appendix 2-4-1 and 2-6-1 respectively.

Basic Training shall include:

1. Orientation for all school staff to the SERT, with annual review.
2. Staff should be familiar with the following components of the SERP:
 - a. Individual roles and responsibilities of the SERT
 - b. How to activate the SERP
 - c. Protocols
 - d. Emergency Communication Procedures
3. Incident Commander and Alternate Incident Commander training on the basic operation of the SERP.
4. All school staff must participate in emergency drills.
5. Emergency drills must include provisions for student participation.

2.6.2 Documentation

The site will compile and maintain documentation of all events and actions related to an emergency.

Documentation Requirements:

- Record the actions taken during an emergency (Appendix 2-2-3).
- Provide a description for staff members in attending to their responsibilities.
- Monitor incident tracking, task completion and follow-up.
- Provide for information exchange between departments/agencies.
- Provide a chronology of activities.
- Provide legal documentation of the situation and actions taken by the site.
- Provide a means for appropriate tracking of financial commitments and expenditures (Appendix 2-2-12).
- Provide information which may assist in reconciling issues such as staff schedules, injuries, etc.
- Assist in improving the SERP through recommendations and revisions.

2.6.3 Evaluation

Upon closure of an emergency the site must evaluate the actions taken during the emergency and provide recommendations to the Site Safety Committee and the CMP Safety Coordinator to ensure needed changes are incorporated into the Site Emergency Response Plan (SERP).

The Site Emergency Response Team (SERT) shall meet within five (5) school days following the incident to review action taken with the intent of determining effectiveness and efficiency of operations.

The site shall use an Incident Summary Report, Appendix 2-6-2. The following items should be included in an Incident Summary Report and submitted to the CMP Safety Coordinator within 7 days of the incident.

- Compile a brief description of events leading to the emergency.
- Provide an explanation of the site's approach to addressing the emergency.
- Create a timeline of when events occurred, individuals/agencies were informed, aid was provided, and information was delivered to stakeholders.
- Assess the extent of the damage caused by the emergency and compose a statement about the site's profile after the emergency.
- Include minutes and notes taken from any meetings that were held in relation to the incident.
- Include a copy of all documentation recorded on the incident.