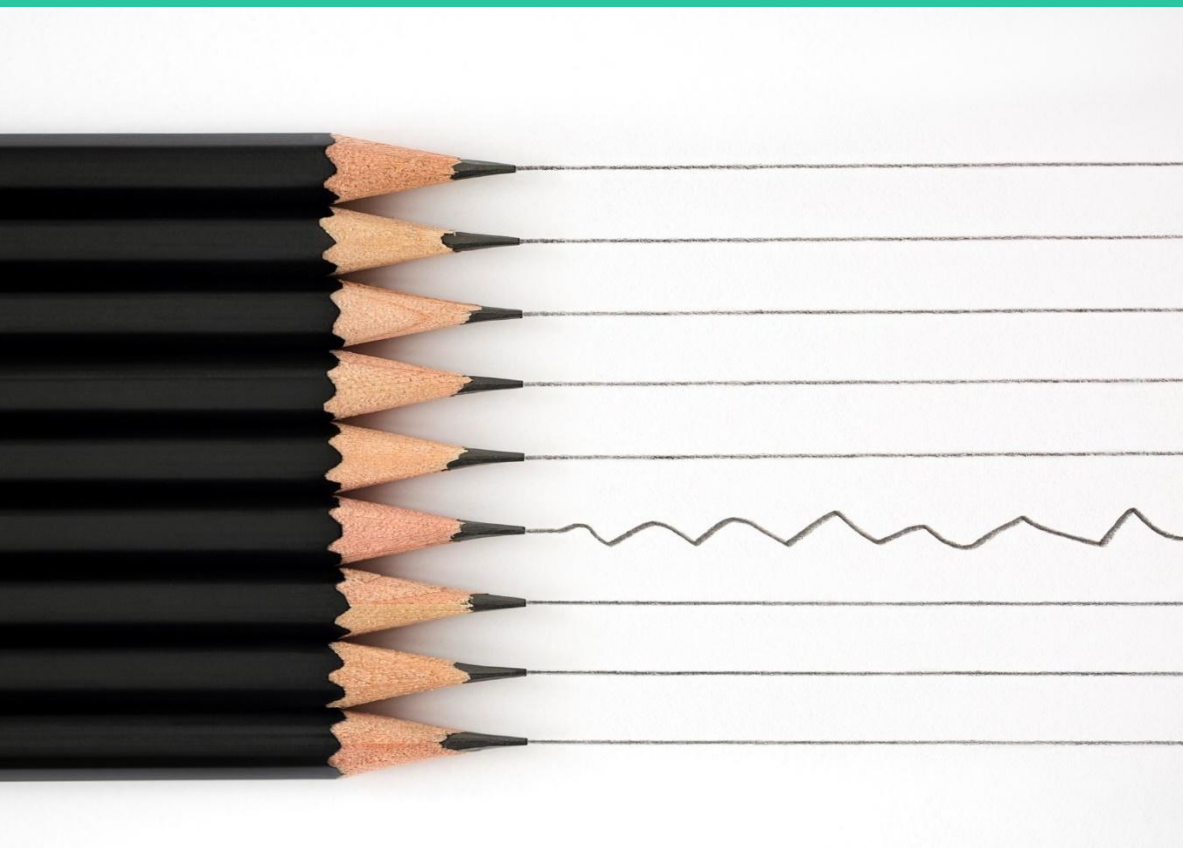# Emergency Operations Plan

August 4, 2023

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

This page left blank.

San Luis Coastal Unified School District
DRAFT-Emergency Operations Plan

August 4, 2023

Prepared by Resolute Associates, LLC, San Luis Obispo, CA
San Luis Coastal Unified School District

This page left blank.

SIGNATORY PAGE

This San Luis Coastal Unified School District Emergency Operations Plan has been completed and approved.

_____   _____   _____   _____

Ellen Sheffer,   Date   Dr. Eric Prater,   Date

President of the   Superintendent
Board

RECORD OF REVISIONS

The following are plan updates based on incidents, exercises, and/or policy changes that have been approved by the Superintendent of San Luis Coastal Unified School District. These edits will be formally incorporated into the document as part of its annual review. The District leadership should review and share with staff the updates to this plan at least annually and during training.

Plan revisions may also be required following its activation in response to any emergency, exercise, or other drill based on an After-Action review. The plan is further reviewed as new threats arise or as changes in policies and procedures require.

The District may undergo changes including remodeling, construction, installation of new equipment, changes in key personnel and new responsibilities. When these events occur, this Emergency Operations Plan and supporting documents should be reviewed and updated to reflect those changes.

Revision Date	Version	Revision Description	Revision Made By	Revision Page Number(s)

TABLE OF CONTENTS

INTRODUCTION

Purpose

The purpose of the San Luis Coastal Unified School District ("District") Emergency Operations Plan (EOP) is a guide for procedures, resources and an organizational structure for timely emergency response for the health and safety of students, staff and the community. This EOP addresses the District's planning in the preparation, response and recovery from incidents associated with natural and human caused emergencies and disasters affecting the District and/or school sites. This EOP incorporates operating procedures based on the Incident Command System (ICS), the Standardized Emergency Management System (SEMS) the National Incident Management System (NIMS)[1], Safe and Sounds Schools[2], the FBI[3] and the Readiness for Emergency Management for Schools (REMS)[4].

This EOP is consistent with the requirement that school districts in California respond to emergencies using the Standardized Emergency Management System (SEMS)[5]. Therefore, the integration of an emergency response by the District will ensure there is coordination with the Cities, County and State response.

The District recognizes that students flourish in safe learning environments where risks can be taken to explore new opportunities and discover their unique potential. Disasters, both large and small, natural or human-caused, threaten this experience. This EOP maximizes the ability of the District and each school site to carry out their vital mission of providing students an enriching education through multifaceted professional assessment.

The District has adopted the following plans in prioritization of the health and safety of staff and students:

- Emergency Operations Plan (EOP)
    - Continuity of Operations Plan (COOP)
    - Reunification Plan
    - Multi-Year Training and Exercise Plan (MYTEP)
- Comprehensive School Site Safety Plans

---

[1] https://www.ready.gov/incident-management

[2] https://safeandsoundschools.org/

[3] https://www.fbi.gov/resources/active-shooter-safety-resources

[4] https://rems.ed.gov/AboutUs.aspx

[5] The Petris Bill [Section 8607 of the California Government Code]

- Mental Health and Wellbeing Plan
- Hazard Mitigation Plan
- Safe Sports Plan

Emergency Readiness Structure

The District embraces the tenants of the nationally recognized Safe and Sound Schools program in creating a holistic approach for school readiness that is an "informed, prepared, engaged culture of safety." The District adopted the six "pillars" of the Safe and Sound Schools framework to support a safety structure of emergency readiness.

Multi-disciplinary district teams collaborated to develop goals and deliverables for each pillar of the Safe and Sound Schools framework. District Pillar Team leaders met regularly to ensure alignment in the District's Emergency Readiness Structure.
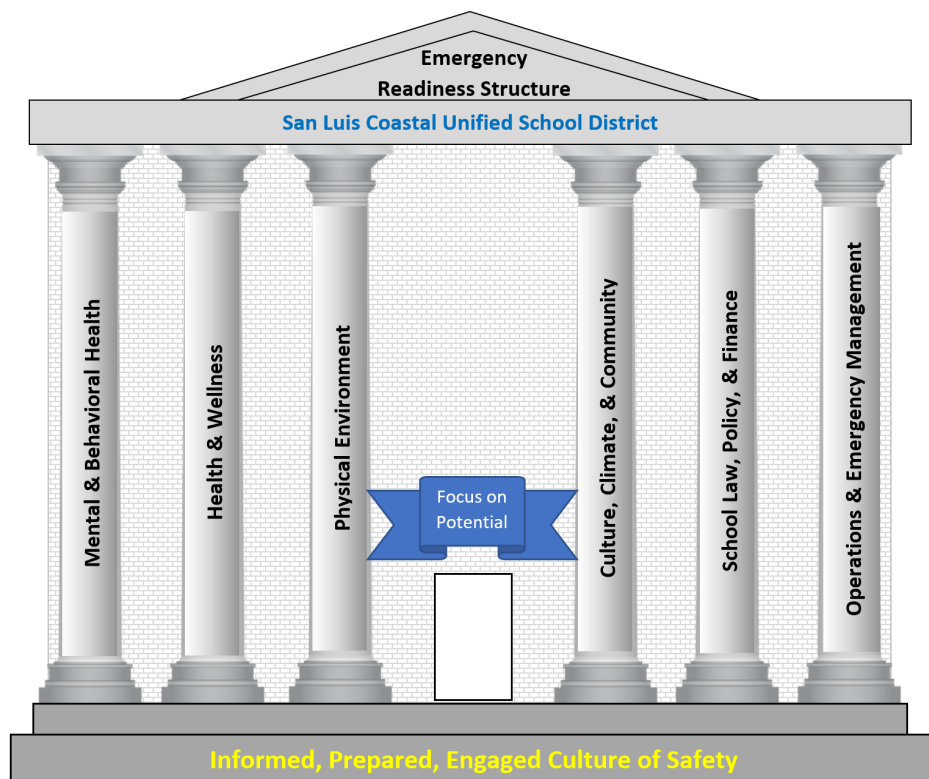
San Luis Coastal Unified School District Emergency Readiness Structure

All Hazards Emergency Readiness

The District prepares for all hazards with the understanding that for any complex situation the processes and actions that are enacted are interchangeable. Disasters build in complexity. For example, the response to a building collapse from an earthquake, may also involve simultaneous response for fire, missing students and a gas leak. Designated actions to assess the full scope of a situation, assemblance of resources, focused decision-making and coordinated execution ensures District readiness for any hazard.

Emergencies, Disasters, and Catastrophes[6]

Often the terms Emergency, Disaster, and Catastrophe are used synonymously. However, the impact of and response to each is different. Emergencies happen daily in all communities. While the impacts may be significant to those affected, the community and region is able to continue their daily routines. Local agencies, such as law enforcement, fire, and public works, are staffed and trained to mitigate an Emergency.

Whereas an Emergency is typically geographically confined, a Disaster affects an entire community. Following a Disaster, infrastructure is often damaged or destroyed, and routine personal and business activities of the disaster area are affected. A community will suffer both economic and emotional impacts.

A Catastrophe is beyond a Disaster because it significantly affects multiple communities. During a Catastrophe, local and regional resources are overwhelmed, requiring a significant augmentation of resources from outside the region, including federal resources. Table 1 provides greater detail on the types of incidents that qualify as Emergencies, Disasters, and Catastrophes. All organizations should prepare for all levels of incidents.

---

[6] E.L. Quarantelli Jun 11, 2006

Table 1: Emergencies, Disasters, and Catastrophes

Emergency	Disaster	Catastrophe
Emergencies occur routinely. The impacts are limited to a small area such as a facility or neighborhood.	A disaster impacts a community. Infrastructure is damaged or destroyed and the daily routine of the disaster area is affected. In a disaster, evacuations or shelter-in-place actions are often taken. Red Cross Shelters are opened. Surrounding communities may have some damage but continue most daily routines and are able to provide support to the disaster area.	A catastrophe results in extraordinary levels of mass casualties, damage, or disruption severely affecting a region's population, infrastructure, environment, economy, national morale, and/or government functions. In catastrophes most or all of a community-built structure is impacted, including facilities of emergency response organizations. Shortages of essential needs occur.
Examples: ● Structure fire ● General Aviation airplane crash ● Murder ● Wildland fire with limited threat	Examples: ● Major wildland fire with damage and casualties ● Strong earthquake with damage and casualties ● Severe Flooding ● Dam failure imminent or occurring ● Commercial airplane crash ● Chemical release ● Active shooter with Mass Casualties ● Epidemic	Examples: ● Major or Great earthquake ● Tsunami ● Hurricanes ● War ● Pandemic
Local response agencies are equipped to handle the incident. Treatment of the injured is handled by regular services.	Local response agencies require significant mutual aid resources to adequately respond to the incident. Treatment of the injured may require transportation to outside the area.	Local response personnel are unable to assume normal roles due to losses of personnel and/or facilities & equipment. Treating the injured may be delayed and the need to curtail the level of treatment.
Local agencies, including State and Federal agencies who routinely respond to such emergencies, will be able manage the incident through normal operations and budgets.	State and Federal agencies provide support to the disaster. The incident exceeds the operational and financial ability of the local responders. The Governor will most likely proclaim an emergency President may issue an "Emergency Declaration"	Local Officials may not be able to function. National government top officials become directly involved. President will most likely issue a "Major Disaster Declaration"

<u>Hazard Assessment</u>

Assessing the hazards that may impact the District sites is essential to developing a realistic disaster plan. FEMA identifies hazard threats in three categories: Natural, Technological and Human-caused. The following is their example of possible threats:

Natural	Technological	Human-caused
Avalanche	Dam failure	Active shooter incident
Drought	Hazardous materials release	Armed assault
Earthquake	Industrial accident	Biological attack
Epidemic	Levee failure	Chemical attack
Flood	Mine accident	Cyber-attack against data
Hurricane/Typhoon	Pipeline explosion	Cyber-attack against infrastructure
Space weather	Radiological release	Explosives attack
Tornado	Train derailment	Improvised nuclear attack
Tsunami	Transportation accident	Nuclear terrorism attack
Volcanic eruption	Urban conflagration	Radiological attack
Winter storm	Utility disruption	

The table below contains threats identified for the District's sites. This assessment rating uses the overall relative risk values of LOW, MEDIUM or HIGH.

- Wildfire Hazard is based on whether the property is in a Fire Hazard Severity Zone.
- Flood hazard was based on whether the area is in a FEMA 100 year (Red), 500 year (orange) or no flood zone (yellow).
- Risk from a high-pressure gas line was determined by what proximity the facility is to a high-pressure transmission or distribution natural gas line. All properties have the potential for gas incidents from smaller service lines.
- Transportation incidents were not included but should be considered more likely if a property is located near a transportation corridor including highways or train tracks, or if the facility is close to an airport.

LOW	Minimal probability exists, negligible impacts to facilities, requires no or minimal action to protect students and staff
MEDIUM	Probability exists, may impact some infrastructure and facilities, may require at site protective actions to keep students and staff safe including scheduled school closure

HIGH	Probability exists, threat will impact some infrastructure and facilities, will require protective actions to keep students and staff safe including school closure or evacuation

San Luis Coastal Unified School District School Sites and Facilities											
Name	City	Threats									
		Wildland Fire Hazard	Violent Act	Flooding	Winter Storm	Utility Disruption	Data Loss	Earthquake	Transportation (train, aircraft, highway)	High Pressure Pipeline*	TSUNAMI
Coastal School Sites:											
Del Mar Elementary	Morro Bay	MEDIUM	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	LOW	
Morro Bay High School	Morro Bay	LOW	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	MEDIUM	HIGH
Baywood Elementary	Los Osos	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	LOW	
Los Osos Middle School	Los Osos	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	LOW	
Monarch Grove Elementary	Los Osos	MEDIUM	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	LOW	
San Luis Obispo School Sites:											
Bishop's Peak Elementary	San Luis Obispo	MEDIUM	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	LOW	
CL Smith Elementary	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	MEDIUM	
Hawthorne Elementary	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	MEDIUM	
Laguna Middle School	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	HIGH	
Los Ranchos Elementary	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	HIGH	MEDIUM	
Pacheco Elementary	San Luis Obispo	LOW	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	LOW	
Pacific Beach High School	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	HIGH	
San Luis High School	San Luis Obispo	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	HIGH	MEDIUM	HIGH	
Sinsheimer Elementary	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	LOW	
Teach Elementary	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	LOW	
Facilities:											
District Office/Adult School	San Luis Obispo	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	LOW	MEDIUM	
Buildings, Grounds & Transportation	San Luis Obispo	LOW	HIGH	MEDIUM	MEDIUM	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	
Bellevue-Santa Fe Charter	San Luis Obispo	HIGH	HIGH	HIGH	MEDIUM	MEDIUM	MEDIUM	HIGH	LOW	HIGH	

*Based on proximity to a highpressure natural gas pipeline

Resources used to conduct assessment:

Gas Transmission Map: https://pvnpms.phmsa.dot.gov/PublicViewer/

Cal OES MyHazard Map: https://myhazards.caloes.ca.gov/

Tsunami Hazard Map:

https://maps.conservation.ca.gov/cgs/informationwarehouse/ts_evacuation/?extent=-13530447.9954%2C4141791.9629%2C-13398976.3068%2C4287328.0647%2C102100&utm_source=cgs+active&utm_content=sanluisobispo

FEMA NFHL Map:

https://hazards-fema.maps.arcgis.com/apps/webappviewer/index.html?id=8b0adb51996444d4879338b5529aa9cd

CAL FIRE Fire Hazard Severity Map: https://egis.fire.ca.gov/FHSZ/

California Geological Survey Map: https://maps.conservation.ca.gov/cgs/fam/

Disaster Service Worker (DSW)

As public employees, all District employees play a vital role in disaster response as disaster service workers. Students, parents, guardians, employers, and entire communities depend on the services of their local school. All staff members must be prepared to meet the needs of all students during emergency response and recovery. During an emergency the District staff may be assigned non-traditional responsibilities in accordance with California Government Code Section 3100-3109.

All the District staff must understand their potential role as a disaster service worker. When performing duties as disaster service workers, District employees are considered to be acting within the scope of disaster service duties while assisting any unit of the organization or performing any act contributing to the protection of life or property or mitigating the effects of the emergency. As such, duties assigned to District employees during and after an emergency situation may be different from their traditional duties.

PREPAREDNESS & PREVENTION

Maintaining Organizational Functions

Being prepared and understanding what to do in emergency and disaster situations supports business functions related to the provision of support services and shelter for students and staff while minimizing financial and administrative losses. Preparedness also reduces student, staff and school community fear and anxiety during emergencies and disasters. Individuals and organizations who are prepared to be self-sustaining during a disaster can also minimize the drain on local government and non-profit resources.

Preparing for disaster should include:
- Identifying and mitigating [minimizing] potential risks and hazards
- Designing and conducting staff training to execute a plan to respond to any emergency
- Preparing and maintaining supplies at work and at home
- Preparing and maintaining a student, staff and school community communication plan
- Identifying the steps to recover District functions and operations quickly and efficiently

This EOP's structure and resources are designed to provide peace of mind to students, staff and the school community that the District is prepared to do its best in challenging circumstances.

Continuity of Operations Plan (COOP)

The continuity of operations planning (COOP) process is coordinated by the Superintendent. The COOP is necessary to assure that the organization can function to carry out both the disaster response and maintain essential functions when impacted by a disaster. The Continuity of Operations Plan "COOP" considers how to continue operations when:

- Administrative buildings are damaged
- Utilities are not available at administrative buildings
- Staff or contractors are impacted by an emergency or disaster and cannot report to work

A review of the COOP plan assumptions and actions are included in the annual training schedule for District Office administrative staff. (See Appendix X- Continuity of Operations Plan (COOP))

Comprehensive School Safety Plans

Comprehensive School Safety Plans, inclusive of the Emergency Response Guide, are reviewed and updated annually as directed by the District Superintendent to ensure that plan elements are valid and current. Each responsible department and school site leader (principal) will review and

upgrade their portion in the District's Comprehensive School Safety Plans (See Appendix I: Comprehensive School Safety Plan and Emergency Response Guides Template). Site principles will ensure School Site Council review of the School Safety Plan yearly. District administrative staff will support this endeavor such that the District continues to maintain one version of the School Safety Plans for all school personnel and facilities. While each school site will be responsible for annually confirming their site-specific information, individual sites are prohibited from editing sections of these documents as the content applies to all staff and facilities. Any staff member with suggestions for changes to these universal sections/language shall submit these suggestions to the Assistant Superintendent of Business Services for consideration.

Comprehensive Site Safety Plans include the Emergency Response Procedures Job Aides. These procedural job aides exist to support staff in responding to emergency situations and enacting reunification following an evacuation as described in this Plan's Emergency Response Section.

Preparedness Training Plan

The successful implementation of this EOP depends on the District staff having a good understanding of the EOP and their respective roles. This is achieved through training, education, and drills.

Staff Training

Staff training on the general job duty safety practices and procedures, Comprehensive Site Safety Plans and this EOP should take place no less than annually and when required by Cal/OSHA, Education Code and/or whenever a substantive change to the plans occur. Regular safety-related dialogue and training will assist in creating a culture of safety and preparedness.

To ensure that preparedness training and education occurs on a regular basis:

- The EOP includes a Multi-Year Training and Exercise Plan (MYTEP) (See Appendix XI: Multi-Year Training and Exercise Plan (MYTEP))
- The District Office, in collaboration with other key roles, schedules and updates the annual training, education, and drill calendar in the MYTEP
- The Site Administrator facilitates safety meetings, site training and drills with communication to staff, students and the school community
- The District Office, in collaboration with other key District roles, determines resources to provide trainings, such as the American Red Cross for individual preparedness training, or assure that assigned staff provide training on procedures or drills
- Sample training agendas are in the MYTEP

Annual education/training/drills include, but are not limited to:

- Upon hire/joining the board: General job duty safety protocols and procedures, leadership staff and Board Member training in the Emergency Operations Plan and site-specific emergency/disaster procedures
- Annual training in Emergency Response Organization (ERO)/Continuity of Operations Plan (COOP) procedures for staff and Board members who may play a role in the District ERO
- Annual site emergency/disaster plan/procedures review for staff and students (as appropriate) including alerts and notifications
- Annual staff and family individual preparedness education campaigns, including emergency communication
- Annual Fire/Evacuation/Earthquake/Sheltering drills conducted at least annually and in accordance with Education Code and in coordination with local fire/police (as available)
- Annual Comprehensive School Safety Plan, EOP and COOP plan review and updates

Training resources may include: American Red Cross, SLO OES, fire departments, Community Emergency Response Teams (CERT), www.Ready.gov and other organizations looking for opportunities to provide training on topics such as fire safety, Stop the Bleed, Hands Only CPR, and earthquake safety. (See Appendix XIII: External Resource List)

Student Safety Training and Drills

Teaching staff provide safety training to students in affiliation with the Comprehensive School Safety Plan emergency action procedures. Schools sites facilitate emergency procedure practice drills to test the alert systems and to practice action for successful retention should an emergency occur. The District emphasizes that drills should not cause any undue stress to staff and students and practice trauma-informed strategies to negate negative experiences.

The District ensures practice of purposeful action before, during, and after emergencies of all sizes and types. The District maintains documentation of training, training materials and drills.
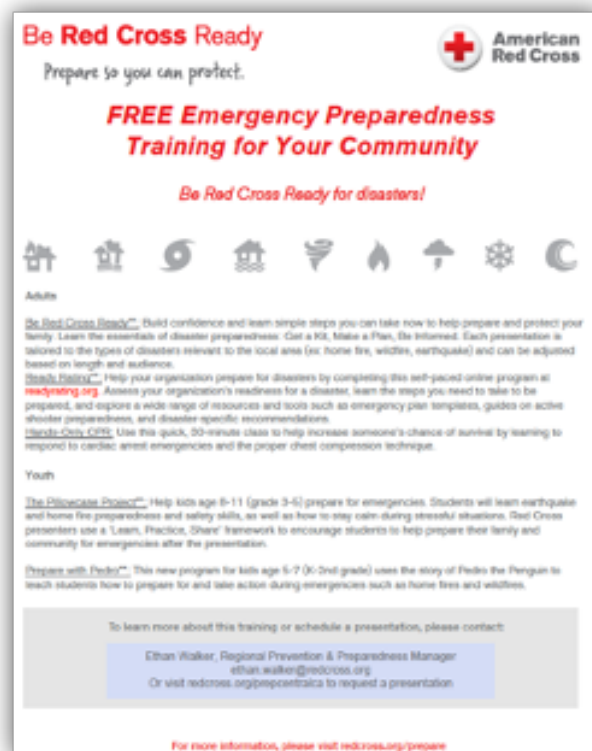
Site administrators provide regular safety-related dialogue at staff meetings to maintain and reinforce a culture of safety throughout the District.

Drill Type	Frequency
Fire	Elementary: Monthly Secondary: Middle School:4, High School: 2
Earthquake	Elementary: Once a quarter Secondary: Once a semester
Shelter-in-Place/Lockout/Lockdown	Elementary: Twice a year Secondary: Twice a year

Individual Preparedness

Staff

Before, during, and after an emergency, the District plays a critical role in reducing organizational and individual anxiety by encouraging individual preparedness at home and at work and by reaching out to staff when disaster strikes.

A major component of the District's readiness is the readiness of staff. Staff who are prepared for disasters at home are more likely to be available to return to work to assist with the response and recovery from disaster. Staff are best able to focus on organizational response and recovery when their families are safe and secure.

Staff Personal Preparedness Training:

The District conducts ongoing education to engage staff in a dialogue about personal emergency preparedness at home and at work. This training is described in the Multi-Year Training and Education Plan (See Appendix XI: Multi-Year Training and Exercise Plan (MYTEP)). A valuable source of current, relevant information for training content can also be found on the website www.Ready.gov.

Personal preparedness training will include:

- Registration of staff in the District alerting system (ParentSquare)
- Instructions and encouragement to sign up for city and county alerts including San Luis Obispo County Alerts and Emergency Notifications at www.ReadySLO.org

- Staff Disaster Procedure which outlines actions to take during or after work hours inclusive of a method to check in and report status via supervisor or phone message.
- Method to document the staff's status following an emergency/disaster with report out procedure.
- Encouragement for staff to maintain a three-day plan and supplies for self-sufficiency. At a minimum, a three-day emergency supply that includes the following:

  o Food, non-perishables

  o Water (minimum 1 gallon/person/day)

  o Cash

  o Prescription drugs

  o Important documents (birth certificate, passport, etc.)

  o Hard copies/cloud-save of important account and contact numbers/names

  o Clothing ready (think "yardwork")

  o Flashlights and batteries, not candles

  o AM/FM radio and batteries

  o Toiletries/personal hygiene needs

  o Fire extinguisher, gas shut-off value

  o Nighttime comfort needs

  o Caffeinated drinks, if necessary

SAFETY STEPS FOR ANY DISASTER
1. Get alerts to know what to do. CalAlerts.org
2. Make a plan to protect your people.
3. Get to safety with things you need.
4. Stay safe at home when you can't leave.
5. Help friends and neighbors get ready.

Students and Family Preparedness

Student and family preparedness is also essential to effective response and recovery after a disaster. The District provides the following efforts to encourage preparedness for the school community:

Promote preparedness year-round by:

DISASTER READY GUIDE
LISTOS CALIFORNIA

- Provision of easy to read flyers in English and Spanish posted on bulletin boards, the District website and/or newsletters with methods to sign up for alerts, readiness for power outages, and

disaster kit checklist. Flyers are available from Red Cross, the Listos California Disaster Ready Guide[7] and ReadySLO.gov

- Posting of informational links on the District and/or school website
- Provision of safety information at the beginning of the year
- Provision of flyers and verbal instructions at staff meetings that can be shared with students and families
- Encouragement for all staff, students and families to register for Reverse 9-1-1 emergency alerts online[8]
- Assessment and use of methods to best alert staff, students and their families based on their access and functional needs, including the use of ParentSquare as the electronic messaging system.
- Utilization of training opportunities provided by Red Cross, Crisis Emergency Response Team (CERT) and local fire departments.
- Provision of training and practice of earthquake, lockdown/lockout/sheltering, evacuation and fire drills.

Facility Preparedness: Safety Inspection Program

Many emergencies can be prevented or lessened in severity by establishing a safety routine and culture. Regular safety inspections of District facilities will be used to identify and mitigate potential risks and hazards. Regular safety inspections, that include a review of emergency and disaster procedures, drills, supplies, and plans will help achieve this goal.

The District Safety Coordinator will perform a monthly walking inspection of the following key components in accordance with and documented on District inspection forms (See [Appendix XIII: External Resource List](#)):

- Exterior surroundings and approach
- Exiting and lockout features

SCHOOL GENERAL HEALTH & SAFETY INSPECTION CHECKLIST
Checklist for District Safety Committees or Self-Inspection

---

[7] https://www.elsolnec.org/wp-content/uploads/2020/08/ENG-Disaster-Ready-Guide.pdf
[8] Reverse 9-1-1 - San Luis Obispo County (prepareslo.org)

- General housekeeping
- Fire protection systems
- Electrical features
- Emergency procedures & drills
- Emergency supplies
- Overall security

Safety issues that cannot be immediately remedied will be reported by the Director of Buildings, Grounds and Transportation and the Site Administrator in a timely manner for remediation. Completed facility inspection forms will be maintained at the Buildings, Grounds and Transportation Department for review by District administrative personnel on a scheduled basis.

Community Coordination and Partnership

Regular communication with other organizations is essential to understand the types of services and resources each partner offers, different operational structures, and how organizations may best coordinate in a time of real need. This communication and partnership is best to begin prior to a disaster. Providing support and obtaining resources from allied agencies will help everyone.

District partners that could assist each other in an emergency include:
- The Red Cross – This organization provides emergency shelter alternatives following disasters and emergencies.
- San Luis Obispo County Behavioral Health Department – This agency provides mental health interventions and resources during and following emergencies.
- Food Bank of San Luis Obispo County – This organization provides fresh produce and essential foods for county residents in need.
- The United Way of San Luis Obispo- This nonprofit organization supports provision of emergency food and shelter, resources and serves as the VOAD representation in San Luis Obispo County.
- Health care providers such as Community Health Centers of the Central Coast and County public health clinics which provide healthcare services and outreach to low-income community members.

The District's participation in larger community planning activities supports preparedness and communication during disasters. Communication and planning with local city emergency coordinators and the County Offices of Emergency Management may include:

- Participating in disaster meetings and trainings
- Providing the local city and county office of emergency management with the updated EOP and Comprehensive Site Safety Plans
- Clarifying and discussing with city and county government officials:

○ The type and methods to issue emergency warnings
○ Define the type of post-disaster support that could be provided
○ Where damage reports should be submitted
○ How to request resources for immediate or ongoing assistance
○ How resources for fiscal recovery will be addressed

EMERGENCY RESPONSE

Assess & Initiate Actions

When disaster strikes, there are a few initial response action themes that apply in most circumstances. The first initial response theme begins with being aware of one's surroundings and concludes with ensuring notification and response of needed resources and personnel.

Situational Awareness

Situational awareness is best defined as being aware of and prepared to adjust to a continuously dynamic environment. Changes in the environment may present themselves abruptly, such as when shaking begins during an earthquake or when voices escalate during a confrontation. Other changes may be more subtle, like an unknown individual behaving in an odd manner or a faint smell of smoke. The District desires a culture of safety where everyone maintains situational awareness.

Threat Assessment

To ensure the safety of students, staff and the school community it is important to identify real threats to prevent an escalation of the situation. Any staff or student who feels threatened should immediately notify a District staff member and/or law enforcement. Staff should inform their supervisor so that threat assessment may occur. Anyone can report a threat to the District anonymously using the District "Report a Concern" Button or the "Bully Button" located on the District and school site websites. Threat assessment, at minimum, includes a District administrator, a District mental health professional and law enforcement representative. District threat assessment abides by confidentiality requirements.

SLCUSD Threat Assessment Flowchart
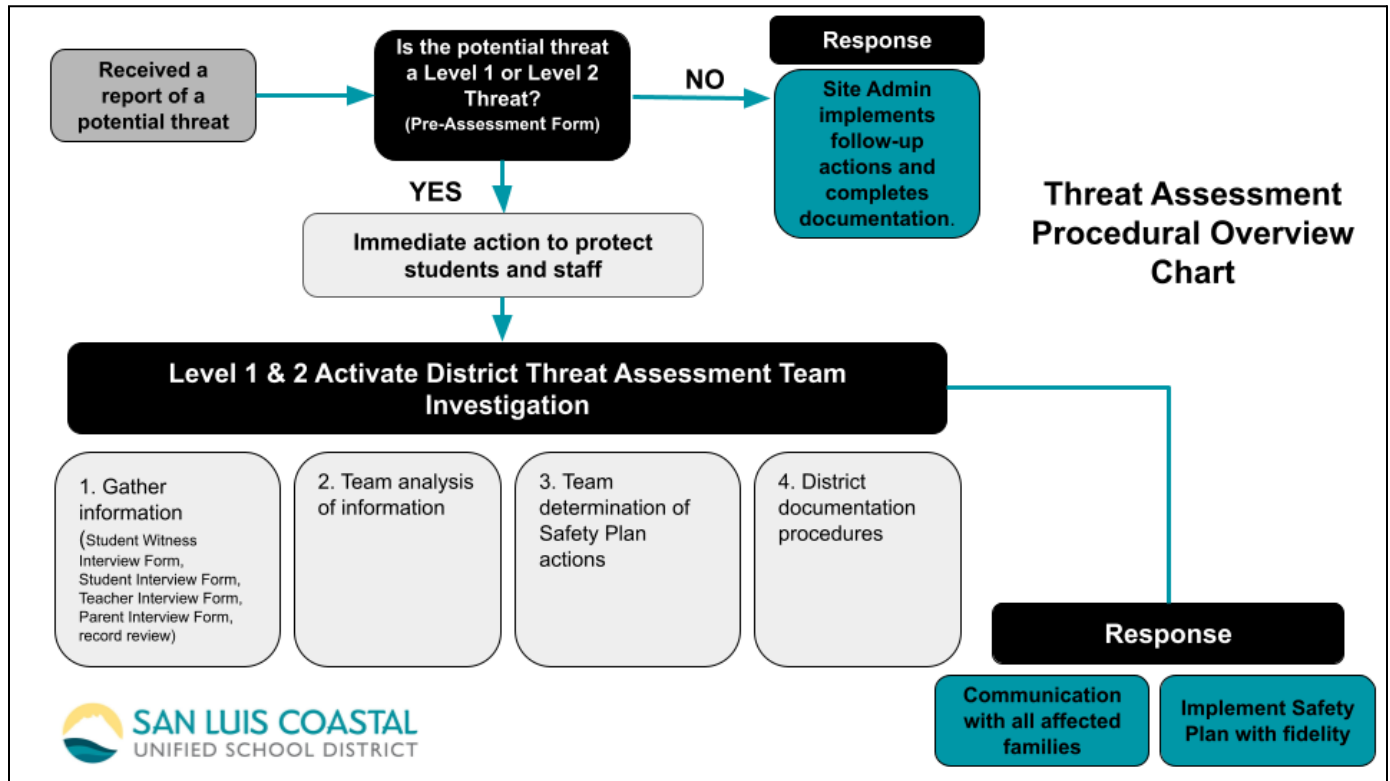
See Something, Say Something, Do Something.

The District encourages staff to practice situational awareness. When something is not normal or routine, situational awareness is most important. It is best to err on the side of caution by abiding by the principle: "If you see something, say something, do something." Many escalating situations can be resolved or explained by monitoring the situation, making notifications, and when necessary, taking action.

Staff who find themselves in an escalating confrontation should immediately ask for help by engaging the assistance of a co-worker. In some circumstances, using an agreed upon code phrase such as, "Mary, would you walk Rex now" is an effective way of requesting help without further escalating the situation. All staff must be aware that the agreed upon code phrase means urgent support is necessary. Having someone join you may be enough to deescalate a situation. A team approach also helps maintain professionalism. The code phrase should not escalate the situation and should alert the co-worker of the urgency of assisting or, if needed, calling 9-1-1 and/or calling for lockdown.

<u>Alert Others in the Area of the Potential Threat</u>

The most important action that can be taken during an emergency is alerting those around you of the situation so they can take action to protect themselves, either by sheltering or evacuating. In the case of a threat of violence they may need to **Run, Hide, or Fight**, as described further in the section on Initial Response Actions and as provided as hardcopy Emergency Response Procedure Job Aids at each site in the Comprehensive Site Safety Plans and printed hard copies in classrooms.

<u>Calling 9-1-1</u>

Call for help early. Alerting first responders is vital to ensure emergency response resources arrive as soon as possible, often making their jobs easier and safer overall. Even if their assistance is determined to be unnecessary, first responders prefer to be notified early.

Initial Response Actions

Once immediate actions and communications are complete, the next steps are to determine the appropriate protective action for the facility. The initial Emergency Response Procedures within the Comprehensive Site Safety Plans provide greater detail regarding best practice actions following specific emergencies. In general, the initial response by staff should follow these steps:

1. Take appropriate protective action
2. Maintain accountability of students and staff
3. Expand notifications and communications to District leadership and public safety
4. If after hours, make contact with supervisors or report to nearest District facility for assignment

<u>Protective Actions</u>

Making the decision to evacuate or shelter-in-place may be the most difficult and important decision made by the District. The decision may be made for the entire school by the principal, or it may have to be made by each individual staff member who is gathering situational awareness based on what is best for the students. **Anyone can call 9-1-1 and/or initiate a lockdown or lockout in response to a threat.**

Evacuation: Evacuation is leaving an area, either a building or an entire facility site, that is currently under hazardous threat, or the threat is imminent.
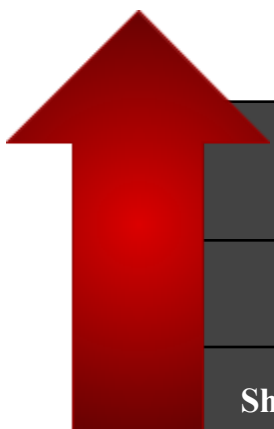
Sheltering-In-Place: Sheltering in place is used when evacuating is more dangerous than remaining in place and taking protective measures within the room or building itself.

Making the decision to evacuate or shelter in place may be the most difficult and crucial decision made. It may be made by authorities or by each individual staff member gathering situational awareness based on what is best for their individual safety and that of the students. The District may make decisions about evacuation and sheltering in place for both their administrative offices, facilities and school sites.

Lockout: A lockout directs all students and staff to go inside a building, secures the building perimeter and locks all outside gates and doors. This would be implemented when there is a threat or hazard outside of the facility or building. Criminal activity, dangerous events in the community, or even a vicious dog would be examples of a Lockout response. While the Lockout response encourages greater staff situational awareness, it allows for the daily routine inside to continue with little interruption or distraction. "Lockout! Secure the perimeter. This is not a drill. Lockout! Secure the perimeter. This is not a drill." would be announced via a public address. "We are in Lockout" would be conveyed to emergency services or 9-1-1.

Lockdown: Lockdown is a facility-based protocol that requires locking the building doors, turning off the lights, and placing students and staff out of sight of any corridor windows. Students and staff are to remain quiet. It does not mandate locking perimeter gates. There are several reasons for not locking perimeter gates during a Lockdown. Risk is increased to staff and students in exposed areas attempting to lock perimeter gates. Locking perimeter gates inhibits entry of first responders and increases risk as responders attempt to breach gates. "Lockdown! Locks, lights, out of sight. This is not a drill. Lockdown! Locks, lights, out of sight. This is not a drill." would be announced via a public address. "We are in Lockdown" would be conveyed to emergency services or 9-1-1.

Lockout and Lockdown: There may be situations where both Lockdown and Lockout need to be performed, but in this case, they are identified individually. *"Lockout! Secure the perimeter. Lockdown! Locks, lights, out of sight. This is not a drill. Lockout! Secure the perimeter. Lockdown! Locks, lights, out of sight. This is not a drill."* would be announced via a public address. "We are in Lockdown and Lockout" would be conveyed to emergency services or 9-1-1.

	Lockdown	Individuals move indoors, lock doors, turn off lights, close blinds, barricade doors, hide out of sight, and silence phones. Teaching and work ceases.
	Lockout	Individuals move indoors, secure the perimeter of the campus, and lock doors. Teaching and work continues.
	Shelter-In-Place	Individuals move indoors

Emergency Response Procedures

All staff are responsible for health and safety during an emergency. Although the initial procedures refer to specific actions, leaders must exercise discretion in implementing standardized procedures, and should consider modifications, as necessary, to ensure the health and safety of all students and staff during an emergency. The procedures printed and posted in classrooms and facilities. They are located in the Comprehensive Site Safety Plans as Emergency Response Procedures Job Aids that include (See Appendix I: Comprehensive School Safety Plan and Emergency Response Guides Template):

- Bomb Threat
- Earthquake
- Tsunami
- Fire at Facility
- Fire Near Facility
- Hazardous Spills
- Natural Gas Emergency
- Non-threatening Intruder at a Facility
- Hostile/Violence Action
- Violence Threat Outside
- Medical Emergency
- Power Outage/Rolling Blackouts
- Shelter-In-Place
- Evacuation

Maintain Accountability of Students and Staff

During an emergency, accounting for students and staff may be challenging. Students and staff may become separated from their classroom, or they may simply leave as they flee from the situation. The District maintains key information about students and staff. The District will make rigorous efforts to maintain accountability and try to locate those that are not accounted for.

Once immediate actions and communications are complete, the next step is to determine the appropriate protective action for the campus. The aforementioned Emergency Response Procedures provide greater detail for the prescribed actions for specific emergencies. In general, the initial response by staff should follow these four steps:

- Take appropriate protective action

- Maintain accountability of students and staff

- Expand notifications and communications

- Anticipate the needs of students and families

All staff are responsible for the health and safety of students and each other during an emergency. Although emergency procedures refer to specific actions, leaders must exercise discretion in implementing standardized procedures, and should consider modifications, as necessary, to ensure the health and safety of all students and staff during an emergency.

Every effort has been made to address the requirements for the Access and Functional Needs (AFN) population, where appropriate. It is the responsibility of the leaders and staff to ensure that hearing, sight, mobility impaired students and staff are accounted for and receive appropriate instructions.

Family Reunification

Reunification is the process of uniting students with their families following an emergency situation that disrupts a traditional school day pick-up procedure. Reunification procedures may be implemented for an emergency when students must be relocated for safety to different areas on the campus, families' are notified to pick-up students or students earlier in a school day or students are evacuated to an alternative location off of the campus.

Successfully maintaining the accounting of students when reunifying with their verified and authorized family members after a critical, and often highly stressful incident, is of utmost importance. Unfortunately, a quick reunification between families and students will not always be possible. If the incident is large enough to impact the whole community, reunification may require the efficient and coordinated use of resources and efforts from other agencies such as law enforcement, fire department, County Mental Health and County District Attorney. To ensure effective reunification, the District will follow a Reunification Plan. (See Appendix IX: Evacuation and Reunification Plan)

Emergency Communication

The District has several important communication systems that can be used for both daily use and during emergencies. All rely on the use of some technology whether that is an electrically powered bell or amplifier or the internet and fiber optic data lines. Therefore, it is important to know the limitations of each system during an emergency that may disrupt the system. It may simply be necessary to provide directions through a portable loudspeaker.

District communication systems:

- Phone/Intercom system
- Fire Alarm System

- ParentSquare/StudentSquare Notification System

- District and School Site Websites

- Email

- Radio

- Text

- Phone

Notifying the Site

All emergencies will require directive notification of the assigned protective action. Clear, concise and practiced commands are essential so that there is no ambiguity of what actions to take. Commands can be conveyed through the intercom system or by simply verbally giving the command through a portable loudspeaker. They should be said clearly and they should be said twice.

IN AN EMERGENCY
SAY IT TWICE. SAY IT TWICE.

LOCKOUT	LOCKDOWN	EVACUATE	SHELTER

Standard Response Protocol – Public Address

Threat Outside	Lockout! Get Inside. Lock Outside Doors!
Threat Inside	Lockdown! Locks, Lights, Out of Sight!
Bomb	Evacuate to (location) Shelter for Bomb!
Earthquake	Shelter for Earthquake!
Fire Inside	Evacuate to the (location)
Hazmat	Shelter for Hazmat! Seal your Rooms
Weapon	Lockdown! Locks, Lights, Out of Sight!
Wildfire	Evacuate to the (location)
Nuclear	Assemble for Bus Evacuation at the (location)

© Copyright 2009-2017, All rights reserved. The "I Love U Guys" Foundation. Bailey, CO 80421. SRP, The Standard Response Protocol and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may be registered in certain jurisdictions. This material may be duplicated for distribution by recognized schools, districts, departments and agencies. SRP K12 PUBLIC ADDRESS POSTER | Version 2.0.1 | 01/08/2013 | Revised: 07/31/2018 | http://iloveuguys.org

Notifying the District Office

While each school site is given wide authority to take all actions necessary during an emergency to protect students and staff, it is critical that the District Superintendent or designee is supplied immediate notification of any threatening situation and any action that requires calling 9-1-1. By notifying the District Office, necessary staff and resources can be immediately mobilized to support the school site. The District Office will also be able to provide necessary updates to the School Board and to address media inquiries. If a 9-1-1 call is placed related to a District facility or school site, then the added step of notification to the Superintendent is required.

Communication with the School Community

Providing families with accurate and timely information and direction is essential. The information and directions provided by the District will be clear and concise. Methods to notify the families and staff are incorporated into regular daily use so that during an emergency, families are familiar with the communication platform. Families are informed each year that the method of notification during an emergency will go through an adopted communication platform, such as ParentSquare, that allows each school and/or the District to contact specific parents or the entire school community. (See Appendix VI: Communications Templates for Physical Disasters and Tragedies) The District communication goals are:

- To provide facts on a regular schedule
- To provide consistent information to all families
- To ensure information is presented in a language understood by families
- To identify parents of students most significantly impacted by the event or emergency
- To establish District approval for all messaging to ensure accuracy and alignment across communication platforms and stakeholder groups

EMERGENCY RESPONSE ORGANIZATION (ERO)

To ensure an efficient and coordinated response when an emergency or disaster that threatens the health, safety and well-being of the school community occurs, the San Luis Coastal Unified School District Emergency Response Organization (ERO) will be activated.

The primary location for the ERO will report to will be at the **San Luis Coastal District Superintendent Office in San Luis Obispo** at 1500 Lizzie Street, #A, San Luis Obispo, CA 93401. It will be designated the District Operations Center.

The back-up District Operations Center locations:

- Building Grounds and Transportation Office at 937 Southwood Drive, San Luis Obispo, CA 93401

District Operations Center with ERO activation will occur whenever any District-owned or managed site is affected by an emergency that requires sustained District support or when the District is providing significant resources to support a disaster in the community. When it is determined that the District Operations Center will be activated, critical staff will report to the designated location based on the needs of the ERO.

ERO Objectives
- Protect the safety and welfare of students and staff
- Ensure the needs of individuals with Access & Functional Needs are being met
- Provide a safe and coordinated response to emergencies
- Protect the District-owned or managed sites and properties
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible
- Provide for the interface and coordination between District sites and the ERO
- Provide for the interface and coordination between the ERO and the Cities and County Emergency Operations Centers (EOC)
- Provide District support for a community-wide emergency
- Ensure cost recovery

When to Activate the ERO

- The State, the County or a City has proclaimed an emergency that affects District operations
- When the County or City EOC has requested significant resources from the District in support of a disaster
- The County Health Officer proclaims a health emergency that affects a District site

- Two or more District sites have emergencies requiring outside resources to mitigate
- A major emergency at a single District-owned or managed site that requires outside resources from a local jurisdiction authority
- The Governor has declared a "State of War" Emergency

Examples of Situations that Require an ERO Activation:
- A significant earthquake
- A fire threatening a District-owned or managed site
- Evacuation orders being issued for an area that includes a District-owned or managed site
- A multi-casualty incident occurred at a District-owned or managed site.
- An active shooter or other violent act
- A social or political act, such as a protest or a riot, impacts a District-owned or managed site
- A contagious disease outbreak at a District-owned or managed site

Setting Up the District Operations Center for the ERO

The District Operations Center should be able to be set up quickly and always have adequate supplies ready. The following supplies should be available:

- ☐ Seating for up to 10 personnel
- ☐ Hardcopies:
    - ☐ Operating Center Roles and Responsibilities job aids (See Appendix II: Emergency Response Organization Checklists)
    - ☐ ERO forms (See Appendix III: Emergency Response Organization (ERO) Forms):
        - ☐ Post Emergency or Disaster Staff Checklist
        - ☐ ICS Form 201 Incident Briefing
        - ☐ ICS Form 202T Objectives
        - ☐ ICS Form 214 Individual Work Log
        - ☐ Press release templates
- ☐ Computers
- ☐ Generator and fuel
- ☐ Surge protectors
- ☐ Cell phone/ laptop chargers – various types
- ☐ Phones
- ☐ Flip charts
- ☐ White board
- ☐ Large computer monitor
- ☐ Office supplies

☐ Flashlights with a supply of batteries
☐ Sleeping cots and blankets
☐ Meals Ready to Eat or alternative (60 meals)
☐ Drinking water – (30 gallons)

ERO - Where to Start

Once the decision has been made to activate the ERO, the ERO Director will:

● Ensure the ERO is adequately staffed and set up
● Inform the School Board Members
● Assign staff to gather information about the current situation and local response
● Hold a conference call (See Sample Conference Call Agenda in Appendix III: Emergency Response Organization (ERO) Forms) with the District's Executive Leadership, District Site Administrators/Principals, District department leadership representatives to:
  ○ Provide and collect situation status information
  ○ Provide immediate direction to staff at various sites
● Based on status information available, the ERO staff should develop an action plan with:
  ○ Overall objectives
  ○ Tasks to complete those objectives
  ○ Resources, including people, needed to accomplish those tasks

Throughout the process the ERO should provide direction and support, and continually evaluate the situation to determine what adjustments need to be made.

Emergency Response Organization Workflow

<u>Leading</u>

Leading during an emergency requires the ability to assimilate vital information from reliable sources and to make and implement decisions based on the greater good of students and staff. It requires that prior to an emergency, key leaders have been identified, both at the organizational level and the facility level. Alternative leaders should also be identified to maintain continuity of operations, even if specific individuals are not available or able to report to work.

When an action plan is developed, it needs to be implemented and then evaluated for success. If during the evaluation, achieving the end state of the plan is not being met, then modify or change the plan.

Operational Planning Loop

The process for leading during an emergency is to follow a simple decision and implementation cycle:

- What should the end state (e.g. "a vision of what the situation should be when successfully achieved") be?
- What objectives are required to achieve that end state?
- What tasks need to be done to accomplish the objectives?
- What resources are necessary to accomplish those tasks?
- What direction and support are needed?
- Evaluate to see if the end state is still relevant or has it been accomplished? If not, begin the cycle again.
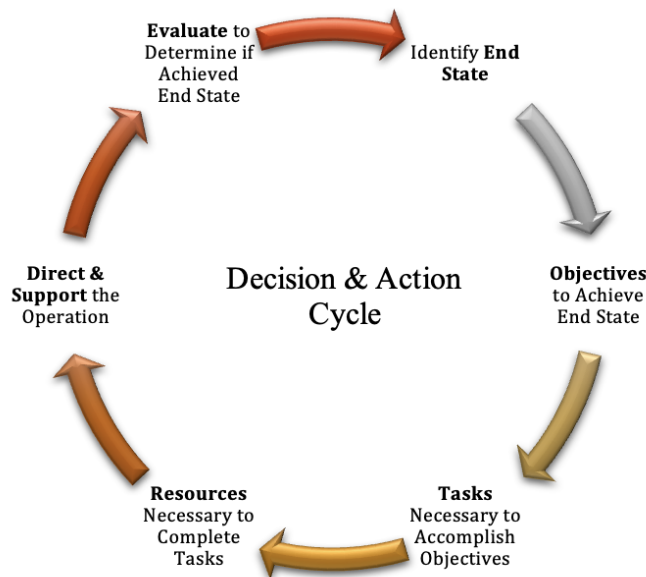
Emergency Response Organization (ERO) Roles and Responsibilities

During an emergency, staff and volunteer roles and responsibilities may change. The roles people are assigned based on the situation dictated by the emergency. People are assigned to positions based on the tasks identified to meet the overall objectives.

Not all positions in the organizational chart must be filled, only those that are necessary. If a position is unfilled, the responsibilities of that position are assigned to the position higher in the organizational chart. For example, using the organizational chart that follows, if a position is not assigned for Human Resources Manager, the responsibilities for the Human Resources Manager functions are assumed by the person assigned to Logistics.

During an emergency it is vital that people are authorized to make decisions and course corrections based on the overall objectives outlined by the ERO Director. Clear lines of communication are essential and keeping everyone in the loop is paramount.
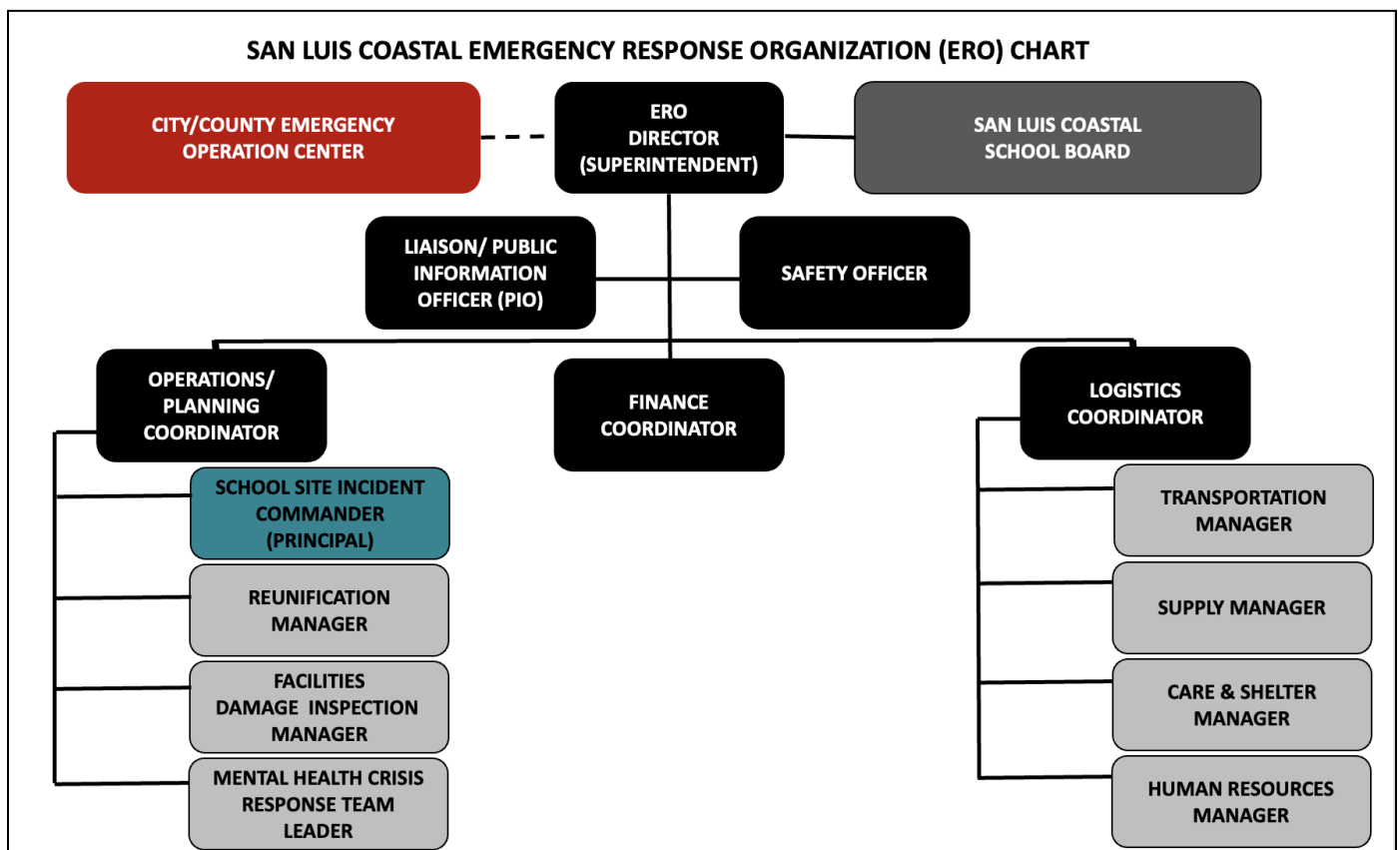
(See Appendix X: Continuity of Operations Plan (COOP) for staff identified to fill the ERO Chart positions)

<u>Staff Responsibilities</u>

Staff Emergency Response Organization (ERO) responsibility checklists are located in <u>Appendix II: Emergency Response Organization Checklists</u>. These and the affiliated ERO Forms are printed and maintained as worksheets available in the Operating Center supply cache. Checklists are provided for:

- ERO Director (Superintendent or designee)
- Liaison/Public Information Officer
- Safety Officer
- Operations/Planning Section Coordinator
- School Site Incident Commander (Site Administrator/Principal)
- Reunification Manager
- Facility Damage Inspection Manager
- Mental Health Crisis Manager
- Finance Section Coordinator
- Logistics Section Coordinator
- Transportation Manager
- Supplies Manager
- Care and Shelter Manager
- Human Resources Manager
- All Staff

School Site Incident Command Post (ICP)

One or more school sites or facilities may be directly impacted by an emergency. The District will immediately establish a School Site (or facility) Incident Command Post (ICP) at each impacted location to respond to the emergency.

The ICP assists first responders in their response and unifies the District Emergency Response Organization (ERO) with the impacted location(s). The District will provide ERO staff to support the impacted locations and the School Site Incident Commander (Site Administrator/Principal) will serve an ERO role. The ICP supports the complicated process of student and staff accountability and process of reunification with their families following the emergency. (See <u>Appendix IX: Evacuation and Reunification Plan</u>) Under the ICP, staff will assume roles and responsibilities that are different then their day to day duties as disaster workers.

Staff ICP responsibility checklists are located in <u>Appendix IV: School Site Incident Command Post (ICP) Job Aides</u>. These, and the Reunification Plan and Forms, are printed and maintained

as worksheets available in the Operating Center supply cache and with the Emergency Supplies at each school site and facility.

<u>School Site Incident Command Post (ICP) Chart</u>
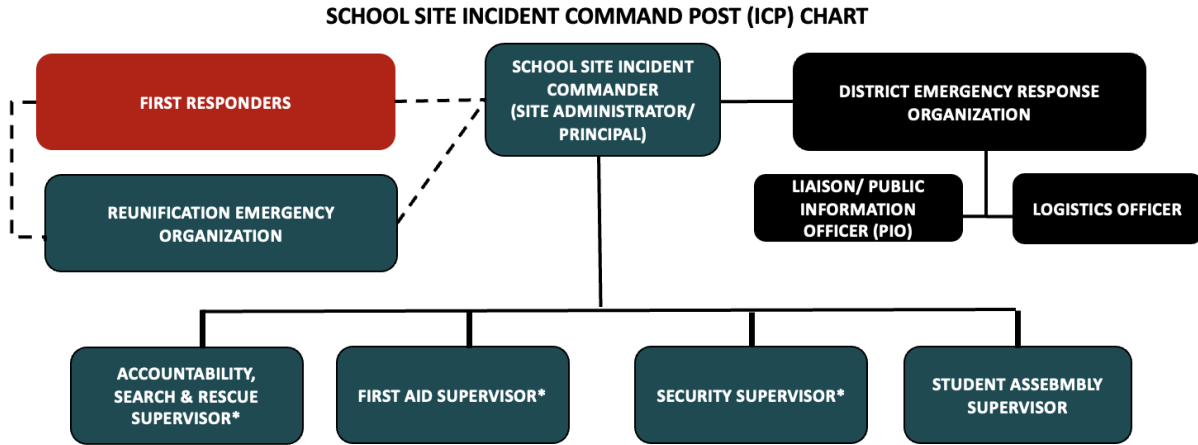
SCHOOL SITE INCIDENT COMMAND POST (ICP) CHART

Accountability, Search & Rescue, First Aid and Security Supervisor positions to be filled where there are not first responder personnel to fill these roles.

Communication

During an emergency it is critical that communication throughout the District is established and maintained. The District will follow the communication procedures as outlined in this plan. If typical systems of communication are not working, alternative methods will be important. Methods of communication may include:

- Landlines – phone and fax machine
- Integrated phone system
- Satellite phones
- Cell phones
- District alerting and information systems that use text, phone, and/or email
- Messaging apps
- Radios
- Message runners between facilities

<u>Internal Communication</u>

The performance of a sound communication system is a critical part of managing a crisis or traumatic event which may impact schools. Regardless of the method of communicating, communication should be done in coordination with the District's ERO Liaison/Public

Information Officer. Communication should be done in a manner that respects the need for people to get back to critical work. Communication templates are pre-established with the intention to provide clear, effective internal and external communication between the school, staff, students, parents, and media. (See Appendix VI: Communications Templates for Physical Disasters and Tragedies)

Components of a Conference Call Agenda

- Purpose of the call
- Current situation: Signifcant events and major damage
- Critical needs
- Social, cultural, or political issues
- Priorities
- Resources and staff available for other facilities
- Time of next communication
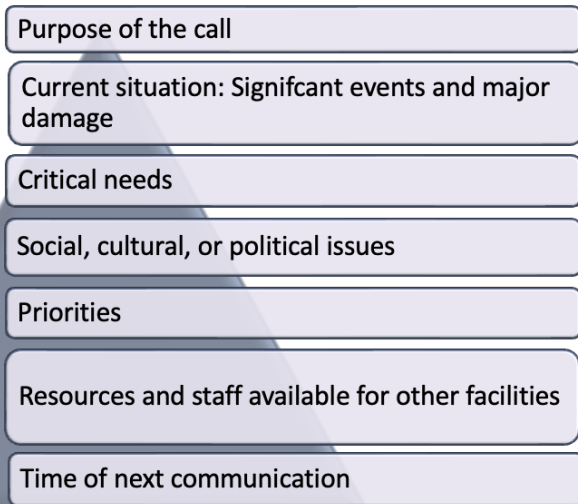
Scheduled meetings and conference calls are essential and may occur twice a day with reduction over time during an emergency. It is critical that communication discipline within the team is maintained with a succinct agenda. Conference calls should include key representatives to provide information. The Conference Call Agenda should be followed to maintain discipline and documentation of the meeting information and occurrence. (See Appendix III: Emergency Response Organization (ERO) Forms)

External Communications

During an emergency, distinct groups need different information at various times. The size and scope of the emergency will inform the release of information to the groups. At a minimum, the District will need to update the School Board Members and impacted staff about an incident. However, communication may also be needed for:

- All Staff
- Students
- School community
- Government agencies
- Media
- General public

The District Liaison/PIO Officer is responsible for gathering, verifying, coordinating, and releasing information to the appropriate groups. Communication to staff, students and families in different settings may need to be tailored to meet their specific needs. Non-public and personal

contact information should be treated as confidential. Should the incident solely affect a District site(s), then the Liaison/PIO Officer will use the steps outlined below to develop communication to the appropriate groups.

During community-based emergencies affecting more than a single District school site, public information will be coordinated by the first responder Incident Command or the City or County's Emergency Operations Center (EOC). The District will provide regular information to the EOC and coordinated information will be released to the public through the Joint Information Center (JIC). Communication to staff and the school community will be the responsibility of the District, using the four steps identified below:

Step 1: Gather Information

The Liaison/PIO Officer will collect information from the District's Emergency Response Organization (ERO) staff and the Site Administrators/Principals to ensure ongoing, official information on the efforts of the District. Other sources of information may include:

- Response agencies
- City and County EOCs
- Technical specialists
- Donation organizations

Step 2: Verify Information

- The Liaison/PIO Officer will take efforts to verify the accuracy of the collected information.

Step 3: Coordination of Information

- The Liaison/PIO Officer will coordinate information from the ERO staff and Site Administrators/Principals to obtain approval from the ERO Director prior to distribution.

Initial information should include:

- Incident summary – What happen, where it happen, what is anticipated next
- Impact of the incident on the District and its students, staff and school communities
- Actions the response agencies are taking at District school sites and facilities
- Recovery steps needed to return to normal operations
- Information on donation needs and how to donate to the District and its students, staff and school communities (if applicable)
- Where to get more public emergency information and access to resources: website, kiosk at central location, 2-1-1, etc.

Step 4: Dissemination of Information

Information will be shared with the San Luis Coastal School Board, staff and impacted families or the school community, as determined by District internal lists, and then distributed, as needed, to other organizations:

1. Media
2. General public
3. Community partners such as the Red Cross, Foodbank, etc.

Information may be distributed through a variety of communication tools, including:

- Website-www.slcusd.org
- Press releases (See Appendix III: Emergency Response Organization (ERO) Forms)
- Targeted emails to staff, students and the school community
- Provided via District alerting system
- Posted at District school sites and facilities
- Radio

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

1500 Lizzie Street
San Luis Obispo, CA 93401
(805) 549-1200

PRESS RELEASE

Contact: Date: Month, X, Year
XXXX, Title
(805) XXX-XXXX, XXX@slcusd.org

ALL CAP HEADLINE THAT CLEARLY STATES THE PURPOSE IN 12-PT ARIAL
Subheader in Bold, Italics, Title Case

(San Luis Obispo, CA)- Today, San Luis Coastal Unified School District…

<<Make sure that the press release includes "who, what, when, why and how" and only speaks to San Luis Coastal. Allow other agencies to represent themselves.>>

Supplemental paragraph of supporting content.

Insert quote: "'We appreciate the help the community and the City and County are providing the San Luis Coastal students, staff and school community. More help is needed…,' stated San Luis Coastal Superintendent, XXXX."

Additional supportive content. Keep paragraphs to 3-4 sentences: no less than two sentences, but not more than 4-5 sentences.

-END-

Speaking with the Media

The pressure to provide information to the public during an emergency can be intense. The District strives to provide media information promptly and frequently with only information that is known and accurate to avoid confusion and potential retractions. The District acknowledges that waiting to validate all the information may lead to delays that allow for rumors or misunderstandings that necessitate the expenditure of time and energy on correction.

The District will let other agencies (law enforcement, Public Health, etc.) speak to what they are doing and the District will speak to what the District is doing. To demonstrate an effort to be transparent while avoiding saying information that is speculative, the District may use statements such as:

- "We are still gathering critical information, but we know that the police are at _____ school for a reported _____."

- "We have not confirmed that there were (injuries, deaths, damage, violence etc.) and as soon as we do, we will provide that information."

The District will provide a selected representative as the Public Information Officer/Liaison to speak with the media directly and media communication will go through this individual. Should a teacher or other staff talk to the media, they should only speak about what they know personally. For example, a teacher may know that their school is in lockdown and the status of his/her class. What they should not do is speculate as to the details and for how long it will remain that way. It is okay to say, "We have been in lockdown for the last hour and the children in my class are safe." and "No, I do not know what the status of the other classes are."

Staff Outreach and Accounting

Following a disaster, it is important to reach out to all staff to check on their welfare, offer assistance as needed, and determine who is available to return to work to assist with response and recovery. It may be necessary to accommodate staff families and pets during an emergency so that critical staff are available to assist.

Encouraging all staff who are physically and psychologically capable of returning to work is critical to maintaining operations, and providing a sense of normalcy and routine for staff, and assurance to the school community.

A staff emergency contact list is maintained by the District that includes work, personal, and emergency contacts through Human Resources. Staff are requested to provide an out-of-state contact if possible. This individual is typically a friend or relative who lives outside the area and will be a primary contact for communicating if local communication lines are damaged.

Following an emergency, a staff member will be assigned to:

- Use the staff emergency contact list to determine who has been accounted for and attempt to reach staff who have not reported to work.
- Using the staff emergency contact list, create a Post-Emergency or Disaster Employee Safe Checklist with the following information to provide to the Logistics Coordinator (See Appendix III: Emergency Response Organization (ERO) Forms):
  - Staff name
  - Contact phone numbers and alternative contacts
  - Is the staff and their family safe?
  - Does the staff have shelter, food, and water?

○ Is the staff or their family injured?
○ Is the staff currently available and if not when will they be able to report to work?
○ Is there a critical need that could be met by the District?

<u>Staff Support After Disasters</u>

Communication with staff during and after an incident is critical to continuing District operations. Communication supports staff morale and understanding of the response and recovery strategy. Even the smallest updates can help re-connect staff with a sense of normalcy that will aid them in personal recovery as well as their ability to assist with organizational recovery. Staff cannot offer support to their students if they themselves are distressed and impacted by the disaster. Supports include, but are not limited to:

● Provide daily status updates to staff
● Provide information and support access to local resources for affected staff
● Offer counseling support to staff affected by the disaster. Mental health professionals are available through outside agencies (See Appendix XIII: External Resource List).

- Provide an onsite "Compassion Center" or area designated for staff to go and get support from trained mental health professionals, if needed.
- Make use of District resources.

Staff Briefing and Debriefing

The District plans include time for staff to discuss their feelings and share their experiences that may include opportunities to receive support from trained mental health professionals. Recognized models include an immediate critical incident debriefing with teams with the support of a trained mental health professional. (See Appendix XIII: External Resource List) This quality debriefing efforts include:

- Provision of the latest information on the disaster
- Provision of information and how to access local resources for staff, including support for parents or those who work with children on how to talk with children about what has happened
- Provision of the messaging for the broader organization including District supports available for staff, and support available for family members of staff
- Acknowledgement of the phases of disaster and tools for coping to help staff know what to expect and how to care for self and others

HIPAA During an Emergency

Health Insurance Portability and Accountability Act of 1996 (HIPAA) law and confidentiality procedures still apply in the event of an emergency except for law enforcement or other emergency personnel trying to locate missing individuals.

Student Outreach and Accounting

Following a disaster, it is important that the District account for all students, provide outreach to determine needs, and provide updates on the status of response and recovery. The purpose of outreach is to check on the welfare of the school community and to offer assistance. It is a way of creating stability and to bring a sense of normalcy for the community.

While maintaining appropriate confidentiality, a list of emergency contact information will be maintained by the District for all schools and facilities that is updated annually. A printed copy will be securely maintained at each school and facility site and cloud-based copy will be confidentially stored by the District.

Contact information should include:

- Legal name of each student

- Legal name of legal guardians
- Address
- Landline and cell phone
- Email address
- Emergency contact information
- Access and Functional Needs
- Language spoken in the home

Access & Functional Needs

Every reasonable and appropriate effort should be made to address the needs of individuals with Access and Functional Needs (AFN). It is the responsibility of the leaders and staff to ensure that people with AFN are accounted for and receive appropriate instructions and assistance. The District's confidential database contains details pertaining to staff and student AFN for timely support provision and accommodation.

Access and functional needs (AFN) refer to individuals who are or have:

- Physical, developmental, or intellectual disabilities
- Chronic conditions or injuries
- Limited English proficiency
- Older adults
- Children
- Pregnant women
- Low income, homeless, and/or transportation disadvantaged (i.e., dependent on public transit)

During a disaster, people with AFN can be impacted in a greater way as the systems that they usually rely on are no longer available. It is best to ask an individual how best they can be assisted rather than to make assumptions. Asking the individual before assisting, maintains their safety, independence, and health. The District prepares to offer alternative communication, increased efforts and thoughtful considerations for individuals with AFN that include but are not limited to blind/low vision, cognitive disabilities, deaf/hard of hearing, mental/behavioral health, physical disabilities, limited English language, pregnancy, and individuals with service animals.

Donation Management

During and following an emergency, well intentioned community members will respond quickly to requests for donations. It is important to determine before an emergency what are the projected priorities, where donations should be made and how to disseminate the need to those who are affected. (See Appendix III: Emergency Response Organization (ERO) Forms) All donations should go directly through the San Luis Coastal Educational Foundation donation

portal at https://www.slcef.org/ or to a designated administrative location. The District may select to work in agreement with local agencies to accept and distribute donations.

Documentation

Individual Daily Work Log

It is important that the actions taken during an emergency are documented. A simple log of actions will be important following the emergency for fiscal accountability and to complete an after-action report to make improvements for future emergencies.(See Appendix III: Emergency Response Organization (ERO) Forms)

Individual Work Log	**How to use this form:**	
Incident:	**Purpose:**	• Record major decisions, activities and products from your position during this operational period. Used as a means of documentation and to inform staff who work in the next operational period of past actions.
Name and Position:		
Section:	**When to fill out:**	• As major decisions, actions and products are made
	Completed by:	• Everyone working in the Operations Center
Operational Period:	**Signed by:**	• Person completing
Date: Time:	**Send to:**	• Maintain a copy for documentation

Decisions, Major Actions, Documents/Products Developed and Policy Changes	
Time	Description
Signature:	

San Luis Coastal Unified School District   Page 1 of 2
ICS-214

Last revised: 6/1/23 Resolute Associates LLC

Requesting Assistance

The District may ask for government assistance and resources during an emergency to continue to provide education to students. Systems in California are in place to make sure that any help needed is provided. City or County Emergency Operations Centers (EOC) are typically the resource ordering point during major emergencies. Once activated, City or County Emergency Operations Centers track all resource requests. If the EOCs are not activated and a request is necessary, the request can be made to the County Office of Emergency Services (OES) Duty Officer at (805) 781-5678 and via the website portal at https://www.slocounty.ca.gov/Departments/Administrative-Office/Emergency-Management/Contact-us.aspx.

When the County EOC is fully activated, positions in the EOC are filled by members of agencies that will provide assistance and information to the District during an emergency. These partner agencies include County Public Health, Behavioral Health, Sheriff, Fire, and others. Red Cross and Voluntary Organizations Active in Disaster (VOAD) also provide agency representatives and can provide vital support such as:

- Mental health counselors
- Nurses
- Structural engineers to inspect buildings
- Buses and drivers
- Food and shelter
- Access to volunteers via VOAD agencies

City and County Organizations

Many cities in San Luis Obispo County have functioning emergency management organization capabilities. The County also has an emergency organization, the County Office of Emergency Services, which serves the County as a whole and the coordination of the cities and unincorporated areas located in San Luis Obispo County. During an emergency, relationships that are established prior to the emergency are often invaluable. Participation in local emergency exercises and training helps solidify relationships between entities and an understanding of available resources as well as the conduits to receiving them.
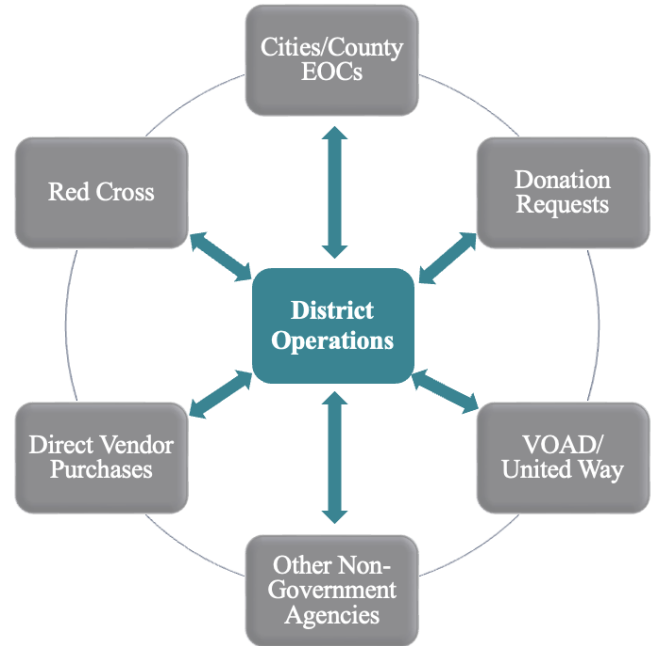
There will also be times when the Cities or County EOC will be requesting assistance from the District. CAL FIRE or the United States Forest Service may ask for the use of a school for an Incident Base. In some cases, the District should expect and negotiate a reimbursement fee.

Emergency Manager Notification

Emergency Manager Contact Information		
Agency	**Emergency Manager Name**	**Contact Information**

City of San Luis Obispo Police and Fire	Dispatch	(805) 783-7730
County Sheriff (Unincorporated areas, Morro Bay, Arroyo Grande, Los Osos, Los Ranchos)	Dispatch	(805)-781-5484
County OES	Duty Officer	(805) 781-1144
Cal OES	State Warning Center	(916) 845-8911
CAL FIRE (Unincorporated areas, Morro Bay, Five Cities, Los Osos)	Dispatch	(805) 305-3999
Los Padres National Forest	Dispatch	(805) 938-9142

Volunteer Organizations

American Red Cross

The Red Cross may request the use of a school site for an evacuation center. Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials, ARC and local government, and should be planned and arranged for in advance. Red Cross Centers are not reimbursable, and schools are expected to fill the need, however if there is a conflicting reason why the site should not be used it is important to clearly indicate that to the ARC.

The staffing of the shelter/center will generally be provided by the ARC and local government agencies. Animals being evacuated are coordinated by County Animal Services. A request to house pets of evacuees at a school may be requested.

United Way

United Way of San Luis Obispo County focuses on supporting the community through education, income and health improvements with community partnerships. United Way of San Luis Obispo County serves as the Voluntary Organizations Active in Disaster (VOAD) for San Luis Obispo.

Voluntary Organizations Active in Disaster (VOAD)

Voluntary Organizations Active in Disaster (VOAD) is the unification of voluntary organizations to support disaster response by strategically funneling resources, supports and services to improve efficiency and reduce duplicity of efforts. San Luis Obispo County is served by the SoCal VOAD region.

District Attorney/Victim Assistance

When an emergency involves victims of a crime, the San Luis Obispo County District Attorney's Office may engage its Victim Assistance Services. In some cases, this program can help cover expenses that result from violent crime through the California Victim Compensation Board (CalVCB). Victims of crime who have been injured or who have been threatened with injury may be eligible for help.

Local, State, Federal Government May Proclaim an Emergency

When there is the existence of or a threat of conditions of extreme peril to the safety of persons and property within a city or the County, the entity may proclaim an emergency and ask the Governor for assistance. The Governor then may proclaim an emergency and request that the President of the United States declares an emergency at the federal level.

When this happens all levels of government provide resources and support to mitigate and then recover from the emergency. Funding for response and recovery is heavily influenced by various levels of emergency declaration.

While not required, the District may establish a policy that provides that the District may duly proclaim existence of conditions of disaster or of extreme peril to the safety of persons and property within the District. By proclaiming an emergency, it will instruct all divisions in the District to assist in the response and mitigation to the disaster. It will provide that all District employees during the period of the disaster are Disaster Service Workers. When the County proclaims a local emergency, the District is usually incorporated into that local proclamation and it is not necessary. (See Appendix VI: Communications Templates for Physical Disasters and Tragedies)

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

RESOLUTION NO. XX-XX-XX

PROCLAMATION OF THE EXISTENCE
OF A DISTRICT EMERGENCY CAUSED BY
XXXXX

WHEREAS, District Policy XXXX empower the San Luis Coastal Unified School District (District) Superintendent to request that the Board of Education proclaim the existence or threatened existence of a District emergency when the District is affected or likely to be affected by conditions of extreme peril to the safety of persons and property; and

WHEREAS, On Month XX, 20XX, a XXX named XXXX impacted San Luis Obispo County causing extensive damage and injuries to the District facilities and students. The XXX registered as XXX; and

WHEREAS, All schools remain closed until they are deemed safe and the District Emergency Response Organization is fully activated and is continuing recovery operations; and

WHEREAS, This XXX has caused conditions of extreme peril to the safety of persons and property in the District, which are or are likely to be beyond the control of the services, personnel, equipment and facilities of the combined forces of the District and the San Luis Obispo County Operational Area to combat; and

WHEREAS, On Month XX, 20XX, the Director of Emergency Services of the County of San Luis Obispo proclaimed the existence of a local emergency within San Luis Obispo County as a result of the XXX; and

WHEREAS, The Board of Education finds these conditions of extreme peril warrant and necessitate the ratification of the Proclamation of District Emergency caused by the XXX and requests that the County of San Luis Obispo request assistance from the Governor of California for needed resources and funding through the California Disaster Assistance Act; and

NOW, THEREFORE, IT IS HEREBY PROCLAIMED AND ORDERED that the Board of Education of San Luis Coastal Unified School District, California, does hereby Proclaim a District Emergency until it is determined that the District Emergency may be terminated; and

IT IS FURTHER PROCLAIMED AND ORDERED that a request will be made to the County of San Luis Obispo that this proclamation be forwarded to the Director of the Governor's Office of Emergency Services requesting that the Director find it acceptable in accordance with State law; waive any regulation that may hinder the District's recovery efforts and that recovery assistance be made available under the California Disaster Assistance Act (CDAA).

ADOPTED by the Board of Education of the San Luis Coastal Unified School District, by following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____   _____
President of the Board of Education for   Secretary of the Board of Education for
San Luis Coastal Unified School District   San Luis Coastal Unified School District

RECOVERY OPERATIONS

Recovery from an emergency or disaster often begins during the response part of an incident. While the actual event that caused the disaster and the ensuing response is very short, recovery activities may continue for months or years after a disaster. The organizational structure for overseeing recovery will need to be flexible and durable in order to appropriately carry out all the needed responsibilities. All good-will and efforts conducted to prepare for and respond to a disaster will be lost during the recovery phase if there is a perception of inaction and confusion.
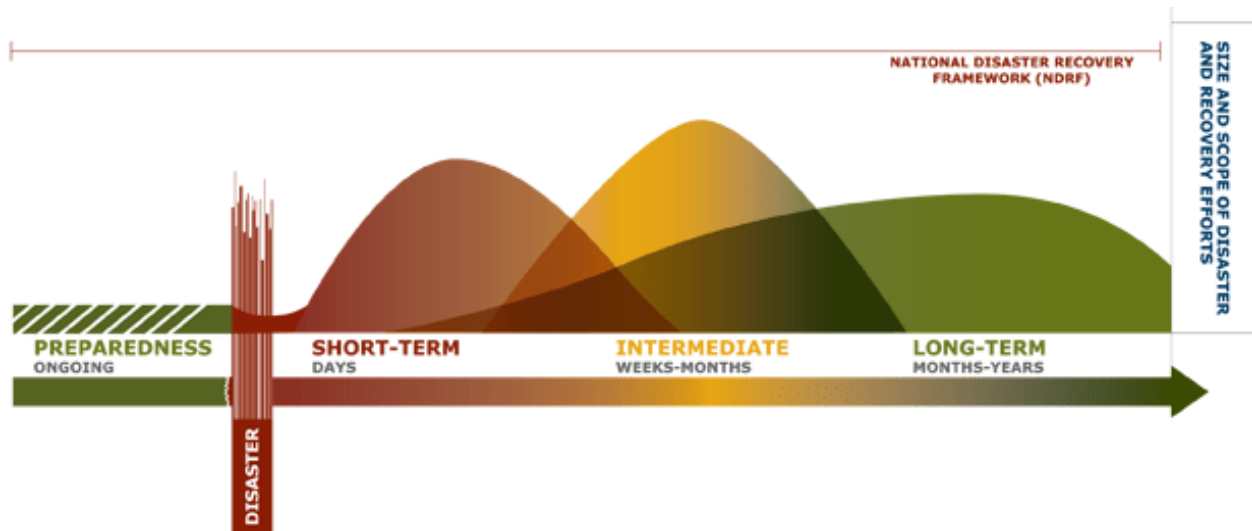
Recovery of a school is not just important to the District, it is important to the community. Communities associate their recovery based on whether the students are back in school, even if it is at an alternative site. Schools being reopened are a touchstone for how well the overall community recovery is proceeding.

Short-Term Recovery Objectives

The goal of short-term recovery is to restore the District to minimum capacity. Goals may include, but are not limited to:

- Eliminating hazards
- Clearing access roads
- Restoring utilities
- Re-establish District governance
- Coordinate with local agencies including the County Office of Education, Special Education Local Plan Area (SELPA), County Public Health and volunteer organizations

- Disaster response and recovery costs are documented with photos, time keeping and contracting costs
- Address mental health needs of staff and students
- Debris removal
- Cleanup of classrooms and other critical facilities
- Opening unaffected schools
- Relocation of students and staff to alternate sites
- Damage Assessment is undertaken
- Ensure meals are available for students
- Hold a special meeting of the School Board to consider proclaiming or ratifying an emergency proclamation
- Manage Donations

The Emergency Response Organization (ERO) Director should assemble a Facilities Response Team to begin short-term recovery. The Team should consist of:

- Site Administrator/Principal
- Facilities Damage Inspection Manager
- Facilities Construction/Safety Coordinator
- Grounds and Custodian Manager

The ERO Director should assemble the Critical Response Team (CRT). The Team consists of:

- Mental Health Crisis Response Team Leader
- Site Administrator/School Principal
- Law enforcement (including Sheriff/Coroner)
- District Attorney Victim Assistance (If an incident involves victims of a crime.)
- District Mental Health Professional
- County Mental and Behavioral Health

Short-Term Recovery Strategies

The first action is to eliminate immediate hazards. This could include:

- Electrical hazards
- Unstable structures
- Water and sewer leaks
- Clearing and closing damaged roads
- Provision of counseling services

Following the elimination of hazards the following actions should begin:

- Begin damage assessment of school sites and facilities, capturing damage details and images
- Contact insurance agency
- Determine which school sites and facilities can be used/partially used to support continued essential functions
- Prepare a plan to address facilities deficiencies that would allow for increased schooling, student services and operational needs
- Request, receive and manage donations to support recovery efforts

Management of Donations and Memorials

In any type of disaster, people want to help. They want to financially and physically express their compassion by donating funds and items, volunteering and creating memorials.

Financial Donations

Upon hearing of a tragic violent event, many in the community want to contribute or assist survivors or the larger community in some way. While well-intentioned, often the contributions are sent to unaffiliated organizations or online sites that are not prepared to properly distribute the funds. They have no accounting processes or even staff to fairly distribute the funds and meet the IRS filing requirements. A well-intentioned GoFundMe site set up by individuals trying to help, will quickly be overwhelmed. Not to mention the possibility of unscrupulous individuals preying on people's grief.

Government agencies and emergency organizations are not equipped to accept donations or respond to offers to help while they are in the middle of responding to the immediate and often urgent needs of a violent event. However, philanthropic organizations like United Way, Red Cross and non-profit foundations are. These types of organizations can be nimble and responsive. They often do not have bureaucratic, labor intensive systems that require many layers of approval and documentation. Philanthropic organizations do best when requests are specific, and outcomes are measurable. Establishing a victim/survivor fund and creating mechanisms so people can donate easily and quickly is an example of a good match for philanthropy. For example, a local foundation may establish a fund to cover specific needs related to an emergency and those in the public who wish to donate can easily make donations to the fund.

Donations of Goods

Managing donations of goods can become an incident or a burden within an incident. People with good intentions may spontaneously begin donating things that they perceive are needed. A rumor or post on social media indicating that victims need something like clothes, ends up with people searching their closet to help, and thus creating a pile of disorganized clothes that do not

meet the needs of the individuals. There are storage and transportation issues with donated goods. It is best to direct people to make a financial donation to a designated philanthropic organization. (See Donation Press Release Template in Appendix III: Emergency Response Organization (ERO) Forms)

Memorials

People want to express their grief and will often create a spontaneous memorial. Flowers, cards and personal items will be left off with notes of support and grief. If a spontaneous memorial emerges, it is paramount that it is managed in a sensitive, respectful and well-coordinated

manner to reduce any risks of community criticism, and to best support individual and community recovery. Respectful management of the memorial site should be front of mind for all involved at every stage throughout the lifespan of the memorial and should be integral to any decision-making processes.

Management principles for memorials and anniversaries of disasters or traumatic events:
→ Be inclusive
→ Be supportive
→ Be respectful
→ Be consultative
→ Plan for removal

Reopening After a Violent Act

Finding a balance between a rapid restoration of the crime scene for people to go back to using or creating a permanent sacred place that is no longer used as it was intended, is a difficult decision in recovery of a mass shooting. Schools in particular have struggled with how long they should be closed following a shooting incident and if a building or school should no longer be used.

According to Cathy Kennedy-Paine, who leads the crisis-response team for the National Association of School Psychologists, "The best strategy is to go back to the school as soon as possible, because we know that one of the best ways to reduce the impact of that trauma is to reestablish the natural social-support systems for students and teachers."[9] Although returning to school as soon as possible is recommended, there are other factors to consider when making this decision. Even if police can complete the scene investigation quickly, the physical damage to the building may require the doors to stay closed. Bullet holes, blood stains and damage would be entirely too traumatic and emotionally triggering for students and staff to return to. Therefore, an alternative location may be required. When returning students and staff to a classroom, or employees to a business, the District considers the following:

---

[9] The Atlantic - The Developing Norms for Reopening Schools After Shootings. Ashley Fetters August 27, 2018, https://www.theatlantic.com/education/archive/2018/08/how-schools-decide-when-to-reopen-after-a-shooting/568666/

- Open as soon as possible (Use an alternative site if necessary)
- Hold a memorial event to welcome back students or employees and their families
- Provide security measures that instill safety
- Establish on-campus or facility-site Compassion Center
- Provide professionally led debriefings for staff
- Facilitate social mapping to identify those that may be directly affected and need additional support
- Host sustained community wellness actions

Long-Term Recovery Objectives

The goal of long-term recovery is to restore the District to pre-disaster conditions. Where possible, efforts should include hazard mitigation improvements to minimize damage from future disasters. School Districts may receive State and Federal cost recovery funding following a State or Presidential disaster; therefore, it is essential that all damages are documented, and all costs are gathered.

The goal of long-term recovery is to restore the District to minimum capacity. Goals may include:

- Follow all Cal OES and FEMA guidelines for recovery of costs
- Mitigate future damage from disasters
- Coordinate activities with the San Luis Obispo County Office of Education, the California Department of Education and Department of State Architects
- Coordinate efforts with County Mental and Behavioral Health and volunteer organizations
- Maintain fiscal accountability and attain available disaster recovery funds; public and private

Fiscal Recovery

In the event of a Presidentially-declared disaster, FEMA will be the primary federal agency from which the District may receive recovery financial assistance and staff and students' families may receive temporary shelter and other housing relief and assistance. The District may be qualified for the same type of Public Assistance disaster recovery grants that other government agencies receive.

Documenting damage, costs, and identifying sources of funding for repair and rebuilding is essential to the District disaster recovery. Specifically:

- The District should ensure immediate documentation of expenses and staff time after a disaster or emergency. Timely and accurate documentation are the foundation for fiscal recovery.
- All damage should be photographed and documented before any debris is cleared and repairs are made.
- Considerations for continued payments after disasters that affect power or electronic access are included in the Continuity of Operations Plan and reviewed annually.

The Damage Assessment Process

The Division of the State Architect (DSA) is the building department for public schools and has the legal responsibility for determining the safety of these buildings for use as classrooms after an earthquake or other emergency that causes structural damage to a classroom. Local building departments have no legal jurisdiction over public schools. DSA requires that all schools with damage have either a DSA engineer or a structural engineer licensed in California evaluate the buildings prior to the opening of the school for instruction. DSA recognizes that it may take their engineers several hours, or even days, to come to the damaged areas, and that local structural engineers may also not be available. A request for a DSA inspection can be placed through the State Office of Emergency Services.

If a school is being used by the Red Cross for sheltering, the ARC takes the responsibility for inspecting the parts of the facilities it is using. These inspections can be done by engineers or building officials engaged by ARC and are acceptable to them. However, the ARC inspection is not sufficient for the opening of the school for instructional purposes.

APPENDIX

Appendix I: [Comprehensive School Safety Plan and Emergency Response Guides Template](#)

The Comprehensive School Safety Plan and Emergency Response Guides contains job aids for emergency response actions. These job aids are intended to serve as a quick reference guide for District staff. All school sites have Site Safety Plans that include the specific actions and job aides for various emergencies. Classrooms have job aides available for staff posted by classroom doors.

Emergency Response Procedures included in the Comprehensive Schools Safety Plans:

- Bomb Threat
- Earthquake
- Tsunami
- Fire at Facility
- Fire Near Facility
- Hazardous Spills
- Natural Gas Emergency
- Non-threatening Intruder at a Facility
- Hostile/Violence Action
- Violence Threat Outside
- Medical Emergency
- Power Outage/Rolling Blackouts
- Shelter-In-Place
- Evacuation

Appendix II: Emergency Response Organization Checklists

Emergency Response Organization Workflow

Operations Center Supply List

- ☐ Seating for up to 10 personnel
- ☐ Hardcopies:
    - ☐ Operating Center Roles and Responsibilities job aids
    - ☐ Post Emergency or Disaster Staff Checklist
    - ☐ ICS Form 201 Incident Briefing
    - ☐ ICS Form 202T Objectives
    - ☐ ICS Form 214 Individual Work Log
    - ☐ Press release templates
- ☐ Computers
- ☐ Generator and fuel
- ☐ Surge protectors
- ☐ Cell phone/ laptop chargers – various types
- ☐ Phones
- ☐ Flip charts
- ☐ White board
- ☐ Large computer monitor
- ☐ Office supplies
- ☐ Flashlights with a supply of batteries
- ☐ Sleeping cots and blankets
- ☐ Meals Ready to Eat or alternative (60 meals)
- ☐ Drinking water – (30 gallons)

Emergency Response Organization (ERO) Chart

SAN LUIS COASTAL EMERGENCY RESPONSE ORGANIZATION (ERO) CHART

- CITY/COUNTY EMERGENCY OPERATION CENTER
- ERO DIRECTOR (SUPERINTENDENT)
- SAN LUIS COASTAL SCHOOL BOARD
- LIAISON/ PUBLIC INFORMATION OFFICER (PIO)
- SAFETY OFFICER
- OPERATIONS/ PLANNING COORDINATOR
  - SCHOOL SITE INCIDENT COMMANDER (PRINCIPAL)
  - REUNIFICATION MANAGER
  - FACILITIES DAMAGE INSPECTION MANAGER
  - MENTAL HEALTH CRISIS RESPONSE TEAM LEADER
- FINANCE COORDINATOR
- LOGISTICS COORDINATOR
  - TRANSPORTATION MANAGER
  - SUPPLY MANAGER
  - CARE & SHELTER MANAGER
  - HUMAN RESOURCES MANAGER
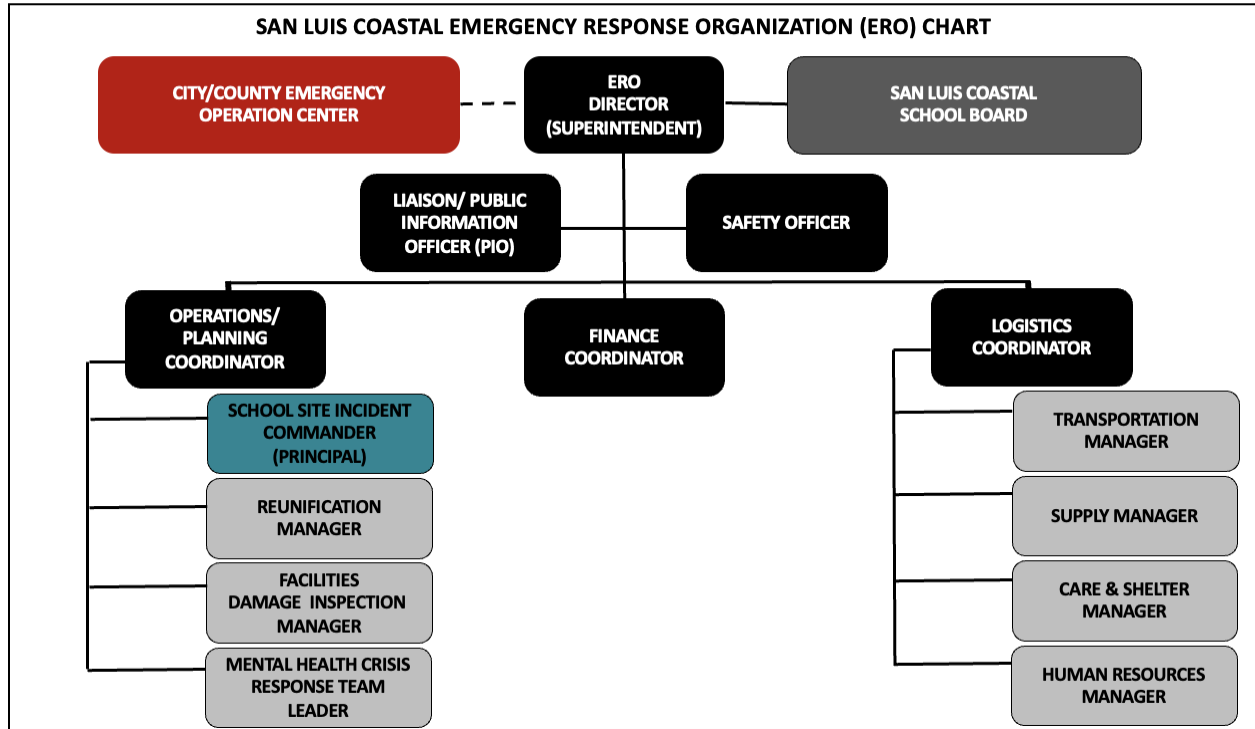
Emergency Response Organization Position Checklists

See the following pages.

Emergency Response Organization Director

☐ Establish an Operations Center (OC) for the ERO
☐ Ensure immediate work site is safe
☐ Assure ERO is staffed and roles are assigned
☐ Establish communication with impacted school sites and facilities and give and receive briefings on current situation
☐ Assure communication is maintained and updates are provided to staff, students and the school community
☐ Establish ongoing communication with local authorities
☐ Provide the San Luis Coastal Board of Education with status updates
☐ Identify objectives to achieve desired end state (utilize ICS 201 & 202T Form)
☐ Provide objectives to the District organization
☐ Organize and brief staff
☐ Coordinate continuity of operations, "COOP," and ensure all essential functions and staffing are maintained
☐ Anticipate potential issues or developments
☐ Provide resources to accomplish tasks to achieve objectives
☐ Request additional resources from outside the organization if necessary
☐ Continuously resolve issues
☐ Maintain documentation and fiscal management
☐ Maintain Individual Daily Work Log (ICS 214 form)

☐ When appropriate due to resolution of the emergency, deactivate the ERO by:
    ☐ Notifying the San Luis Coastal Board of Education and the appropriate cities and partner agencies, including EOCs, as necessary of the deactivation
    ☐ Ensuring that all required forms or reports are completed prior to deactivation, including daily work logs from each ERO position
    ☐ Schedule and facilitate a staff meeting for feedback and reflection to produce the After-Action Report/Performance Improvement Plan

Liaison/Public Information Officer

☐ Communicate and coordinate with site administrators/principals and outside response/assistance agencies and media as necessary

☐ Represent the District, as needed, at the Joint Information Center (JIC)

☐ Serve as the coordination point for all media releases and inquiries for the District

☐ If applicable, coordinate media releases with cities and other affected agencies in which District school sites and/or facilities are located

☐ Keep the Emergency Response Organization (ERO) Director advised of all unusual requests for information and all major critical or unfavorable media comments

☐ Obtain ERO Director approval of media releases

☐ Establish a list of representatives and their contact information for agencies working with the District

☐ Maintain communications with agencies supporting the District

☐ Maintain communication with stakeholder groups

☐ Post in the Operations Center the times and locations of news briefings related to the incident (regardless of District participation)

☐ Arrange for meetings between media and District representatives at the request of the ERO Director

☐ Initial information should include:
    ☐ A summary of the incident
    ☐ Impact of the incident on the District
    ☐ Actions the response agencies are taking at District-owned or managed school sites and facilities
    ☐ Overall steps to be taken by the District to return to normal operations
    ☐ Actions staff, students and families should take
    ☐ If applicable, donation needs and information how to donate to the District

☐ Maintain Individual Daily Work Log (ICS 214 form)

Safety Officer

☐ Be proactive in assessing hazardous situations associated with continued operations

☐ Work with first responders and District personnel to assess and mitigate hazards

☐ Provide safety message to all personnel

☐ Gather information related to any staff or student injuries sustained during continued operations

☐ Ensure care is procured for staff and students who were not reunited with family in coordination with the Reunification Manager

☐ Provide staff and student accountability lists to the Emergency Response Organization (ERO) Director

☐ Monitor to assure that accommodations are made for people with Access & Functional Needs

☐ Maintain Individual Daily Work Log (ICS 214 form)

Operations/Planning Section Coordinator

☐ Oversee and plan for all response operations
☐ Develop emergency / disaster response plan, including planning to provide essential functions and services
☐ In coordination with the ERO Director, develop objectives and tasks (utilize ICS 201 & 202 Form)
☐ Assign staff to provide essential functions
☐ Determine the need for and request additional resources
☐ Plan for subsequent day's work cycles including staffing and logistical needs
☐ Collaborate with ERO Director to determine when essential functions will resume
☐ Coordinate with School Site Incident Commanders (Site Administrators/Principals) to support any critical needs
☐ Continuously maintain a "Plan B," for how the District will respond to an escalation of the emergency or disaster
☐ Maintain Individual Daily Work Log (ICS 214 form)

Site Incident Commander/Site Administrator/Principal

- ☐ Report to assigned location
- ☐ Ensure immediate work site is safe
- ☐ Communicate safety concerns with Safety Officer
- ☐ Account for staff, students and volunteers on site and report accounting to ERO Operations and Planning Coordinator
- ☐ Coordinate and provide support to first responders if at the school site or facility
- ☐ Establish communication with the ERO Director and give and receive briefing on current situation
- ☐ Establish communication with local authorities (See City & County Organizations)
- ☐ Organize, brief and give directions to staff
- ☐ Identify needs and communicate outstanding needs to the ERO Operations and Planning Coordinator
- ☐ Ensure accommodations are made for individuals with Access & Functional Needs
- ☐ Continuously resolve issues
- ☐ Provide briefing to Operations and Planning Coordinator and incoming staff
- ☐ Maintain Individual Daily Work Log (ICS 214 form)

Reunification Manager

☐ Coordinate the implementation of the reunification procedure at designated location

☐ Assign reunification duties in coordination with the School Site Incident Commander (Site Administrator/Principal)

☐ Support reunification procedures at the reunification location:

    ☐ Ensure the procurement of supplies to implement the reunification procedures

    ☐ Ensure the set up of the reunification location in accordance with District adopted procedures

    ☐ Brief reunification staff on duties

    ☐ Coordinate care for any remaining individuals who were not reunified in coordination with the Safety Officer and the Care and Shelter Manager

    ☐ Coordinate the breakdown of the reunification location

    ☐ Remain at the reunification location until reunification has been completed.

☐ Coordinate and maintain communication with the Transportation Manager

☐ Report to the ERO Director, or designee, regarding the status of reunification

☐ Maintain Individual Daily Work Log (ICS 214 form)

Mental Health Crisis Team Leader

☐ Enact and convene the District Crisis Incident Response Team (CIRT)

☐ Implement CIRT procedures following the District's Student Support Services CIRT Manual

☐ Identify locations of deployment of CIRT members and compassion center locations

☐ Coordinate with the Transportation Manager for safe deployment of mental health professionals

☐ Brief and debrief with the School Site Incident Commander (Site Administrator/Principal)

☐ Procure and coordinate outside agency mental health support for the school community including but not limited to County Education Office, Public Mental and Behavioral Health, Hospice, and community mental health teams

☐ Coordinate and implement site-based compassion centers

☐ Submit supply requests for mental health service provision to the Supply Manager

☐ Brief the Operations/Planning Coordinator on status and unusual events and requests

☐ Maintain Individual Daily Work Log (ICS 214 form)

Facility Damage Inspection Manager

☐ Assure assessment and status reporting of each affected school site and/or facility

☐ Assure utilities are addressed disconnected or reestablished as necessary

☐ Provide a timeline for re-occupancy

☐ Contact the Site Incident Commander (ICS)/Site Administrator/Principal and receive initial briefing on damage

☐ Request resources to mitigate damage, turn off utilities, or for other needs

☐ Conduct an initial "windshield inspection" of facilities

☐ Maintain a list of all facilities and current damage assessment

☐ Communicate damage assessment and needs to Operations and Planning Coordinator

☐ Assure communication and staff assignment to District school sites and facilities affected by event

☐ Deploy personnel to record hazards, damage and threats observed (photos and documentation)

☐ Maintain Individual Daily Work Log (ICS 214 form)

Finance Coordinator

☐ Ensure all staff maintain personnel time records

☐ Work closely with the Logistics Coordinator to capture all financial requests for goods and services

☐ Maintain strict records of damage and expenses related to disaster response and recovery, including staff time and emergency procurement of goods and services

☐ Process Workers Compensation claims received at the ERO

☐ Provide trend information related to Worker's Compensation claims to the Safety Officer for analysis and consideration of needed operational adjustments

☐ Ensure photographs are taken of all facility/equipment damage before any repair operations begin

☐ Establish a specific expense code and/or account for all disaster/emergency related staff time or procurements, and all other expenses

☐ Provide daily report to the ERO Director related to costs encumbered and projected

☐ Prepare high-level financial reports for the ERO Director and School Board as requested by the ERO Director.

☐ Maintain Individual Daily Work Log (ICS 214 form)

Logistics Coordinator

☐ Assess functionality of communication and IT services at school sites and facilities

☐ Ensure initiation of IT backup procedures as necessary

☐ Review all job action checklists for Logistic Section positions

☐ Assign staff to Logistics Section roles

☐ Identify service or support requirements for planned delivery of services, education and administrative duties

☐ Coordinate and process requests for additional resources in close coordination with the ERO Director

☐ Advise on the status of current service and support capabilities

☐ Work closely with the Operations and Planning Coordinator to secure requested services and supplies

☐ Procure resources through vendors, contractors, District resources and outside requests

☐ Provide the necessary resources to accommodate individuals with Access & Functional Needs

☐ Work closely with the Finance Coordinator to ensure adequate financial records are maintained for services and supplies

☐ Maintain Individual Daily Work Log (ICS 214 form)

Transportation Manager

☐ Work closely with the School Site Incident Commander (Site Administrator/Principal) and the Reunification Manager to maintain accountability of all students and staff

☐ Receive requests for transportation of students, staff, equipment and supplies

☐ Establish a transportation plan for movement of students, staff, supplies and equipment:

  ☐ Determine affected facilities that may require evacuation, the number of individuals to be evacuated, a timeline for transportation, and the number that require wheelchair transport

  ☐ Request resources for evacuation via local contractors (Lyft, Uber, Ride-On, etc.)

  ☐ Secure transportation alternatives through District resources, community partners or mutual aid

  ☐ Determine destination for those being transported

  ☐ Coordinate with transporting agencies on number of vehicles needed, destination and turnaround time

  ☐ Coordinate the delivery of transportation services to meet the needs which may include transporting to Red Cross shelters, hotels, or other locations for temporary shelter.

☐ Implement transportation accountability measures to track all students and staff, including those transferred to first responders for medical, legal, or other reasons

☐ Deploy transportation resources to maximize timely, prioritized execution of incident objectives and goals

☐ Assess safety needs at transportation sites (including ingress and egress routes) and request law enforcement resources as needed

☐ Document transportation provided and records related to any expenditures

☐ Maintain Individual Daily Work Log (ICS 214 form)

Supply Manager

☐ Work closely with the Operations and Planning Coordinator to identify needed supplies to provide services, education, administrative duties, hazard mitigation, and school site and facility repair

☐ Receive requests for supplies and equipment

☐ Clarify requests to ensure the correct supply/resource is being sought

☐ Work closely with the Transportation Manager to coordinate delivery of supplies and equipment

☐ Procure supplies through vendors, contractors, District resources and outside requests

☐ Secure transportation, generators for facilities, supplies, food and security (including the District Operations Center)

☐ Document supplies provided and records related to any expenditures

☐ Brief the Logistics Coordinator on supply request trends

☐ Keep the Logistics Coordinator advised of all unusual requests

☐ Maintain Individual Daily Work Log (ICS 214 form)

Care and Shelter Manager

☐ Assess care and sheltering needs at sites and facilities in coordination with the Operations and Planning Coordinator

☐ Account for staff, students and volunteers in need of care and sheltering and report accounting to Operations and Planning Coordinator

☐ Secure hotel rooms or Red Cross shelter, housing, and/or alternative work locations at school sites and facilities for staff and students as needed

☐ Work closely with the Transportation Manager to safely transport staff and students

☐ Work closely with the Supplies Manager to determine needed supplies and make requests

☐ Work closely with the Mental Health Crisis Team Leader to provide support services

☐ Maintain ongoing communication with affected individuals and their families, the locations and agencies providing housing and care to staff and students

☐ Document services and sheltering provided and records related to any expenditures

☐ Brief the Logistics Coordinator on care and sheltering status

☐ Keep the Logistics Coordinator advised of all unusual events and requests

☐ Maintain Individual Daily Work Log (ICS 214 form)

Human Resources Manager

☐ Determine affected District school sites, facilities and geographic areas

☐ Track staff contractor status and staff/contractor availability to maintain on-site services, education and administrative duties

☐ In coordination with the Public Information Officer/Liaison, communicate with District staff about the emergency, expectations of staff and staffing assignments in the emergency

☐ Receive requests for staff specific emergency assignments from Operations/Planning Coordinator via the Logistics Coordinator

☐ Assure District status updates are provided regularly to staff via alerting methods

☐ Seek staff to meet staffing needs recognizing that staff may be assigned to duties and responsibilities that are outside of their normal job assignments but within their capacity

☐ Inform staff of the emergency assignments, where to report and who to report to

☐ In coordination with the Finance Coordinator and the Safety Officer, track and respond to Worker's Compensation claims

☐ Maintain documentation of all staff assignments and hours worked

☐ Maintain Individual Daily Work Log (ICS 214 form)

All District Staff

As disaster service workers, during an emergency the District staff will:

☐ Report to assigned location
☐ Ensure immediate work site is safe
☐ Establish communication with supervisor

    (If no supervisor is available assume the leadership role)

☐ Receive briefing and direction from supervisor
☐ Identify needs to accomplish assigned tasks

Appendix III: Emergency Response Organization (ERO) Forms

ERO Staff Safe Checklist: Document Link

SAN LUIS COASTAL UNIFIED SCHOOL DISTRICT — Post-Emergency or Disaster Staff Safe Checklist

First Name	Last Name	Contact Phone Number	Safe	Housing	Injuries	Available for Staffing	Comments

Individual Daily Work Log (ICS Form 214): Document Link

Individual Work Log		**How to use this form:**	
Incident:			
Name and Position:	**Purpose:**	▪ Record major decisions, activities and products from your position during this operational period. Used as a means of documentation and to inform staff who work in the next operational period of past actions.	
Section:	**When to fill out:**	▪ As major decisions, actions and products are made	
Operational Period:	**Completed by:**	▪ Everyone working in the Operations Center	
	Signed by:	▪ Person completing	
Date:	Time:	**Send to:**	▪ Maintain a copy for documentation

Decisions, Major Actions, Documents/Products Developed and Policy Changes	
Time	Description

Signature:

San Luis Coastal Unified School District
ICS-214
Page 1 of 2

Last revised: 6/1/23 Resolute Associates LLC

Decisions, Major Actions, Documents/Products Developed and Policy Changes	
Time	Description
Signature:	

San Luis Coastal Unified School District
ICS-214

Page 2 of 2

Last revised: 6/1/23 Resolute Associates LLC

ERO Incident Briefing (ICS Form 201): Document Link

INCIDENT BRIEFING (ICS 201), Adapted for San Luis Coastal Unified School District

1. Incident Name:	2. Incident Number: (if applicable)	3. Date/Time Initiated: Date: Time:

4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):

5. Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.

6. Prepared by: Name: _____ Position/Title: _____ Signature: _____

ICS 201, Page 1   Date/Time: _____

Updated by Resolute Associates LLC 6/1/2023

INCIDENT BRIEFING (ICS 201), Adapted for San Luis Coastal Unified School District

1. Incident Name:	2. Incident Number: (EON num. if applicable)	3. Date/Time Initiated: Date: Time:

7. Current and Planned Objectives:

- ❑ Protect the safety and welfare of students and staff.
- ❑ Provide a safe and coordinated response to emergencies.
- ❑ Protect the facilities and properties.
- ❑ Enable restoration of normal conditions with minimal confusion in the shortest time possible.
- ❑ Provide for the interface and coordination between facilities and the District Emergency Response Organization (ERO).
- ❑ Provide for the interface and coordination between the District ERO and the Cities and County Emergency Operations Center (EOC).
- ❑ Provide support of a community-wide emergency.
- ❑ Ensure cost recovery.
- ❑ Establish donation management with clearly identified needs.
- ❑ -
- ❑ -
- ❑ -
- ❑ -

8. Current and Planned Actions, Strategies, and Tactics:

Time:	Actions:

6. Prepared by: Name: _____	Position/Title: _____	Signature: _____
ICS 201, Page 2	Date/Time: _____	

Updated by Resolute Associates LLC 6/1/2023

INCIDENT BRIEFING (ICS 201), Adapted for San Luis Coastal Unified School District

1. Incident Name:	2. Incident Number: (if applicable)	3. Date/Time Initiated: Date: Time:

9. Current Organization (enter names and fill in additional organization as appropriate):

SAN LUIS COASTAL EMERGENCY RESPONSE ORGANIZATION (ERO) CHART

- CITY/COUNTY EMERGENCY OPERATION CENTER
- ERO DIRECTOR (SUPERINTENDENT)
- SAN LUIS COASTAL SCHOOL BOARD
- LIAISON/ PUBLIC INFORMATION OFFICER (PIO)
- SAFETY OFFICER
- OPERATIONS/ PLANNING COORDINATOR
  - SCHOOL SITE INCIDENT COMMANDER (SITE ADMIN/PRINCIPAL)
  - REUNIFICATION MANAGER
  - FACILITIES DAMAGE INSPECTION MANAGER
  - MENTAL HEALTH CRISIS RESPONSE TEAM LEADER
- FINANCE COORDINATOR
- LOGISTICS COORDINATOR
  - TRANSPORTATION MANAGER
  - SUPPLY MANAGER
  - CARE & SHELTER MANAGER
  - HUMAN RESOURCES MANAGER

6. Prepared by: Name: _____	Position/Title: _____	Signature: _____
ICS 201, Page 3	Date/Time: _____	

Updated by Resolute Associates LLC 6/1/2023

INCIDENT BRIEFING (ICS 201), Adapted for San Luis Coastal Unified School District

1. Incident Name:	2. Incident Number: (if applicable)		3. Date/Time Initiated: Date: Time:
10. Resource Summary:			

Resource	Resource Identifier	Date/Time Ordered	ETA	Arrived	Notes (location/assignment/status)
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	

6. Prepared by: Name: _____	Position/Title: _____	Signature: _____
ICS 201, Page 4	Date/Time: _____	

Updated by Resolute Associates LLC 6/1/2023

ICS 201
Incident Briefing

Purpose. The Incident Briefing (ICS 201) provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, the ICS 201 also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

Preparation. The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

Distribution. Ideally, the ICS 201 is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The "Map/Sketch" and "Current and Planned Actions, Strategies, and Tactics" sections (pages 1–2) of the briefing form are given to the Operations/Planning Section, while the "Current Organization" and "Resource Summary" sections (pages 3–4) are given to the Logistics Section.

Notes:
- The ICS 201 can serve as part of the initial Incident Action Plan (IAP).
- If additional pages are needed for any form page, use a blank ICS 201, and repaginate as needed.

Block Number	Block Title	Instructions
1	**Incident Name**	Enter the name assigned to the incident.
2	**Incident Number**	Enter the EON number assigned to the incident, if applicable.
3	**Date/Time Initiated** • Date, Time	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	**Map/Sketch** (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology. If specific geospatial reference points are needed about the incident's location or area outside the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209). North should be at the top of page unless noted otherwise.
5	**Situation Summary and Health and Safety Briefing** (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.	Self-explanatory.
6	**Prepared by** • Name • Position/Title • Signature • Date/Time	Enter the name, ICS or ERO position/title, and signature of the person preparing the form. Enter date (month/day/year) and time prepared (24-hour clock).
7	**Current and Planned Objectives**	Enter the objectives used on the incident and note any specific problem areas.

Block Number	Block Title	Instructions
8	**Current and Planned Actions, Strategies, and Tactics** • Time • Actions	Enter the current and planned actions, strategies, and tactics and time they may or did occur to attain the objectives. If additional pages are needed, use a blank sheet or another ICS 201 (Page 2), and adjust page numbers accordingly.
9	**Current Organization** (fill in additional organization as appropriate) • **Emergency Response Organization Director** • **Liaison/Public Information Officer** • **Safety Officer** • **Operations/Planning Coordinator** • ICP Commander • Reunification Manager • Facilities Damage Inspection Manager • Mental Health Crisis Response Team Leader • **Finance Coordinator** • **Logistics Coordinator** • Transportation Manager • Supply Manager • Care and Shelter Manager • Human Resources Manager	• Enter on the organization chart the names of the individuals assigned to each position. • Modify the chart as necessary and add any lines/spaces needed for Command Staff Assistants, Agency Representatives, and the organization of each of the General Staff Sections. • If Unified Command is being used, split the Emergency Response Organization (ERO) Director box. • Indicate agency for each of the ERO/Emergency Operations Center Directors listed if Unified Command is being used. • If position is not being used, the oversight role should assume the roles and responsibilities of that position as needed.
10	**Resource Summary**	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another ICS 201 (Page 4), and adjust page numbers accordingly.
	• Resource	Enter the number and appropriate category, kind, or type of resource ordered.
	• Resource Identifier	Enter the relevant agency designator and/or resource designator (if any).
	• Date/Time Ordered	Enter the date (month/day/year) and time (24-hour clock) the resource was ordered.
	• ETA	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	• Arrived	Enter an "X" or a checkmark upon arrival to the incident.
	• Notes (location/assignment/status)	Enter notes such as the assigned location of the resource and/or the actual assignment and status.

Updated by Resolute Associates LLC 6/1/2023

ERO Objectives (ICS Form 202T): Document Link

San Luis Coastal Unified School District **Objectives** Incident:	How to use:	• List the objectives for this operational period.
1. Date	2. Time	
3. Operational Period:		• Provide the activities and tasks required to accomplish the objectives.
4. Section:		
5. Prepared by: Name: Position:		• Provide what resources are needed to achieve the activities and tasks including people and equipment.
6. Approved by: Name: Position: Signature:		

Objective	Activities and Tasks Required to Accomplish the Objective	Resources Assigned
A.	1.	
B.	1.	
C.	1.	
D.	1.	
E.	1.	

Last revised: 6/1/2023
San Luis Coastal Unified School District
Form ICS-202T
Resolute Associates LLC

Page 1 of 2

Prepared by Resolute Associates LLC   **Page 86 of 198**

F.	1.	
G.	1.	
H.	1.	
I.	1.	
J.	1.	
K.	1.	
L.	1.	
M.	1.	

Last revised: 6/1/2023
San Luis Coastal Unified School District
Form ICS-202T
Resolute Associates LLC

Page 2 of 2

Prepared by Resolute Associates LLC   Page **87** of **198**

ERO Conference Call Agenda: Document Link

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

EMERGENCY RESPONSE ORGANIZATION (ERO)

CONFERENCE CALL AGENDA

Conference Call Phone Number/Meeting Link: _____

Meeting Pass Code/Meeting ID: _____

Date: _____ Time: _____

This is the Emergency Response Organization Conference Call.   This Conference
Call is to provide, gather and share situational and resource status reports on the
current situation. I am _____ and I will be facilitating the
conference call.

During this conference call, you are requested to keep background noise down
by muting your phone unless you are speaking. Keep your reports brief and
relevant.

I will take you through a Roll Call that will be in the order you will be presenting
your report. When I call upon you, please provide your name and provide the
following information in a succinct manner:

1. Significant Events
2. Evacuations or closures
3. What is threatened in the next 24 to 48 hours
4. Critical infrastructure threatened
5. Injuries or accidents or major damage
6. Critical needs
7. Social or political issues
8. Priorities
9. Resources you have available for response

We will start with a briefing from the Superintendent:

_____
_____
_____
_____

San Luis Coastal School/Facility/Program Representative	Present On the Call: YES or NO	Notes
Board President		
Superintendent		
Assistant Superintendent, Education Services • Curriculum Instruction Director(s) • Student Support Services Director • Food Services Director		
Assistant Superintendent, Business Services • Human Resources Director • Fiscal Services Director • Building, Grounds and Transportation Director • IT Director		
Site Administrators/ Principals • Elementary • Secondary • Adult School • Specialized Programs		
Other: • Attorney • Safety Coordinator • Lead Mental Health Professional • Lead Nurse		

Notes:

_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____
_____

Note: At the finish of the reports ask if there is anything else from the reporting participants.

Next Conference Call at _____[Day, Date, Time] at phone number/meeting link:
_____

This concludes the conference call.

Rev 06-01-23

Sample Press Release: Document Link

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

1500 Lizzie Street
San Luis Obispo, CA 93401
(805) 549-1200

PRESS RELEASE

Date: Month, X, Year

Contact:

XXXX, Title

(805) XXX-XXXX, XXX@slcusd.org

ALL CAP HEADLINE THAT CLEARLY STATES THE PURPOSE IN 12-PT ARIAL

Subheader in Bold, Italics, Title Case

(San Luis Obispo, CA)- Today, San Luis Coastal Unified School District…

<<Make sure that the press release includes "who, what, when, why and how" and only speaks to San Luis Coastal. Allow other agencies to represent themselves.>>

Supplemental paragraph of supporting content.

Insert quote: "'We appreciate the help the community and the City and County are providing the San Luis Coastal students, staff and school community. More help is needed…,' stated San Luis Coastal Superintendent, XXXX."

Additional supportive content. Keep paragraphs to 3-4 sentences: no less than two sentences, but not more than 4-5 sentences.

-END-

Sample Donation Press Release: Document Link

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

1500 Lizzie Street
San Luis Obispo, CA 93401
(805) 549-1200

FOR IMMEDIATE RELEASE

Contact:

Date: Month, X, Year

XXXX, Title

(805) XXX-XXXX, XXX@slcusd.org

SAN LUIS COASTAL NEEDS DONATIONS

The ___ emergency has impacted the most vulnerable.

(San Luis Obispo, CA)- San Luis Coastal Unified School District has been impacted by ____ emergency. The need for community support has never been greater. For San Luis Coastal to support people who are in desperate need, we are collecting donations. The best way for the public to assist us is to make a monetary donation that will assist our school community. Donations may be safely submitted to our foundation on our website or by mail:

San Luis Coastal Education Foundation

Donation portal: https://www.slcef.org/donate

1500 Lizzie Street

San Luis Obispo, CA 93401

(805) 549-1300

info@slcef.org

The money donated will be used by San Luis Coastal to directly help people by providing sheltering, food and comfort during this difficult time as we recover from the ____ emergency.

Insert Quote: "We appreciate the help the community is providing to our students, staff and their families, but more help is needed…," stated Superintendent _____.

"We know the public would like to know what items the school community needs. The best thing the public can provide is monetary donations so we can directly take care of all our school community's needs."

-END-

Sample Emergency Proclamation: Document Link

SAN LUIS COASTAL
UNIFIED SCHOOL DISTRICT

RESOLUTION NO. XX-XX-XX

**PROCLAMATION OF THE EXISTENCE
OF A DISTRICT EMERGENCY CAUSED BY
XXXXX**

WHEREAS, District Policy XXXX empower the San Luis Coastal Unified School District (District) Superintendent to request that the Board of Education proclaim the existence or threatened existence of a District emergency when the District is affected or likely to be affected by conditions of extreme peril to the safety of persons and property; and

WHEREAS, On Month XX, 20XX, a XXX named XXXX impacted San Luis Obispo County causing extensive damage and injuries to the District facilities and students. The XXX registered as XXX; and

WHEREAS, All schools remain closed until they are deemed safe and the District Emergency Response Organization is fully activated and is continuing recovery operations; and

WHEREAS, This XXX has caused conditions of extreme peril to the safety of persons and property in the District, which are or are likely to be beyond the control of the services, personnel, equipment and facilities of the combined forces of the District and the San Luis Obispo County Operational Area to combat; and

WHEREAS, On Month XX, 20XX, the Director of Emergency Services of the County of San Luis Obispo proclaimed the existence of a local emergency within San Luis Obispo County as a result of the XXX; and

WHEREAS, The Board of Education finds these conditions of extreme peril warrant and necessitate the ratification of the Proclamation of District Emergency caused by the XXX and requests that the County of San Luis Obispo request assistance from the Governor of California for needed resources and funding through the California Disaster Assistance Act; and

NOW, THEREFORE, IT IS HEREBY PROCLAIMED AND ORDERED that the Board of Education of San Luis Coastal Unified School District, California, does hereby Proclaim a District Emergency until it is determined that the District Emergency may be terminated; and

IT IS FURTHER PROCLAIMED AND ORDERED that a request will be made to the County of San Luis Obispo that this proclamation be forwarded to the Director of the Governor's Office of Emergency Services requesting that the Director find it acceptable in accordance with State law; waive any regulation that may hinder the District's recovery efforts and that recovery assistance be made available under the California Disaster Assistance Act (CDAA).

ADOPTED by the Board of Education of the San Luis Coastal Unified School District, by following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

_____
President of the Board of Education for
San Luis Coastal Unified School District

_____
Secretary of the Board of Education for
San Luis Coastal Unified School District

Appendix IV: School Site Incident Command Post (ICP) Job Aides

School Site Incident Command Post (ICP) Chart
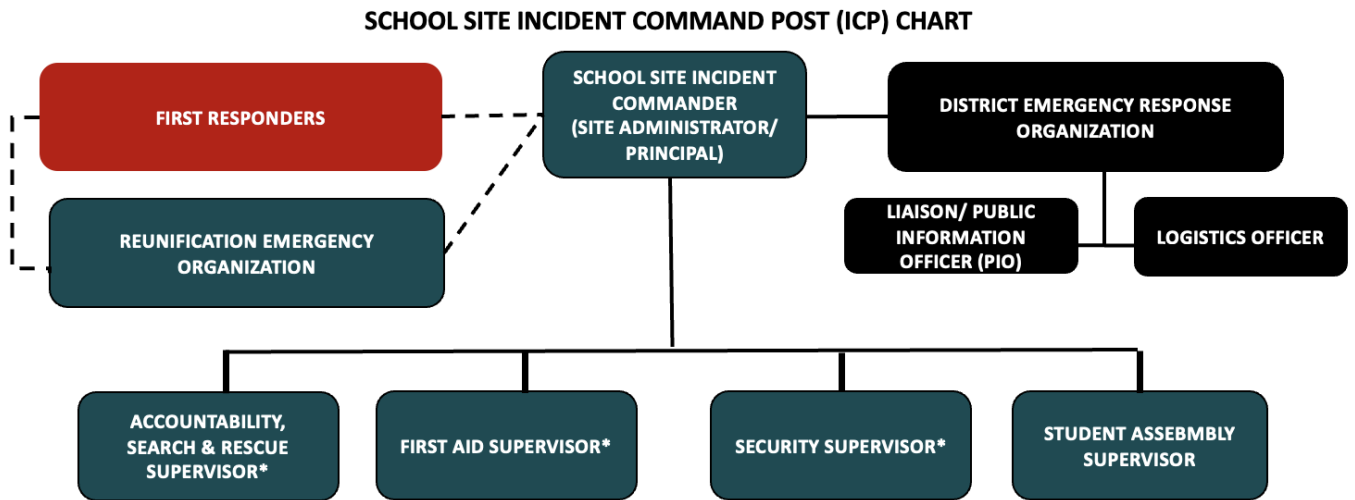
SCHOOL SITE INCIDENT COMMAND POST (ICP) CHART

*Accountability, Search & Rescue, First Aid and Security Supervisor positions to be filled where there are not first responder personnel to fill these roles.

ICP Supply List

- ☐ Seating for 8 to 15
- ☐ Computers
- ☐ Generator and fuel
- ☐ Surge protectors
- ☐ Phones
- ☐ Flip Charts
- ☐ White Board
- ☐ Large Computer monitor
- ☐ Office supplies
- ☐ Flashlights with a supply of batteries
- ☐ Sleeping cots and blankets
- ☐ Meals Ready to Eat (100 for elementary, 200 middle schools, 300 for highschools)

ICP Staff Responsibilities

See the following pages.

School Site Incident Commander

The senior school site leader (Site Administrator/Principal, or designee) as the School Site Incident Commander has the following primary responsibilities:

- Focus primary efforts on the safety and accountability of all students and staff
- Maintain situational awareness
- Provide timely updates to the District Emergency Response Organization (ERO)
- Lead, manage and direct activities at the school site/facility to execute the goals and objectives of the ERO

School Site Incident Commander will:

☐ Report to assigned school site/facility incident command post
☐ Ensure the immediate work site is safe
☐ Establish and maintain accountability and status of all students and staff
☐ Establish communication with ERO staff to give and receive briefing on current situation
☐ Establish communication with first responders at the school site
☐ Organize and brief site staff
☐ Identify needs and request resources through ERO
☐ Give direction to staff on tasks
☐ Continuously resolve issues
☐ Coordinate public information with the ERO
☐ Maintain Individual Daily Work Log (ICS 214 form)

Accountability, Search, and Rescue Supervisor

The Accountability, Search, and Rescue Supervisor has the following primary responsibilities:

- Lead the effort to account for all students and staff
- Coordinate "sweep teams" to cover the campus if students or staff are unaccounted
- When possible, move all students to an area where they can be supervised and provided first aid as needed (Student Assembly Area)

Accountability, Search, and Rescue Supervisor will:

☐ Receive direction from the School Site Incident Commander
☐ Identify hazards to rescuers, secure if possible or post someone or flag to keep people safe
☐ Organize sweep teams of 2 or 3 people
☐ Maintain communication with sweep teams
☐ Direct those who can walk to safe areas
☐ Support the prioritization of rescue for those immediately threatened
☐ Mark location where people trapped are located
☐ Provide first aid and move patients to a safe location
☐ Account for all students and staff and share information with the Student Supervisor
☐ Move students to a safe location (Student Assembly Area)
☐ Maintain record of those transported and which hospital they were transported to.
☐ Maintain Individual Daily Work Log (ICS 214 form)

Student Assembly Supervisor

The Student Assembly Supervisor has the following primary responsibilities:

- Supervise and maintain accountability of all students brought to a central location(s) following a disaster (Student Assembly Area)
- Coordinate with Reunification Parent Check-in/Validation Supervisor to ensure students are released appropriately and with required tracking documentation (See Reunification Plan)

Student Assembly Area Supervisor will:

☐ Receive direction from Incident Commander
☐ Establish and set up Student Assembly Area at a safe location
☐ Review and implement the District's Reunification Plan
☐ Maintain Individual Daily Work Log (ICS 214 form)

First Aid Supervisor

When there is insufficient first response personnel to provide medical aid, the First Aid Supervisor has the following primary responsibilities:

- Provide basic first aid to injured students and staff
- Provide updates on student and staff injury status to School Site Incident Commander

First Aid Supervisor will:

☐ Receive direction from the School Site Incident Commander
☐ Assign priority care based on situation
☐ Coordinate with First Responders
☐ Ensure adequate supplies via request to treat injured students and staff.
☐ Prioritize patients for transportation
☐ Maintain records of all patients and the location they were transported or released to
☐ Maintain Individual Daily Work Log (ICS 214 form)

Security Supervisor

Where there is insufficient first response personnel to provide security, the Security Supervisor has the following primary responsibilities:

- Route all family coming to pick up a student to a central access point
- Prevent students from leaving without completing reunification procedures to ensure accountability (See Reunification Plan)
- Prevent unauthorized access to campus

Security Supervisors will:

☐ Receive direction from the School Site Incident Commander
☐ Post signage and traffic control cones for directions to the Parent Check-in Area (See Reunification Plan)
☐ Facilitate the flow of individuals to the appropriate locations
☐ Coordinate with First Responders in establishing perimeter control
☐ Direct the media to a specific location where they can meet with the District's assigned Public Information Officer/Liaison (PIO)
☐ Maintain Individual Daily Work Log (ICS 214 form)

Appendix V: Administrative Checklists Response to Physical Disasters and Tragedies

Checklist for Promotion of a Culture of Care

❑ All staff training on systems, emergency operation procedures, suicide prevention, signs of distress, trauma-informed care and See Something; Say Something; Do Something

❑ Mental Health Staff training on systems of support, psychological first aid, crisis intervention and CIRT (as needed)

❑ Communicate District vision for a culture of care and availability of resources

Checklist for Physical Disaster and/or Mental Health Emergency (including violent act)

❑ Notify the District Office

❑ Verify facts of the incident by contacting local law enforcement or county/city office of emergency management.

❑ Notify and gather Critical Incident ResponseTeam

❑ Develop Crisis Mapping (identify students/student groups most impacted by the crisis)

❑ Develop communications- Physical Disaster/ Mental Health Emergency/Violent Act (Prepare formal statement to faculty/staff, parents, students)

❑ Establish debriefing plans for all students (ex: teacher messaging at start of class and school functions, compassion center on campus).

❑ Convene an emergency staff meeting (inform, discuss messaging which will go out to students and parents. An outside trained mental health professional may be invited to conduct critical incident debriefing for staff and assist with messaging to students)

❑ Establish a Compassion Center (or other support resources for staff/students)

❑ Establish check-in timelines for ICP

<u>Serious Injury or Unexpected Death of a Student or Staff</u>

An unexpected death of a student, teacher or other staff member, especially from trauma or suicide, may leave a school faced with grieving students, distressed parents and school staff. Any death has the potential to create triggers for currently vulnerable students or may add to cumulative stress already being experienced. When the school is aware of a student or staff who is amidst the dying process, the grieving and impact for the school may last even longer and require similar effort for an unexpected death.

Checklist for Crisis Involving Serious Injury or Unexpected Death

❑ Notify the District Office and School(s) affected

❑ Verify facts of the death by contacting appropriate family member(s). Determine what information can be shared, including information regarding memorial service and family wishes on communication.

❑ Notify and gather CIRT for activation

❑ Develop Crisis Mapping using the student's Social Map as the starting point. (identify students/student groups most impacted by the crisis)

❑ Develop communications (Prepare formal statement to faculty/staff, parents, students)

❑ Establish debriefing plans for all students (ex: teacher messaging at start of class and school functions, compassion center on campus).

❑ Convene an emergency staff meeting (inform, discuss messaging which will go out to students and parents).

❑ Determine if outside trained mental health professionals are to be invited to conduct critical incident debriefing for staff and assist with messaging to students.

❑ Establish a Compassion Center (or other support resources for staff/students).

<u>Death or Serious Injury from Suicide Attempt</u>

The suicide of a student can leave a school faced with grieving students, distressed parents and school staff, media attention, and a community struggling to understand what happened and why.

It is imperative for schools to have reliable information as well as guidance tools to help them support students, to communicate with the public, and to return to their primary mission of educating students. <u>Postvention</u> is a term to describe activities that help people cope with the emotional distress that comes from experiencing a death by suicide and prevent additional trauma that can lead to suicidal behavior in others, especially among those most vulnerable. Having a postvention plan in place, also prepares a school to respond to the aftermath of a death by suicide. The response plan for a death by suicide should be no different than the school response plan after any other kind of death.

When a school receives the news that one of its students has died by suicide, the initial step is to confirm the accuracy of this information. This should occur as quickly as possible to manage information being shared on social media which extend beyond the control of the school.

Checklist for Suicide of a Student or Staff

The checklist of action steps for after a suicide is simialar to the above checklist for a serious injury or unexpected death with additional focus being placed on gathering facts, managing media and the added step of minimizing contagion risk.

❑   If a suicide or attempted suicide is reported on site, call 9-1-1

❑   Notify the District Office and the school(s) affected

❑   Verify facts of the death or injury

❑   Notify the District Public Information Officer

❑   Notify and gather key leadership at the District Operating Center (ERO) as well as the Critical Incident Response Team (CIRT)

❑   Develop Crisis Mapping using the student's Social Map as the starting point. (identify students/student groups most impacted by the crisis)

❑   [Develop communications](): prepare formal statement to faculty/staff, parents, students

❑   Establish debriefing plans for all students, examples to be considered include teacher messaging at start of class and school functions, compassion center on campus

❑ Convene an emergency staff meeting: inform, discuss messaging which will go out to students and parents

❑ Determine if outside trained mental health professionals are to be invited to conduct critical incident debriefing for staff and assist with messaging to students

❑ Establish a Compassion Center or other support resources for staff/students

❑ Destigmatize the emotional response to this tragedy to minimize contagion risk

Gathering Facts Surrounding a Death by Suicide

The Critical Incident ResponseTeam (CIRT) Lead assumes the role of gathering information regarding a reported death by suicide. While it can be difficult to proceed with a response plan without confirmation of a death caused by suicide, essential messaging can assist with this process.

Death by suicide is not confirmed: Often times there may be an ongoing investigation. It is acceptable for a school to say that the cause of death is still being determined and that additional information will be forthcoming. It is important to acknowledge that there may be rumors which may not be accurate and to remind students that rumors can be unfair and hurtful to the family and friends of the deceased student.

Family does not want the cause of death disclosed: Although confirmed facts may be known, official information about the cause of death should not be communicated to students until the family has been consulted. A school may begin with a general acknowledgement of death with initial communications while continuing to support and engage with the family. If after further conversations with the family, they do not want the cause of death to be disclosed, this should be honored. The school should still use the opportunity to talk with students about unexpected death that includes suicide.

Minimize Contagion Risk with Suicide

Media coverage of deaths by suicide is known to increase the rate of deaths by suicide contagion with the magnitude being related to the amount and frequency of coverage. A designated spokesperson should be established for any media inquiries, as well as to assist with proactive messaging on suicide media guidelines. Identification of social media accounts that may need additional monitoring should occur, and assignment of a CIRT member should be made for the task of monitoring.

Reminding people of resources for assistance is important to efforts centered on minimizing contagion risk for suicide. Including these resources in all communications is encouraged. For example: "If you or someone you know is struggling and is considering suicide, call the suicide free, confidential Central Coast Hotline at 800-783-0607.

Students at highest risk after a suicide include:

- Students who participated in any way with the completed suicide (ex: help writing the note, provided the means, involved in the suicide post)

- Students who knew of the suicide plan and kept it secret

- Siblings, family, best friends

- Students who had been providing primary support for the now-deceased student

- Those who identify with the struggles and situation of the now-deceased student

- Those with a family history of suicide

- Students with guilt about a prior thing said or done to the now-deceased student

- Students with romantic and/or intense relationship connections with the now-deceased student

Events which may increase risk:

- Anniversary of the death

- Birthdays, holidays, graduation date

- School events (ex: dances, games, performances, graduation)

Students in Emotional Distress and At Risk for Mental Health Crisis

Recognizing the signs and symptoms of emotional distress which may place students at risk for a mental health crisis is a critical prevention strategy which may allow a student to get necessary help before a crisis occurs.

Detection of Students in Distress

Schools are uniquely positioned to be able to both detect mental health needs in students and see when a student may be in distress, as well as offer compassion through a whole school culture. It is important that school staff be given the tools for addressing signs of troubling behavior or distress in order to mitigate a mental health crisis. Establishing a confidential reporting system is an effective tool to empower both students and staff to seek help for themselves or another. Students who are kept informed of counseling and peer groups offered at their school are more

likely to seek out these resources in times of need. Parent Square systems are a strong tool for reaching out to the school community at the beginning of the year to remind students of the confidential reporting system and the importance of addressing mental health stress should it arise. It is often that students and staff simply do not know that they have a support system available to support them.

See Something, Say Something, Do Something

Students may feel anxious through pressures of school and performance, may feel alone, isolated, depressed or even hopeless when faced with the combination of personal and academic challenges. These feelings can interrupt their educational learning, school performance and may lead to or be signs of difficulties coping, mental health needs or lead to a mental health crisis. School staff may be the first to receive a report or **see something** of concern of a student in distress.

Students exhibiting troubling or dramatically changed behaviors are likely having challenges in various environments such as at school, at home or with friends. Trust your instinct if a student leaves you feeling worried, alarmed or threatened. If a student is willing to share their feelings with you, stop and take the opportunity to listen. If you have any concerns about a student's mental health, **say something** and take action to make sure the student will be provided support.

If you are made aware of a student in distress, **do something**. Follow the defined school protocol for reporting a distressed student. A defined protocol/policy for distressed student reporting should be developed and regular training should occur for all staff. A defined protocol/policy for distressed students allows staff to detect the signs of an imminent or impending mental health crisis and mitigate the situation. Always ensure the student's privacy is honored.

Education-centric indicators of distress which could lead to a mental health crisis:

☐ Sudden decline in quality of work and grades.

☐ Frequent absences.

☐ Disturbing content in writing or drawing (ex: death, violence).

☐ Guidance counselors find they are spending more time doing personal counseling rather than academic counseling.

☐ Frequent classroom disruptions.

Safety indicators of distress which could lead to a mental health crisis:

☐   Heightened agitation, unprovoked anger, or hostility.

☐   Making implied or direct threats to harm self or others.

☐   School assignments (ex: writing projects) reflect themes of extreme hopelessness, rage, worthlessness, depression, grief or thoughts of suicide.

Psychological or emotional indicators of distress which could lead to a mental health crisis:

☐   Sharing of personal distress (family, friends, depression, grief or thoughts of suicide).

☐   Tearfulness, overly anxious, sad, irritable, withdrawn.

☐   Verbal abuse of others.

☐   Expressions of concern about the student by parents or other students.

Tips for addressing students showing distress:

☐   Be proactive: engage students early on, build relationships, pay attention to signs of distress.

☐   Maintain connections with students: Maintain a school culture of compassion.

☐   Be direct: Don't be afraid to ask students if they feel confused or are having thoughts of harming themselves or others.

☐   Really listen: Listen sensitively and carefully using a calm voice. Be culturally open. Avoid intimidating, threatening or intimidating words.

☐   Trust your judgment.

☐   Follow through: Direct the student to where they can get help and accompany them to the support.

☐   Prioritize safety: Do not hesitate to call for help.

Appendix VI: Communications Templates for Physical Disasters and Tragedies

Communication is a critical part of managing a crisis or traumatic event which may impact a school or schools. Listed below are communication templates intended to help to provide clear, effective internal and external communication between the school, staff, students, parents, and media.

Template for Families re. SLCUSD Culture of Care

[DATE]

Dear Parent,

The District promotes a culture of positive emotional wellbeing and mental health, year-round. As a parent, you play a key role in helping to support this culture. Research shows that half of all mental illness starts by the age of 14 and approximately 9 million children in the U.S. have serious emotional problems. While these statistics show how important it is to talk about mental health with children and teens, they also show how important it is to extinguish the stigma of mental illness. Many people face mental health challenges at some point in their lives, even kids, and chances are someone you know and care about is living with a mental health challenge. Yet the stigma surrounding mental illness can keep both parents and kids from feeling safe to talk about what they're going through and get the support they need.

Parents play a critical role in noticing mental health problems that may be coming up for their children, creating open and safe environments for them to talk about what they are experiencing, and getting them to the support they may need.

Trying to figure out how to talk to kids about mental health can seem like a daunting task, but it doesn't have to be:

1. Start by learning the three "C"'s :

- **Care.** Let your child know you care and are there to support them with any questions or struggles they might have. Don't minimize questions they might have or leave things unacknowledged.

- **Community.** If you have other supportive family or family friends in your community that you and your child trust, let your child know who those people are. Let them know that they have a community of people who support them. If they're an older teen or young adult, you may also want to provide them with a list of local resources.

- **Continue the Conversation.** Don't let the conversation end after you and your child talk. Let your child know that this is something they can continue to talk to you about. Once

you talk to your child, keep the conversation going by talking to other parents in your community about mental health.

The District has counseling support services on campus and works collaboratively with community organizations. If you are concerned that your child may be showing symptoms of experiencing a mental health challenge, or have questions, talk to the school counseling staff. The District is here to partner with you on your child's educational path which includes their emotional wellbeing.

Sincerely,

[School Principal or Superintendent]

Template for Staff re. SLCUSD Culture of Care

Date: [DATE]

To: All Staff

From: [NAME OF PRINCIPAL]

Re: SLCUSD Culture of Positive Emotional Wellbeing and Mental Health

Every day, millions of people face stigma related to mental health because they or their loved ones are facing a challenge. Many of our district youth feel isolated and alone and go years without being noticed before receiving any help. Our goal is to promote and sustain a culture of positive emotional wellbeing and mental health. Our District aims to put an end to stigma surrounding asking for help and create a community where everyone feels comfortable reaching out for the support they deserve.

Our District honors the importance of connections between students and a caring adult, especially when students are having a hard time at home or in school. Our District aims to eliminate invisible students. To achieve these goals, teachers and school staff play a critical role in creating open and safe environments for students to talk about what they are experiencing. When this occurs, we hold a better chance of getting our youth to the support they may need and ultimately allowing them to benefit from their educational learning.

Trying to figure out how to talk to kids about mental health can seem like a daunting task, but it doesn't have to be:

1. Start by learning the three "C"'s :

- **Care.** Let the student know you care and are there to support them with any questions or struggles they might have. Don't minimize questions they might have or leave things unacknowledged.

- **Community.** If you are aware of other school staff that have a relationship with the student, remind them who those people are. Let them know that they have a community of people who support them. If they're an older teen, you may also want to provide them with a list of local resources.

- **Continue the Conversation.** Don't let the conversation end after you and a student talk. Let the student know that this is something they can continue to talk to you about. Once you talk to a student about mental health or challenges, they may be experiencing, keep the conversation going by talking to other students. This helps to get rid of stigma surrounding mental illness and getting help.

If you are concerned that a student may be showing symptoms of experiencing a mental health challenge, or have questions, talk to the school counseling staff. We are a team.

Template for District Communications re. SLCUSD Culture of Care

Date: [DATE]

To: SLCUSD

From: [SLCUSD SUPERINTENDENT]

Re: SLCUSD Culture of Positive Emotional Wellbeing and Mental Health

Every day, millions of people face stigma related to mental health because they or their loved ones are facing a challenge. Many of our district youth feel isolated and alone and go years without being noticed before receiving any help. Our goal is to promote and sustain a culture of positive emotional wellbeing and mental health. Our District aims to put an end to stigma surrounding asking for help and create a community where everyone feels comfortable reaching out for the support they deserve.

Our District honors the importance of connections between students and a caring adult, especially when students are having a hard time at home or in school. Our District aims to eliminate invisible students. To achieve these goals, teachers and school staff play a critical role in creating open and safe environments for students to talk about what they are experiencing. When this occurs, we hold a better chance of getting our youth to the support they may need and ultimately allowing them to benefit from their educational learning.

Trying to figure out how to talk to kids about mental health can be challenging for teachers, school staff and parents. Our District has recently sent out information to parents which encourage these conversations to happen and has provided reminders that school counseling staff is here to help or link with resources.

Together we can fight the stigma of mental illness and seeking help, create a safe and accepting culture on our campuses and maximize the learning of our District students. For more information on campus mental health resources, please contact the school counseling services.

Media Release re. SLCUSD Culture of Care

Every day, millions of people face stigma related to mental health because they or their loved ones are facing a challenge. Many of our district youth feel isolated and alone and go years without being noticed before receiving any help. The goal of the San Luis Coastal Unified School District (District) is to promote and sustain a culture of positive emotional wellbeing and mental health. The District aims to put an end to stigma surrounding asking for help and create a community where everyone feels comfortable reaching out for the support they deserve.

We honor the importance of connections between students and a caring adult, especially when students are having a hard time at home or in school. Our District aims to eliminate invisible students. To achieve these goals, teachers and school staff play a critical role in creating open and safe environments for students to talk about what they are experiencing. When this occurs, we hold a better chance of getting our youth to the support they may need and ultimately allowing them to benefit from their educational learning.

As we [BEGIN OUR SCHOOL YEAR or GET READY FOR SUMMER] we use this time as a reminder that together we can fight the stigma of mental illness and seeking help, create a safe and accepting culture on our campuses and maximize the learning of our District students. Messaging has gone out to parents, staff and students with this same reminder. The District promotes a culture of positive emotional wellbeing and mental health and hopes for a community that will honor the same for our youth.

Template for Families re. Emergency or Disaster Disrupting School Operations

[DATE]

Dear Parent,

[NAME OF SCHOOL or THE ENTIRE SLCUSD] has been impacted by [NAME THE EVENT].

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT USE CAUTION WITH ACCUSATORY WORDS IF THE EVENT IS CRIMINAL IN NATURE AS THE CRIMINAL INVESTIGATION WILL NOT HAVE CONCLUDED]. As result of this event, operations at [NAME OF SCHOOL(S)] have been disrupted. [DESCRIBE DISRUPTION WHICH MAY BE SCHOOL CLOSURE OR MODIFICATION OF REGULAR ACTIVITY. DESCRIBE EXPECTED TIME FRAME]. You will receive additional updates to inform you of any changes.

Our school [AND, IF APPLICABLE, NAME OF SCHOOL DISTRICT] has a Crisis Intervention Team (or Community Wellness Team if created) made up of professionals trained to help with the needs of students, parents, and school personnel at difficult times such as this. At our school [OR INSERT NAME OF ALTERNATIVE SCHOOL], we have counselors available for any student who may need or want help or any type of assistance surrounding this loss. We encourage you, as parents, to also feel free to use our resources. A Compassion Center will be open in (NAME ROOM) from (NAME HOURS) through (NAME EXPECTED DATE CENTER WILL CLOSE). The Compassion Center offers a place where students or families can come to get support or help another to receive support. We encourage you, as parents, to feel free to use our resources.

We have enclosed some information that may be useful to you in helping your child at home. If you would like additional information or need assistance, please do not hesitate to contact [NAME OF COMMUNICATIONS COORDINATOR OR COUNSELING SERVICES COORDINATOR] at [PHONE NUMBER AND/OR EMAIL].

A [PARENT TOWN HALL or SUPPORT MEETING FOR PARENTS] has been planned for [INSERT DATE, TIME AND LOCATION]. During this time, professionals will be available to discuss how to talk to your children as well as how to best help your children as well as yourselves. Our thoughts are with each of you during this difficult time.

Sincerely,

[NAME OF THE SIGNER AND TITLE. THIS LETTER IS USUALLY SIGNED BY THE
        PRINCIPAL, SUPERINTENDENT, OR CRISIS TEAM LEAD.]

Date:　　[DATE]

To:　　　All Staff

From:　[NAME OF SCHOOL] Crisis Team

Re:　　　[NAME OF EVENT]

The [NAME THE EVENT] has impacted our entire school community.

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION]. As result of this event, operations at [NAME OF SCHOOL] have been disrupted. [DESCRIBE DISRUPTION WHICH MAY BE SCHOOL CLOSURE OR MODIFICATION OF REGULAR ACTIVITY. DESCRIBE EXPECTED TIME FRAME]. You will receive additional updates to inform you of any changes. We expect a variety of reactions to this tragic event from our students, parents, and you as members of our staff.

To assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [MEETING LOCATION]. At that time, our crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. In the meantime, please refer all inquiries from outside sources to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you are asked questions by individual students prior to the time of our meeting, you can acknowledge that the event but please avoid discussion of details; tell them that the school staff will provide information to everyone shortly. Please refer any student who appears to be in crisis or having significant difficulty the Compassion Center on campus or to [NAME OF COUNSELING SERVICES COORDINATOR].

As this tragic event has affected all of us in different ways, we encourage you to also seek assistance, as needed, the Staff Compassion Center or from [NAME OF COUNSELING SERVICES COORDINATOR] who can connect you with resources available.

Emergency Staff Meeting

Time:

Date:

Location:

If you have any questions or concerns before the meeting, please contact [NAME OF CRISIS TEAM LEAD].

Template for District Communications re. Emergency or Disaster Disrupting School Operations

Date: [DATE]

To: SLCUSD

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF EVENT]

The [NAME THE EVENT] has impacted our entire school community.

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION]. As result of this event, operations at [NAME OF SCHOOL(S)] have/has been disrupted. [DESCRIBE DISRUPTION WHICH MAY BE SCHOOL CLOSURE OR MODIFICATION OF REGULAR ACTIVITY. DESCRIBE EXPECTED TIME FRAME]. You will receive additional updates to inform you of any changes.

We expect a variety of reactions to this tragic event from our students, parents, and you as members of our staff.

Counseling support and Compassion Centers have been set up on the [NAME OF SCHOOL] campus for students, parents and staff.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, the crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. All inquiries from outside sources re being referred to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you have any questions or concerns regarding this incident or support services, please contact [NAME OF CRISIS TEAM LEAD].

Media Release re. Emergency or Disaster Disrupting School Operations

This can be used by schools to be emailed or given to the media. It may help to decrease the number of media calls and callers to the school. In some cases it is not appropriate to provide names or information that might identify individuals. This release will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.

[NAME OF SCHOOL(S) or THE ENTIRE SLCUSD] has been impacted by [NAME THE EVENT] which occurred on [DATE].

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION].

Compassion Centers have been opened on campus to offer support to students, families and staff. The Community Wellness Team [adjust name as necessary] has been directly involved and on campus both providing support as well as advising teachers in their efforts to assist students during this difficult time.

Template for Families re. Mental Health Emergency on a Campus (including a violent event)

[DATE]

Dear Parent,

[NAME OF SCHOOL] has been impacted by [NAME THE EVENT] (this may be traumatic or violent event on campus)

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION].

Our school [AND, IF APPLICABLE, NAME OF SCHOOL DISTRICT] has a Crisis Intervention Team (or Community Wellness Team if created) made up of professionals trained to help with the needs of students, parents, and school personnel at difficult times such as this. At our school [OR INSERT NAME OF ALTERNATIVE SCHOOL], we have counselors available for any student who may need or want help or any type of assistance surrounding this loss. We encourage you, as parents, to also feel free to use our resources. A Compassion Center will be open in (NAME ROOM) from (NAME HOURS) through (NAME EXPECTED DATE CENTER WILL CLOSE). The Compassion Center offers a place where students or families can come to get support or help another to receive support. We encourage you, as parents, to feel free to use our resources.

We have enclosed some information that may be useful to you in helping your child at home. If you would like additional information or need assistance, please do not hesitate to contact [NAME OF COMMUNICATIONS COORDINATOR OR COUNSELING SERVICES COORDINATOR] at [PHONE NUMBER AND/OR EMAIL].

A [PARENT TOWN HALL or SUPPORT MEETING FOR PARENTS] has been planned for [INSERT DATE, TIME AND LOCATION]. During this time, professionals will be available to discuss how to talk to your children as well as how to best help your children as well as yourselves. Our thoughts are with each of you during this difficult time.

Sincerely,

[NAME OF THE SIGNER AND TITLE. THIS LETTER IS USUALLY SIGNED BY THE
    PRINCIPAL, SUPERINTENDENT, OR CRISIS TEAM LEAD.]

<u>Template for Staff re. Mental Health Emergency on a Campus (including a violent event)</u>

Date: [DATE]

To: All Staff

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF EVENT]

The [NAME THE EVENT] (this may be a traumatic or violent event on campus) has impacted our entire school community.

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION]. We expect a variety of reactions to this tragic event from our students, parents, and you as members of our staff.

To assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [MEETING LOCATION]. At that time, our crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. In the meantime, please refer all inquiries from outside sources to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you are asked questions by individual students prior to the time of our meeting, you can acknowledge that the event but please avoid discussion of details; tell them that the school staff will provide information to everyone shortly. Please refer any student who appears to be in crisis or having significant difficulty the Compassion Center on campus or to [NAME OF COUNSELING SERVICES COORDINATOR].

As this tragic event has affected all of us in different ways, we encourage you to also seek assistance, as needed, the Staff Compassion Center or from [NAME OF COUNSELING SERVICES COORDINATOR] who can connect you with resources available.

Emergency Staff Meeting

Time:

Date:

Location:

If you have any questions or concerns before the meeting, please contact [NAME OF CRISIS TEAM LEAD].

<u>Template for District Communications re. Mental Health Emergency on a Campus (including a violent event)</u>

Date: [DATE]

To: SLCUSD

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF EVENT]

The [NAME THE EVENT] (this may be a traumatic or violent event on campus) has impacted the entire [NAME OF SCHOOL] community.

[INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION].

We expect a variety of reactions to this loss from our students, parents, and you as members of our staff. Counseling support and Compassion Centers have been set up on the [NAME OF SCHOOL] campus for students, parents and staff.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, the crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. All inquiries from outside sources re being referred to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you have any questions or concerns regarding this incident or support services, please contact [NAME OF CRISIS TEAM LEAD].

<u>Media Release re. Mental Health Emergency on a Campus (including a violent event)</u>

This can be used by schools to be emailed or given to the media. It may help to decrease the number of media calls and callers to the school. In some cases it is not appropriate to provide names or information that might identify individuals. This release will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.

[NAME OF SCHOOL] has been impacted by [NAME THE EVENT] which occurred on [DATE].

 [INSERT FACTUAL INFORMATION KNOWN TO DESCRIBE THE EVENT BUT AVOID USING THE WORD MURDER AS THIS WOULD NOT BE ESTABLISHED UNTIL THE CONCLUSION OF A CRIMINAL INVESTIGATION].

Compassion Centers have been opened on campus to offer support to students, families and staff. The Community Wellness Team [adjust name as necessary] has been directly involved and on campus both providing support as well as advising teachers in their efforts to assist students during this difficult time.

<u>Template for Families re. Death or Serious Injury to a Student or Staff Member</u>

[DATE]

Dear Parent,

It is with deep regret that we inform you about a recent loss to our school community. On [DATE], [NAME OF DECEASED][1] [INSERT BRIEF FACTS ABOUT THE DEATH][2]. This loss is sure to raise many emotions, concerns, and questions for our entire school, especially our students.

Our school [AND, IF APPLICABLE, NAME OF SCHOOL DISTRICT] has a Crisis Intervention Team (or Community Wellness Team if created) made up of professionals trained to help with the needs of students, parents, and school personnel at difficult times such as this. At our school [OR INSERT NAME OF ALTERNATIVE SCHOOL], we have counselors available for any student who may need or want help or any type of assistance surrounding this loss. A Compassion Center will be open in (NAME ROOM) from (NAME HOURS) through (NAME EXPECTED DATE CENTER WILL CLOSE). The Compassion Center offers a place where students or families can come to get support or help another to receive support. We encourage you, as parents, to feel free to use our resources.

We have enclosed some information that may be useful to you in helping your child at home. If you would like additional information or need assistance, please do not hesitate to contact [NAME OF COMMUNICATIONS COORDINATOR OR COUNSELING SERVICES COORDINATOR] at [PHONE NUMBER AND/OR EMAIL].

We are saddened by the loss to our school community and will make every effort to help you and your child as you need.

Sincerely,

[NAME OF THE SIGNER AND TITLE. THIS LETTER IS USUALLY SIGNED BY THE PRINCIPAL, SUPERINTENDENT, OR CRISIS TEAM LEAD.]

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

was killed in an automobile accident

died after a long-illness

died suddenly

died by suicide (before inserting this information, be sure the immediate family is fine with this information being released)

<u>Template for Staff re. Death or Serious Injury to a Student or Staff Member</u>

Date: [DATE]

To: All Staff

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

The recent death of [INSERT NAME] (*has OR is expected to make*) a significant impact on our entire school community. Our crisis team has been mobilized to respond to this tragic event.

On [DATE], [NAME OF DECEASED][1] [INSERT BRIEF FACTS ABOUT THE DEATH][2]. We expect a variety of reactions to this loss from our students, parents, and members of our staff. Some of these reactions may be mild, others may be more intense.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, our crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. In the meantime, please refer all inquiries from outside sources to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

With students, you can acknowledge that this death has occurred. However, please avoid discussion of any details; simply tell students that the school staff will provide information to everyone shortly. Please refer any student who appears to be in crisis or having significant difficulty to [NAME THE SCHOOL COUNSELING RESOURCES AND LOCATION AND HOURS OF THE COMPASSION CENTER]. As this tragedy has also effected our staff, we encourage you to also seek assistance from [NAME OF COUNSELING RESOURCES AND LOCATION AND HOURS OF STAFF COMPASSION CENTER], if desired.

Emergency Staff Meeting

Time:

Date:

Location:

If you have any questions or concerns before the meeting, please contact [NAME OF CRISIS
        TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

was killed in an automobile accident

died after a long-illness

died suddenly

died by suicide (before inserting this information, be sure the immediate family is fine with this information being released)

<u>Template for District Communications re. Death or Serious Injury to a Student or Staff Member</u>

Date: [DATE]

To: SLCUSD

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

There has been a recent death of a [INSERT STUDENT or TEACHER or SCHOOL STAFF] within the San Luis Coastal Unified School District which (*has OR is expected to make*) a significant impact on our entire school community. The (NAME OF SCHOOL) crisis team has been mobilized to respond to this tragic event.

On [DATE], [NAME OF DECEASED][1] [INSERT BRIEF FACTS ABOUT THE DEATH][2]. We expect a variety of reactions to this loss from our students, parents, and members of our staff. Some of these reactions may be mild, others may be more intense. Counseling support and Compassion Centers have been set up on the [NAME OF SCHOOL] campus for students, parents and staff.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, the crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. All inquiries from outside sources re being referred to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you have any questions or concerns regarding this incident or support services, please contact [NAME OF CRISIS TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

was killed in an automobile accident

died after a long-illness

died suddenly

died by suicide (before inserting this information, be sure the immediate family is fine with this information being released)

<u>Template for Media Release re. Death or Serious Injury to a Student or Staff Member</u>

This can be used by schools to be emailed or given to the media. It may help to decrease the number of media calls and callers to the school. In some cases it is not appropriate to provide names or information that might identify individuals. This release will need to be changed based upon confidentiality issues, the wishes of the victim's family and the nature of the incident.

[NAME OF SCHOOL] learned this morning of the death of [ONE OF THE STUDENTS or NAME OF THE STUDENT or NAME OF THE STAFF]. This is a terribly tragedy for the [NAME OF THE FAMILY(S)] family(ies), our school and our community. We are deeply saddened by these events. Our sympathy and thoughts are with [ONE OF THE STUDENTS or NAME OF THE STUDENT or NAME OF THE STAFF]'s family(ies) and friends.

[ONE OF THE STUDENTS or NAME OF THE STUDENT or NAME OF THE STAFF] was a [example: 5th grade boy, 4th grade teacher] and will be greatly missed by all who knew him/her/them. We have been in contact with [HIS/HER PARENTS or HIS/HER FAMILY] and they have requested that we all understand their need for privacy during this difficult time [this language may modify based on family's request].

Offers of support have been pouring in and are greatly appreciated. Compassion Centers have been opened on campus to offer support to students, families and staff. The Community Wellness Team [adjust name as necessary] has been directly involved and on campus both providing support as well as advising teachers in their efforts to assist students during this difficult time.

Template for Families re. Suicide or Suicide Attempt by a Student or Staff Member

[DATE]

Dear Parent,

It is with deep regret that we inform you about a recent loss to our school community. On [DATE], [NAME OF DECEASED] [INSERT BRIEF FACTS ABOUT THE DEATH]. This loss is sure to raise many emotions, concerns, and questions for our entire school, especially our students.

Our school [AND, IF APPLICABLE, NAME OF SCHOOL DISTRICT] has a Crisis Intervention Team (or Community Wellness Team if created) made up of professionals trained to help with the needs of students, parents, and school personnel at difficult times such as this. At our school [OR INSERT NAME OF ALTERNATIVE SCHOOL], we have counselors available for any student who may need or want help or any type of assistance surrounding this loss. We encourage you, as parents, to also feel free to use our resources. A Compassion Center will be open in (NAME ROOM) from (NAME HOURS) through (NAME EXPECTED DATE CENTER WILL CLOSE). The Compassion Center offers a place where students or families can come to get support or help another to receive support. We encourage you, as parents, to feel free to use our resources.

We have enclosed some information that may be useful to you in helping your child at home. If you would like additional information or need assistance, please do not hesitate to contact [NAME OF COMMUNICATIONS COORDINATOR OR COUNSELING SERVICES COORDINATOR] at [PHONE NUMBER AND/OR EMAIL].

We are saddened by the loss to our school community and will make every effort to help you and your child as you need.

Sincerely,

[NAME OF THE SIGNER AND TITLE. THIS LETTER IS USUALLY SIGNED BY THE PRINCIPAL, SUPERINTENDENT, OR CRISIS TEAM LEAD.]

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

died suddenly

died by suicide (before inserting this information, be sure the immediate family is fine with this information being released)

<u>Template for Staff re. Confirmed Suicide by a Student or Staff Member</u>

Date: [DATE]

To: All Staff

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

The recent death of [NAME OF DECEASED] *(has OR is expected to make)* a significant impact on our entire school community. Our crisis team has been mobilized to respond to this tragic event. On [DATE], [NAME OF DECEASED][1] died by suicide. We expect a variety of reactions to this loss from our students, parents, and you as members of our staff.

To assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [MEETING LOCATION]. At that time, our crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. In the meantime, please refer all inquiries from outside sources to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you are asked questions by individual students prior to the time of our meeting, you can acknowledge that this death has occurred. However, please avoid discussion of details; tell them that the school staff will provide information to everyone shortly. Please refer any student who appears to be in crisis or having significant difficulty to the Compassion Center and [NAME OF COUNSELING SERVICES COORDINATOR].

Suicide is a difficult topic to discuss. Students and staff will have questions and we will talk, in our meeting, about how to address these and how to provide support.

As this tragedy has affected all of us in different ways, we encourage you to also seek assistance, as needed, by stopping by the Staff Compassion Center and from [NAME OF COUNSELING SERVICES COORDINATOR] who can connect you with resources available.

Emergency Staff Meeting

Time:

Date:

Location:

If you have any questions or concerns before the meeting, please contact [NAME OF CRISIS TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

 Mrs. Jones, who taught 7th grade English

Template for Staff re. Suspected Suicide by a Staff or Student

Date: [DATE]

To: All Staff

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

The recent death of [NAME OF DECEASED] *(has OR is expected to make)* a significant impact on our entire school community. Our crisis team has been mobilized to respond to this tragic event. On [DATE], [NAME OF DECEASED]¹ died by [INSERT FACTUAL INFORMATION KNOWN SUCH AS "FROM AN OVERDOSE OF PRESCRIPTION MEDICATION" OR "FROM DROWNING". IF THE FAMILY AGREED, THE FOLLOWING CAN BE INSERTED "WHICH AT THIS POINT IS FELT CONSISTENT WITH SUICIDE"]. We expect a variety of reactions to this loss from our students, parents, and you as members of our staff.

To assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [MEETING LOCATION]. At that time, our crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. In the meantime, please refer all inquiries from outside sources to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you are asked questions by individual students prior to the time of our meeting, you can acknowledge that this death has occurred. However, please avoid discussion of details; tell them that the school staff will provide information to everyone shortly. Please refer any student who appears to be in crisis or having significant difficulty the Compassion Center on campus or to [NAME OF COUNSELING SERVICES COORDINATOR].

As this tragedy has affected all of us in different ways, we encourage you to also seek assistance, as needed, the Staff Compassion Center or from [NAME OF COUNSELING SERVICES COORDINATOR] who can connect you with resources available.

Emergency Staff Meeting

Time:

Date:

Location:

If you have any questions or concerns before the meeting, please contact [NAME OF CRISIS TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

Template for District Communications re. Confirmed Suicide by Staff or Student

Date: [DATE]

To: SLCUSD

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

There has been a recent death of a [INSERT STUDENT or TEACHER or SCHOOL STAFF] within the San Luis Coastal Unified School District which (*has OR is expected to make*) a significant impact on our entire school community. The (NAME OF SCHOOL) crisis team has been mobilized to respond to this tragic event. On [DATE], [NAME OF DECEASED][1] died by suicide. We expect a variety of reactions to this loss from our students, parents, and you as members of our staff. Counseling support and Compassion Centers have been set up on the [NAME OF SCHOOL] campus for students, parents and staff.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, the crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. All inquiries from outside sources are being referred to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you have any questions or concerns regarding this incident or support services, please contact [NAME OF CRISIS TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

John Smith, one of our 9th grade students

Mrs. Jones, who taught 7th grade English

Template for District Communications on Suspected Suicide

Date: [DATE]

To: SLCUSD

From: [NAME OF SCHOOL] Crisis Team

Re: [NAME OF DECEASED]

There has been a recent death of a [INSERT STUDENT or TEACHER or SCHOOL STAFF] within the San Luis Coastal Unified School District which (*has OR is expected to make*) a significant impact on our entire school community.

[NAME OF DECEASED][1] died by [INSERT FACTUAL INFORMATION KNOWN SUCH AS "FROM AN OVERDOSE OF PRESCRIPTION MEDICATION" OR "FROM DROWNING". IF THE FAMILY AGREED, THE FOLLOWING CAN BE INSERTED "WHICH AT THIS POINT IS FELT CONSISTENT WITH SUICIDE"]. We expect a variety of reactions to this loss from our students, parents, and you as members of our staff. Counseling support and Compassion Centers have been set up on the [NAME OF SCHOOL] campus for students, parents and staff.

To effectively assist all members of our school community, an emergency staff meeting will be held at [TIME] on [DATE] in the [INSERT PLACE (SUCH AS THE CAFETERIA OR OTHER LARGE AREA)]. At that time, the crisis team will provide further details and answer questions. We will also discuss how to present the information to our students. All inquiries from outside sources are being referred to [NAME OF THE MEDIA OR COMMUNICATION COORDINATOR].

If you have any questions or concerns regarding this incident or support services, please contact [NAME OF CRISIS TEAM LEAD].

[EXAMPLES OF INFORMATION TO INSERT IN THE OPENING PARAGRAPH:

[1]*John Smith, one of our 9th grade students*

Mrs. Jones, who taught 7th grade English

Appendix VII: District Emergency Alerting Messaging Templates

Hazard or Threat category	Examples	Alerting Software Message (ex: ParentSquare) – 300 character limit
Unusual Event on Campus	• Fight • Unplanned protest • Small fire • Other event which may be newsworthy	A [INSERT UNUSUAL EVENT] occurred at [INSERT SCHOOL NAME] today and has been resolved. School is in session. Do not go to the school until normal release. Do not call 911 or the school unless you have an emergency. Updates will be provided if required. Families are encouraged to discuss this event with their student.
Unconfirmed Hazard/ Threat, during school hours	• Social media or other threat of violence during school hours • Unusual package or odor	There is an unconfirmed report of a [INSERT HAZARD/THREAT] at [INSERT SCHOOL NAME]. Authorities are investigating. All students are safe, the school is in lockdown. Do not go to the school until advised. Updates will be provided. Do not call 911 or the school unless you have an emergency.
Mitigated Hazard/ Threat, during school hours	• Resolved situation from above situation	Authorities have investigated a [INSERT HAZARD/THREAT] at [INSERT SCHOOL NAME] and resolved the situation. All students are safe, school is in session. Do not go to the school until normal release. Updates will be provided as necessary. Do not call 911 or the school unless you have an emergency.

Unconfirmed Hazard/ Threat, NOT during school hours	• Social media or other threat of violence not during school hours	There is an unconfirmed report of a [INSERT HAZARD/THREAT] at [INSERT SCHOOL NAME]. Authorities are investigating. Do not send students to the school until advised. Updates will be provided. Do not call 911 or the school unless you have an emergency.
Mitigated Hazard/ Threat, NOT during school hours	• Resolved situation from above situation	Authorities have investigated a [INSERT HAZARD/THREAT] at [INSERT SCHOOL NAME] and resolved the issue. Normal school sessions will safely resume on [DAY OF WEEK]. Updates will be provided as necessary. Do not call 911 or the school unless you have an emergency.
Off Campus Suspicious Incident, during school hours	• Police activity in area surrounding campus	[INSERT SCHOOL NAME HERE] is on lockdown for [INSERT THREAT] off campus. Police are on campus. All students are safe. Do not go to school. Area is closed by Police. Students will not be released until deemed safe. Updates will be provided. Do not call 911 or school unless you have an emergency.
Mitigated Off Campus Suspicious Incident, during school hours	• Resolved situation from above situation	Authorities have resolved the [INSERT THREAT] near [INSERT SCHOOL NAME] and determined the school is safe to resume our normal school session. Updates will be provided as necessary. Do not call 911 or the school unless you have an emergency.

Intruder Alert On Campus (non-violent)	• Unauthorized visitor requiring Police assistance or notification	[INSERT SCHOOL NAME HERE] is on lockdown for a non-violent intruder on campus. Police are investigating. All students are safe. Do not go to the school until advised. Updates will be provided. Do not call 911 or the school unless you have an emergency.
Mitigated Intruder Alert On Campus (non-violent)	• Resolved situation from above situation	Authorities have investigated a non-violent intruder on campus at [INSERT SCHOOL NAME] and determined the school is safe to resume our normal school session. Updates will be provided as necessary. Do not call 911 or the school unless you have an emergency.
Violence on Campus	• Active Shooter • Stabbing • Fight with many casualties	[INSERT SCHOOL NAME] is on lockdown for violence on campus. Police are activated. Students are being moved to safety. Do not go to school, students will not be released until safe. Area is closed by Police. Updates will be provided. Do not call 911 or school unless you have an emergency.

Immediate Evacuation Order	• Any emergency in the surrounding area or on campus requiring evacuation for safety or as a precaution. • Bomb threat • Fire	Police have issued an EVACUATION ORDER for [INSERT SCHOOL NAME] due to [INSERT THREAT]. Students are being moved to a safe location. Students will be reunified with family using the reunification process. Parents should report to [LOCATION] to sign out their student. Bring identification.

Death of Student or Staff	• Any death of a student or campus faculty member	A student at [INSERT SCHOOL NAME HERE] has died today. We are all grieving at the loss and appreciate your compassion. Tomorrow we will have counselors available on campus for staff, students and our school families to meet with. More information is available on our website.
Flash Flood Warning	• Flash flood warning issued by the appropriate authority	**FLASH FLOOD WARNING:** A Flash Flood Warning has been issued for [INSERT SCHOOL NAME]. Students are being moved to a safe location. Do not go to the school as the roads are not safe. More information will be provided. Do not call 911 or school unless you have an emergency.
Hazardous Materials Incident	• Hazardous materials incident on campus	Fire Dept has been activated at [INSERT SCHOOL NAME] for a possible hazardous materials leak. Students are being moved to a safe location. Do not go to the school as the roads are not safe. More information will be provided. Do not call 911 or school unless you have an emergency.
Public Health Emergency	• Public health emergency issued by the appropriate authority	The County Public Health Officer has identified that [INSERT SCHOOL NAME HERE] has students with [INSERT CONDITION NAME]. If your student has [INSERT SYMPTOMS] you should [INSERT ACTIONS FROM HEALTH OFFICER]. Do not call 911 or school unless you have an emergency.

Tsunami Warning	• Tsunami warning issued by the appropriate authority	**TSUNAMI WARNING:** The National Tsunami Warning Center has issued a Tsunami Warning that includes Morro Bay High School. Students are being moved to high ground for safety. For your safety DO NOT GO TO SCHOOL. Updates will be provided. Do not call 911 or school unless you have an emergency.
Power Outage, planned	• Notification of planned power outage (PSPS)	PG&E is shutting off power affecting [INSERT SCHOOL NAME] on [INSERT DATE] to reduce the risk of wildfire. School will be closed until the power is restored. More information will be provided as soon as available, including via the District website. Do not call 9-1-1 unless you having an emergency.
Power Outage, unplanned during school day	• Power is lost to a campus	Power has been lost affecting [INSERT SCHOOL NAME]. School sessions will continue until normal release. More information will be provided as soon as available, including via the District website. Do not call 911 or the school unless you having an emergency.
Shelter-In-Place Order	• Physical damage on site • Air Quality Alert	[INSERT SCHOOL NAME] is Sheltering-In-Place due to [INSERT THREAT]. Do not go to the school until advised. Updates will be provided. Do not call 911 or the school unless you have an emergency.
Reunification	• Evacuation for student relocation is needed • Physical Disaster • Violence	Due to an emergency at [INSERT SCHOOL NAME] student will be released from [REUNIFICATION LOCATION]. Student will only be released to authorized persons. Families should report to school and line up at the check-in. Bring identification.

Appendix VIII: External Resource List

Preparedness

Websites to help prepare your family, home, and business to prepare for, respond to, and recover from disasters:

US Department of Homeland Security

https://www.Ready.gov

US Small Business Association

https://www.sba.gov/funding-programs/disaster-assistance

California Office of Emergency Services

https://caloes.ca.gov/businesses-organizations

County of San Luis Obispo

https://readysbc.org/

Red Cross Preparedness Checklists:

https://www.redcross.org/content/dam/redcross/atg/Chapters/Division_1_-_Media/Denver/Denver_-_PDFs/EmergencyPreparednessChecklist.pdf

Listos California Disaster Ready Guide (available in multiple languages):

https://inlandempirecommunitycollaborative.org/resources/listos/?gclid=Cj0KCQiAtvSdBhD0ARIsAPf8oNmWsNdakXGPlR1JxcSJNbkvS-R7w0kZGg2GZ0a8SzcemdPdSd1g8HsaAvUCEALw_wcB

Listos (English version):

https://www.elsolnec.org/wp-content/uploads/2020/08/ENG-Disaster-Ready-Guide.pdf

Power Outage:

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness___Disaster_Recovery/Disaster_Preparedness/Power_Outage/PowerOutage.pdf

HUD Disaster Resources: https://www.hud.gov/info/disasterresources

International Critical Incident Stress Foundation, Inc., Education and Training Programs:

https://icisf.org/education-training/?gclid=CjwKCAjwq-WgBhBMEiwAzKSH6KneYhvdQ650a
WabSHfbLCclD3gH6kGyggm0Y8A0DiATHLcdmtv1MRoClQoQAvD_BwE

Crisis Response Resources

The following resources can provide ideas for individual and family crisis recovery for staff, students and school community members affected by disasters. While some of these resources are geared more toward specific disasters, they provide several helpful tips and related information.

SLO County Public Health, Mental Health-Adult Services:

https://www.slocounty.ca.gov/Departments/Health-Agency/Behavioral-Health/Mental-Health-Adult-Services.aspx

SLO County Public Health, Mental Health- Youth Services:

https://www.slocounty.ca.gov/Departments/Health-Agency/Behavioral-Health/Mental-Health-Youth-Services.aspx

FEMA, Recovering from Disaster Guide:

https://www.fema.gov/pdf/areyouready/recovering_from_disaster.pdf

Coping with Disaster (Federal Emergency Management Agency):
https://www.ready.gov/coping-with-disaster

Substance Abuse and Mental Health Services Administration (SAMHSA) Disaster Distress Helpline: 1-800-985-5990, https://www.samhsa.gov/find-help/disaster-distress-helpline

Trauma and Natural Disasters (National Child Traumatic Stress Network):
https://www.nctsn.org/what-is-child-trauma/trauma-types/disasters

Age-Related Reactions to a Traumatic Event (National Child Traumatic Stress Network):
https://www.nctsn.org/resources/age-related-reactions-traumatic-event

Promoting Adjustment and Helping Children Cope After Disaster and Crisis (American Academy of Pediatrics):
https://www.aap.org/en-us/advocacy-and-policy/aap-health-initiatives/Children-and-Disasters/Pages/Promoting-Adjustment-and-Helping-Children-Cope.aspx

- Lesson Plans: Coping with Natural Disasters (Share My Lesson):

  https://sharemylesson.com/collections/coping-natural-disasters

- How to Help Children Cope with Crisis (Save the Children):

  https://www.savethechildren.org/us/what-we-do/us-programs/disaster-relief-in-america/help-children-cope-with-disaster

- Natural Disasters: Best Practices in School Crisis Prevention and Intervention (National Association of School Psychologists):

  https://www.colorincolorado.org/sites/default/files/BPSCPI_30.pdf

- Disaster Resource Center (American Academy of Child Adolescent Psychiatry):

  https://www.aacap.org/AACAP/Families_and_Youth/Resource_Centers/Disaster_Resource_Center/Home.aspx

- Tips to Help Young Children Cope With Disasters (National Association for the Education of Young Children): https://www.naeyc.org/resources/topics/coping-disasters

- Age Related Reactions to a Traumatic Event:

  https://www.nctsn.org/resources/age-related-reactions-traumatic-event

- How to talk with children after trauma and death:

  http://countyofsb.org/behavioral-wellness/asset.c/3135

- Child Trauma Toolkit for Educators:

  https://www.nctsn.org/resources/child-trauma-toolkit-educators

- After a Suicide: Toolkit for Schools:

  http://www.sprc.org/sites/default/files/resource-program/AfteraSuicideToolkitforSchools.pdf

- After a Suicide Answering Questions and Assisting Youth:

  https://www.countyofsb.org/behavioral-wellness/Asset.c/3851

- Suicide Media Guidelines:

  http://reportingonsuicide.org/wp-content/themes/ros2015/assets/images/Recommendations-eng.pdf

- National Center for School Crisis and Bereavement:https://www.schoolcrisiscenter.org/

- National Association of School Psychologists (memorials and anniversaries of tragic events):https://apps.nasponline.org/search-results.aspx?q=memorials+and+anniversaries

External Emergency Contact List

Attach a list of contractors and potential vendors that may be needed, (e.g., fire protection damage and restoration, pest management, electrical, plumbing, HVAC, heavy equipment operator, security services, waste management services) located on the District cloud-based platform.

Appendix IX: Evacuation and Reunification Plan

See the following pages for the Evacuation and Reunification Plan, inclusive of the Reunification- Annex A and Annex B that provide usable forms and job aides for implementation.

Evacuation and Reunification Plan

Introduction and Background

Evacuation can be the most important tool in providing ultimate safety to students and staff. Evacuation can be of a room, a building, a school campus or an area or region. Sometimes evacuating puts people at greater risk and it is safer to shelter-in-place. The reason for an evacuation or shelter-in-place ranges from a fire to a bomb threat, from a flood to radiological emergency. Following an event that requires these protective measures, reunification of students with their families is a priority.

Successfully reunifying all students with their parents or guardians (family) after an emergency event is critical. By successfully implementing the Reunification Plan students and families will maintain confidence in the District and the healing process from the emergency will have begun.

Family reunification is used to reunite students with verified and authorized family members after a critical and often highly stressful incident that prevents a normal school dismissal. Unfortunately, a quick reunification between families and students will not always be possible due to situations such as students needing hospital treatment or when law enforcement must hold students until the response phase of the emergency has been mitigated. If the incident is large enough to impact the whole community, reunification may require the efficient and coordinated use of resources and efforts from other agencies such as law enforcement, fire department, County Mental Health and County District Attorney. Following are the Before, During, and After goals; objectives; and courses of action for family reunification.

To successfully implement the Reunification Plan will require training of staff, families and students. It will require adequate staffing and strong leadership. This Plan is designed to provide District staff with the tools they need to succeed. A predetermined, practiced reunification method ensures the reunification process will not further complicate what is probably already a chaotic, anxiety-filled scene. In fact, putting an orderly reunification plan into action will help defuse the emotion building at the site.

Evacuation Plan

There are three types of evacuation schools can take to protect students and staff:

1. Evacuation of a building or site

2. Evacuation of an area or region
3. Shelter-In-Place

While all are generally exigent actions, each is distinctly different. An evacuation of a building or site is to move students and staff from immediate harm to an area with no threat or a reduced threat. These can include many types of emergencies including fires, a threatening intruder or a hazardous material spill. State law requires that the elementary and middle schools practice these types of evacuations by holding monthly fire alarm drills. High schools must hold these drills twice a year. This type of evacuation may even require students and staff walking away from the school site to a safer location within a reasonable walking distance.

An evacuation of an area or region is more complex and is not generally exercised. The reason for this type of evacuation is because there is a threat to not only the school site, but to the community surrounding the school. This type of evacuation requires transportation.

Most of SLCUSD is within the Protective Action Zone (PAZ for Diablo Canyon Power Plant (nuclear) and therefore are required to be able to transport students from their school to a reunification site

Regardless of which action a school must initiate, there is a strong likelihood that the Reunification Plan will need to be implemented.

Evacuation Job Aid

This checklist will assist school staff in the implementation of an Immediate Evacuation to an off-campus location. It is designed to provide coordination and improve speed and execution of the evacuation.

Immediate Need for Evacuation Guidelines

❑ Identify the need for an immediate evacuation by determining potential of incident or after receiving orders from law enforcement or the District to evacuate the school campus.
❑ Establish a School Site Incident Command Post (See Appendix IV: School Site Incident Command Post (ICP) Job Aides).
❑ Identify the location to evacuate to.
❑ Identify Shelter-In-Place location as safe alternative if there is a delay in immediate evacuation capability.
❑ Request necessary resources to complete evacuation, such as buses, leadership support, security.
❑ Identify travel route by foot or on buses and communicate the plan to all staff.
❑ Identify security points for entry and exit of resources and civilians during evacuation process.

❑ Provide necessary resources to assist students and staff with Access & Functional Needs.
❑ Send alert to families that an evacuation is occurring and not to report to school.*
❑ Send official(s) to the evacuation location to receive evacuated students and meet families and media.
❑ Assign a staff member to each bus for accountability of all students from the evacuating school to the reunification area.
❑ Prepare to implement Reunification Plan upon arrival at the evacuation location.

*Emergency Alert System – ParentSquare

Reunification Plan

Section 1: BEFORE Family Reunification is Necessary:

Goal: Equip the school community to carry out an orderly reunification under potentially high-stress conditions.

Objective 1: Review reunification logistics, check emergency supplies, and inform and train staff members, students, families, and other stakeholders in advance in order to:

- Identify all roles and responsibilities in reunification.
- Facilitate communication between the family check-in area, family waiting area, student assembly area, and reunification area.
- Reduce confusion during the reunification process.

Objective 2: Collect student emergency information from families.

Courses of Action:

Identify Reunification Functional Locations

At least two weeks before the beginning of the new school year, the site Principal will review reunification logistics with the other site administrators, the School Resource Officer (SRO), and members of the School Safety Team. Reunification locations may be on campus (interior), on campus (exterior), off campus (interior), or off campus (exterior) and are divided into four distinct and separate areas to maintain separation between students and families:

Reunification Function	**Inside** Buildings On-Campus Locations:
Student Assembly Area	
Family Check-In	
Family Waiting Area	
Reunification Area.	
An Individual Assistance Area[10]	

---

[10] Individual Assistance Area should be identified at each location where family members can be escorted by a trained emotional health staff member to receive difficult information, such as a missing child, injured child, or a child detained by law enforcement, etc.

Reunification Function	**Outside** Buildings On-Campus Locations:
Student Assembly Area	
Family Check-In Gate	
Family Waiting Area	
Reunification Area.	
An Individual Assistance Area[1]	

Off-Campus Alternative Site Locations	Site Location:
Alternative Site 1:	
Alternative Site 2:	

Signs are pre-made (See Reunification- Annex B: Reunification Forms and Hardcopy Resources), for use to identify these areas if the reunification process is needed. At the all-faculty meeting before school opening, the Principal will review designated locations and areas (listed below) with all staff members and any community partners, including after-school programs and any organizations that will regularly use the building for activities out of regular school hours during the school year. This review will include discussion of different emergency scenarios and corresponding adjustments that could be made to the four designated areas.

Reunification Supplies

At least two weeks before the start of the new school year, each school site will verify that the reunification supplies are stored in a transportable manner (ex: red duffle bag on wheels) in a single location in the main office. Reunification supplies contain the following:

1. Vinyl signs (Parking Lot, Family Check-In Gate, Family Waiting Area, Reunification Area) in English and Spanish (See Reunification- Annex B: Reunification Forms and Hardcopy Resources)
2. 5 signs (Student Last Name Starts With A–E, F–I, J–M, N–S, T–Z)
3. Sign clips, zip ties, and duct tape
4. Adequate number of:
    a. Sign-Out Records
    b. Evacuated Student & Staff Forms
    c. Student/Staff Casualty Forms (See Appendix)
5. 12 vests with placards (See Reunification- Annex B: Reunification Forms and Hardcopy Resources):
    a. 4 Family Check-In Gate

        b. 2 Security
        c. 2 Information
        d. 2 Family Waiting Area
        e. 2 Reunification Area
6. 2 mega-phones
7. 12 whistles
8. 10 two-way radios
9. 8 clipboards
10. pads of paper, and pens
11. Job description checklist for each reunification area
12. Adequate number of student release forms (See Appendix)
13. Completed Student Emergency Information Cards
14. Portable table
15. Laptop computer (fully charged) with updated information, emergency plan and updated student and staff rosters are on hard-drive and backed up on a USB drive. Information necessary to assist students with access and functional needs will be included. This information will be password protected to prevent loss of data.

At the opening of each school year and monthly semester the following will be updated:

Student Emergency Information Binder containing:
- Student emergency contact information
- Student unique needs list, Access & Functional Needs list
- Staff emergency contact information
- Staff unique needs list, Access & Functional Needs list

Training

Yearly training at each school site on the Family Reunification process is critical. (See Appendix XI: Multi-Year Training and Exercise Plan (MYTEP)) Staff need to be trained to be flexible to the conditions that create the need to implement this Plan. Most staff should be trained in all positions to ensure that during an emergency success is ensured. Training should include the following:

- Set-up (Complete within 15 minutes)
- Leadership positions
- Family Check-In verification process
- Escorts/Runners
- Support for individuals with Access & Functional Needs.

Section 2: DURING Family Reunification Process:

Goal: Safely and efficiently reunify students with a verified and authorized family member.

Objective: Initiate a systematic and safe release of students to families once verified by student records.

Courses of Action:

The School Site Incident Commander [Site Administrator/Principal or designee] shall activate the Family Reunification Plan. Implementing the following actions:

1. Determine whether to have reunification on or off campus (consult with first responders).
2. Establish Incident Command Post and activate the Reunification Team.
3. Establish communication link with the District Superintendent/District Emergency Response Organization (ERO).
4. Give clear direction to the Reunification Team about the function location, how to move students, release procedures and care for families who need individual assistance due to student injury or death (See Reunification- Annex A: Reunification Job Aids).
5. Initiate public outreach to families informing them: Example: "*Students are under the supervision of school authorities and will only be released in an orderly manner to parents, guardians or individuals listed on the emergency contact list. To pick-up your student you should report to <<site>> with government issued identification.*"
6. Provide public information to the media on reunification process in consultation with District ERO.
7. Arrange for supervision and extended care of students with disabilities or those with access and functional needs, and any students not reunified in a timely manner due to in ability for families to get to school or if family members are harmed by the emergency.
8. In the event first responders are unable to assist, arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed.
9. Issue Job Aids to Reunification Team (See Reunification- Annex A: Reunification Job Aids)

Positions that Need to be Filled:

Reunification Position Assignments

Position	Location	Name
School Site Incident Commander	Command Post	
Public Information Officer (PIO)/Liaison	Command Post	
Logistics	Command Post	
Family Check-In/Validation Sup.	Family Check-In Area	
Checker Leader	Family Check-In Area	
Greeter Leader	Family Waiting Area	
Interpreter	Where needed	
Student Assembly Supervisor	Student Assembly Area	
Student Wrangler Leader	Student Assembly Area	
Reuniter Leader	Student Assembly Area	
Individual Assistance Supervisor	Individual Assistance Area	
Counselors Leader	Individual Assistance Area	
Site Security Supervisor	Command Post	
Traffic Control Leader	Parking Area	

Reunification Emergency Organization

Reunification Map

Reunification Site Mapping
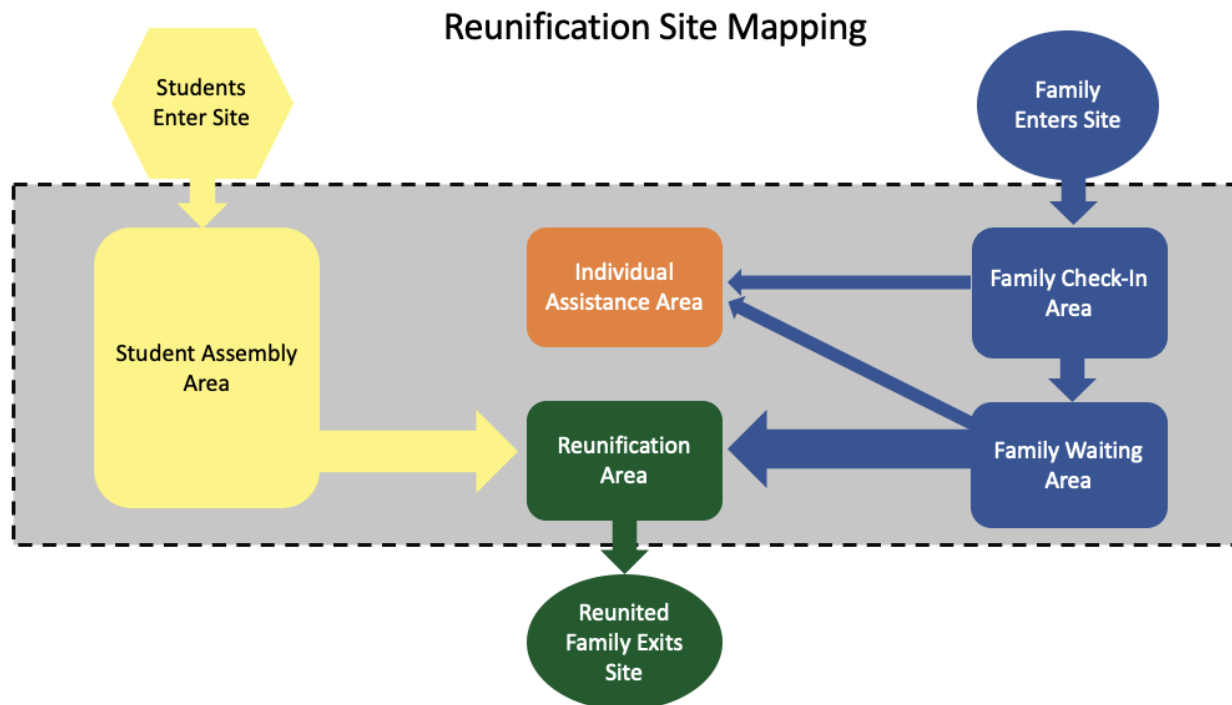
Family-Student Reunification Procedures

Reunification Guidance

Parents/Guardians may be under significant stress; some parents will refuse to cooperate with the Family Reunification process. This situation can be diminished, to some degree, if parents/guardians are informed about the school release procedures before the disaster or emergency occurs. They should be reminded that the safety of their child is your utmost priority. By providing them with the Reunification Card they will recognize that an effort is being made to unify them with their student.

Parents may be emotional when arriving at the school. Have counselors available to deal with issues that exceed your area of expertise. Parents identified as having a student who is a casualty of the emergency should be escorted to the Individual Assistances Area where counselors should be available. These family members should not be left alone.

Shortly after the incident the media will have a presence on your campus. The Public Information Officer should provide them with accurate information. HIPA rules will be followed. The media should not be allowed on campus,campus; however they should be allowed in a location where they can accurately report the story. The media should be asked to not to film

children's faces. (See [Appendix VI: Communications Templates for Physical Disasters and Tragedies](#))

Reunification Common Responsibilities

Student release is a crucial part of emergency planning. During an emergency or disaster student accountability is critical. All students must be accounted for and only released to validated parents, guardians or individuals that have been granted permission by the parent or guardian to pick-up the student.

- In an emergency, schools will establish a safe area for families to go to pick up their children. This area must be away from both the damage and the student assembly area. In a typical release the following steps will be followed:
- The family will report to the check-in/validation area and fill out the name of their student(s).
- Picture I.D. will normally be required by the person in charge to ensure the person requesting the student is a match to the name on the emergency release card.
- The family will wait in the Family Waiting Area.
- A Reuniter will go to the Student Assembly Area and escort the student to the Reunification Area.
- The family will be asked to sign and date form indicating they picked up the student.
- If the child is in the first aid area the parent will be escorted to that area for reunification with their student.
- If the student has been transferred to the hospital or is deceased, the family will be escorted to the Individual Assistance Area.

Reunification Card Process

- Family member will fill out the Reunification Form.
- Check-In/Validation will validate that the family member can take custody of the student by cross referencing the District's internal emergency contacts for the student and checking valid identification.
- The family is instructed to go to the Family Waiting Area or if there are special circumstances to the Individual Assistance Area.
- Reunification Card is given to a Reuniter.
- Reuniter locates student.
- Reuniter escorts student to Reunification Area (student does not go inside Family Waiting Area).
- Family Waiting Area staff locate parents and escort to Reuniter and student in Reunification Area.

- Reuniter takes a picture of the student with family with Reunification Card visible in picture.

- Family and student leave campus.

- Record on Daily Attendance Record that student is released.

- Reunification Form is filed.

Family Reunification Form

All staff assigned to the Reunification Team should be familiar with the Reunification Plan and the Family Reunification Form. The purpose of the form is to ensure that all students are properly reunited with their parents, guardians or individuals listed on the District's internal emergency contact list. Further, it is to document who the student was reunited with and when they were reunited. (See Reunification- Annex B: Reunification Forms and Hardcopy Resources)

FAMILY REUNIFICATION FORM

This form will be completed for all students during an activation of the Reunification Plan.

Adult permitted to take custody of student (family) will complete:

Family Check-In/Validation (to be completed by Family)			
Student Name:		Grade:	
Name of Family Member:		Relationship to Student:	
Time:		Date:	

Family Check-In/Validation (to be completed by staff)			
Is the person requesting the student listed on the Student Emergency Contact Form?	❑ YES ❑ NO		Staff Initial:

Method of identification verification:
 	
❑ If an individual does not have identification, can you identify the person through other means?
❑ No verification, can you contact your parent or guardian and ask permission?
    o Time:_____
    o Contact:_____
	❑ Driver Licenses
	❑ CA ID Card
	❑ Passport
	❑ Military ID
	❑ Other_____
	❑ No ID, Verified
	❑ No Verification, Student will not be released
			Staff Initial:

Reunification Area (to be completed by the Reuniter)			
Signature of the person to whom the student is being released:			
❑ Photo taken		Camera:	
Time:		Date:	

Section 3: AFTER Family Reunification Process:

Goal: After all students and staff have been accounted for and are either reunified with their family or there is continuous care for those not yet reunified (e.g. at hospital, delayed arrival of family) the Reunification location will be closed.

Objective 1: Initiate comprehensive closing of reunification location (return equipment and unused supplies, take down signs, clean up reunification location).

Objective 2: Ensure continued care of all students who are not reunified with families and need support in returning to school.

Objective 3: Evaluate and refine plans; maintain records and documentation.

Courses of Action:

1. The Incident Commander [Principal] will transfer operational control back from ICS positions to those used on a daily basis.
2. The Principal, in conjunction with the ERO, will follow emergency communications protocols to reassure stakeholders and provide information about the status, instructions for families in special circumstances, and notification of availability of additional resources. (See Appendix VI: Communications Templates for Physical Disasters and Tragedies)
3. The Students/Staff Casualty Form will be validated to ensure absolute accuracy. This list will be transferred to the ERO.
4. All documents and photographs will be digitally consolidated and kept on a secure computer and backed up to a secured location.
5. District Facilities staff will coordinate the clean-up of the Reunification Areas. If the school is a crime scene this will be coordinated with law enforcement to prevent destruction of evidence.
6. Under the supervision of the ERO, the District and/or Community Mental Health Team may provide support to:
   a. The remaining students whose families have been delayed, providing continued care.
   b. The students and staff members at the hospitals.
7. The ERO will make available Critical Incident Stress Debriefings available for staff impacted by the event. (See Appendix XIII: External Resource List)
8. The ERO will coordinate a school memorial if needed in alignment with the EOP.
9. The ERO will coordinate with partner agencies to hold a school community meeting.

The site administrator or designee, District ERO staff and the SRO will cross-reference other annexes to determine potential disruptions to the regular school setting as a result of the precipitating factors that led to the activation of this Reunification Plan.

The Building, Grounds and Transportation Director, or designee including the site Lead Custodian will oversee the Clean-up Team in coordination with County Public Health.

Student/Staff Casualty Form

All staff assigned to the Reunification Team should be familiar with the Student/Staff Casualty Form. It is critical that all students and staff are accounted for. Every effort should be made to maintain accountability of students and staff who are casualties of the incident. In the confusion of an emergency, it is not a simple matter to achieve this. Staff will need to be assigned to work with first responders to be able to maintain this important document. (See Reunification- Annex B: Reunification Forms and Hardcopy Resources)

STUDENTS/STAFF CASUALTY FORM

Use this form to keep track of students/staff members who are injured and transported to various hospitals or are deceased.

Date	Time	Status	Name of Student/Staff	Person Accompanying and Cell #	Hospital		Check One
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor

ICS 201 Adapted for School Reunification

During the initial period of Reunification, it is important to capture and disseminate consistent information, directions, resource orders and the organizational structure. To achieve this, the Incident Commander (IC) should utilize an adapted Incident Command System Form ICS-201. This form should be treated as a place to take notes for constant reference, refer to when briefing staff and list needed resources. It does not need to look refined as it is to assist in keeping things in alignment.

- **Page 1** is an area to draw a map of the physical layout being utilized and a simple description of the situation and safety briefing.
- **Page 2** is where the IC writes down their objectives and takes notes on what actions have occurred to achieve those objectives. The objectives should be written so they are SMART (specific, measurable, achievable, relevant, and time-based)
- **Page 3** is the where the IC fills in the organizational structure
- **Page 4** is where the IC placeplaces the resource that you need, generally you have requested those resources from the ERO

(See Reunification- Annex B: Reunification Forms and Hardcopy Resources)

INCIDENT BRIEFING (ICS 201), Adapted for School Reunification

1. Incident Name:	2. Incident Number: (if applicable)	3. Date/Time Initiated: Date: Time:
4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):		

Reunification- Annex A: Reunification Job Aids

School Site Incident Commander

The Incident Commander [Site Administrator/Principal or designee] shall activate the Family Reunification Plan. Implementing the following actions:

- Determine whether to have reunification on or off campus (consult with first responders).

- Establish Incident Command Post and activate the Reunification Team.

- Establish communication link with the District Superintendent/District Operations Center (ERO)

- Establish clear objectives:

    -Provide for the safety of students and staff.
    -Ensure all students are accounted for and reunited with families.
    -Maintain a cooperative relationship with outside agencies.
    -Provide accurate and timely information to families, staff and media.

- Give clear direction to the Reunification Team about the function location, how to move students, release procedures and care for families who need individual assistance due to student injury or death.

- Initiate public outreach to families in coordination with the District ERO: Ex: *"Students are under the supervision of school authorities and will only be released in an orderly manner to parents, guardians or individuals listed on the emergency contact list. To pick-up your student you should report to <<site>> with government issued identification."*

- Arrange for supervision and extended care of students with disabilities or those with access and functional needs, and any students not reunified in a timely manner due to inability for families to get to school or if family members are harmed by the emergency.

- In the event first responders are unable to assist, arrange for the logistics of caring for injured students and staff members, including evacuation to a hospital as needed.

- Utilize and Complete ICS-201 Adapted for School Reunification

District ERO Public Information Officer (PIO)/Liaison

- Support the Incident Commander

- Work with first responder PIO

- Provide public information on reunification process utilizing all methods including:

    -ParentSquare
    -Social media
    -Press Release

- Determine need and then organize a press conference

- Determine need and then organize a town hall meeting

- Receive direction from Incident Commander

- Maintain contact list

- Establish contact with District Emergency Response Organization (ERO)

- Establish contact with allied agencies

    -County Mental Health
    -County OES
    -County Office of Schools
    -Red Cross

District ERO Logistics Coordinator

- Support the Incident Commander

- Receive requests for supplies and resources to support reunification

- Procure requested supplies and resources

- Provide for transportation needs as requested

- Ensure financial documentation for supplies and resources are provided to the Finance Coordinator

Family Check-In Area and Waiting Area

Check-In/Validation Supervisor, Checker Leader, Greeter Leader and Interpreter

- Receive direction from Incident Commander

- Staff positions and provide direction to:

    -Checker Leader
    -Checkers
    -Greeter Leader (Family Waiting Area)
    -Interpreter

- Set up Check-In/Validation Table

    -Reunification Forms
    -Pens
    -Tables with alphabetical signs
    -Signs
    -Vests
    -Radio
    -Cell phone with camera

- Provide families with general information and direction

- Identify families of injured and deceased students and escort to the Individual Assistance Area (do not leave alone)

- Verify family

- Direct verified families to Family Waiting Area

- Provide support to families with Access & Functional Needs

- Provide translation if needed

- Maintain order (notify security if needed)

Student Assembly Area

Student Assembly Supervisor, Student Wrangler Leader and Reuniter Leader

- Receive direction from Incident Commander

- Staff positions and provide direction to:

  -Student Wrangler Lead
  -Reuniter Lead

- Set up Student Assembly Area

  -Signs – Grade level
  -Vests
  -Radio
  -Cell phone with camera for each Reuniter
  -Organize students by grade

- Student Wrangler Lead will organize teachers and teachers' aids (Wranglers) to supervise and organize all students in the Student Assembly Area.

  -Provide a calming presence to students.
  -Inform students that they will be reunited with their families soon.
  -Students with cell phones should be instructed to only text parents to ensure the cell system is not overloaded. The message they should tell their parents is to go to the Check-In/Validation process that they are safe.

- Identify extra staff who can be released to assist in other critical functions and provide staff names to the Incident Commander for reassignment.

- Reuniter Lead will maintain communication with Parent Check-In/Validation Supervisor

- Reuniter Lead will direct Reuniters to pick up Reunification Forms from Check-In/Validation:

  -Locate student on Reunification Form
  -Take student to Reunification Area outside the Family Waiting Area
  -Request Family Waiting Area staff to locate student's family
  -Reunite family, have family sign the Reunification Form and take a single picture capturing the student, family and Reunification Form
  -Instruct family and student how to exit school property

Individual Assistance Area

Individual Assistance Supervisor and Counselors

- Receive direction from Incident Commander.

- Staff positions and provide direction to:

  -Counselors

- Request the Incident Commander to provide members of the District and/or Community Mental Health Team to assist.

- Attain accurate information on students and staff who have been transported to hospitals or are deceased.

- Do not leave families alone.

- Provide accurate information and comfort to families.

- Coordinate with the Sheriff/Coroner regarding status on the notification of families of the deceased.

Reunification Perimeter and Parking Area

Site Security Supervisor and Traffic Control Leader

- Receive direction from Incident Commander

- Ensure actions are consistent with those of law enforcement

- Staff position and provide direction to:

    -Traffic Control Leader

- Issue

    -Signs – "Parking Area, "No admittance beyond this point without approval"
    -Vests
    -Radio
    -Cell phone with camera
    -Hazard tape

- Maintain a high level of situational awareness

- Maintain control of perimeter of Reunification Area

- Protect crime scene from disturbance

- Question individuals who have violated the perimeter without permission

- Keep Incident Commander and law enforcement informed of individuals who have trespassed

- Capture photo of individuals removing students without permission

- Notify law enforcement of any threats, suspicious devices

- Elicit support from the school community to provide traffic control until adequate law enforcement arrives

- Maintain Traffic Control to prevent accidents

- Maintain access routes for first responder vehicles

- Establish route for ambulances to access treatment area

- Request a tow truck for vehicles blocking access.

- To every extent possible two-way traffic should be maintained to allow for entry and exit.

- Request a tow truck for vehicles blocking access.

Reunification- Annex B: Reunification Forms and Hardcopy Resources

The following are copies of important forms that are used during the Reunification Process.

Student Emergency Information

Schools will keep a paper copy of pertinent student information on file for emergencies.

Family Reunification Form

FAMILY REUNIFICATION FORM

This form will be completed for all students during an activation of the Reunification Plan.

Adult permitted to take custody of student (family) will complete:

Family Check-In/Validation (to be completed by Family)			
Student Name:		Grade:	
Name of Family Member:		Relationship to Student:	
Time:		Date:	

Family Check-In/Validation (to be completed by staff)			
Is the person requesting the student listed on the Student Emergency Contact Form?	❏ YES ❏ NO		Staff Initial:

Method of identification verification:
 	
 ❏ If an individual does not have identification, can you identify the person through other means?
 ❏ No verification, can you contact your parent or guardian and ask permission?
      o   Time:_____
      o   Contact:_____
	❏ Driver Licenses
	 ❏ CA ID Card
	 ❏ Passport
	 ❏ Military ID
	 ❏ Other_____
	 ❏ No ID, Verified
	 ❏ No Verification, Student will not be released
			Staff Initial:

Reunification Area (to be completed by the Reuniter)			
Signature of the person to whom the student is being released:			
❏ Photo taken		Camera:	
Time:		Date:	

Reunification Map
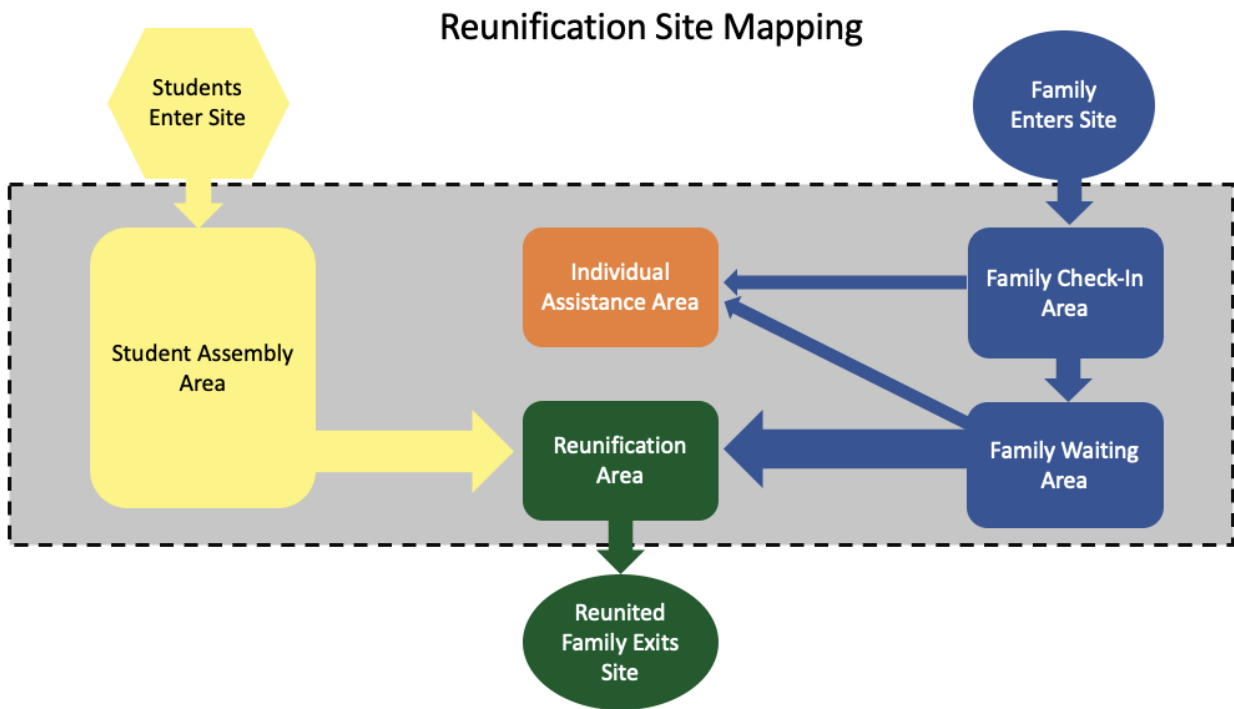
Reunification Site Mapping

Student/Staff Casualty Form

STUDENTS/STAFF CASUALTY FORM

Use this form to keep track of students/staff members who are injured and transported to various hospitals or are deceased.

Date	Time	Status	Name of Student/Staff	Person Accompanying and Cell #	Hospital		Check One
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor
		❑ Injured ❑ Deceased				❑	❑ Student ❑ Staff ❑ Visitor

Reunification Position Assignment Form

Reunification Position Assignments

Position	Location	Name
School Site Incident Commander	Command Post	
Public Information Officer (PIO)/Liaison	Command Post	
Logistics	Command Post	
Family Check-In/Validation Sup.	Family Check-In Area	
Checker Leader	Family Check-In Area	
Greeter Leader	Family Waiting Area	
Interpreter	Where needed	
Student Assembly Supervisor	Student Assembly Area	
Student Wrangler Leader	Student Assembly Area	
Reuniter Leader	Student Assembly Area	
Individual Assistance Supervisor	Individual Assistance Area	
Counselors Leader	Individual Assistance Area	
Site Security Supervisor	Command Post	
Traffic Control Leader	Parking Area	

ICS Incident Briefing Form, Adapted for Schools- Digital Link

INCIDENT BRIEFING (ICS 201), Adapted for Schools

1. Incident Name:	2. Incident Number: (if applicable)	3. Date/Time Initiated: Date: Time:

4. Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment):

5. Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.

6. Prepared by: Name: _____ Position/Title: _____ Signature: _____
ICS 201, Page 1   Date/Time: _____

Updated by FDA 2/2011

INCIDENT BRIEFING (ICS 201), Adapted for Schools

1. Incident Name:	2. Incident Number: (EON num. if applicable)	3. Date/Time Initiated: Date: Time:

7. Current and Planned Objectives:

- ☐ Provide for the safety of students and staff.
- ☐ Ensure all students are accounted for.
- ☐ Maintain a cooperative relationship with outside agencies
- ☐ -
- ☐ -
- ☐ -
- ☐ -

8. Current and Planned Actions, Strategies, and Tactics:

Time:	Actions:

6. Prepared by: Name: _____	Position/Title: _____	Signature: _____
ICS 201, Page 2	Date/Time: _____	

Updated by FDA 2/2011

INCIDENT BRIEFING (ICS 201), Adapted for FDA

1. Incident Name:	2. Incident Number: (EON num. if applicable)	3. Date/Time Initiated: Date: Time:

Reunification Emergency Organization

FIRST RESPONDERS

SCHOOL SITE INCIDENT COMMANDER (SITE ADMINISTRATOR/ PRINCIPAL) or Designee

DISTRICT EMERGENCY RESPONSE ORGANIZATION

LIAISON/ PUBLIC INFORMATION OFFICER (PIO)

LOGISTICS OFFICER

SITE SECURITY SUPERVISOR

FAMILY CHECK-IN/ VALIDATION SUPERVISOR

STUDENT ASSEMBLY SUPERVISOR

INDIVIDUAL ASSISTANCE SUPERVISOR

TRAFFIC CONTROL LEADER

CHECKER LEADER

STUDENT WRANGLER LEADER

COUNSLER LEADER

GREETER LEADER

REUNITER LEADER

INTERPRETER

6. Prepared by: Name: _____	Position/Title: _____ Signature: _____
ICS 201, Page 3	Date/Time: _____

Updated by FDA 2/2011

INCIDENT BRIEFING (ICS 201), Adapted for FDA

1. Incident Name:	2. Incident Number: (EON num. if applicable)		3. Date/Time Initiated: Date: Time:

10. Resource Summary:

Resource	Resource Identifier	Date/Time Ordered	ETA	Arrived	Notes (location/assignment/status)
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	
				☐	

6. Prepared by: Name: _____ Position/Title: _____ Signature: _____

ICS 201, Page 4   Date/Time: _____

Updated by FDA 2/2011

Signage for Reunification Area (link to Google Drive File PDF: *Signs for Reunification Kits*)

Signs for Reunification Area (link to OneDrive File PDF: *Signs for Reunification Kits*)
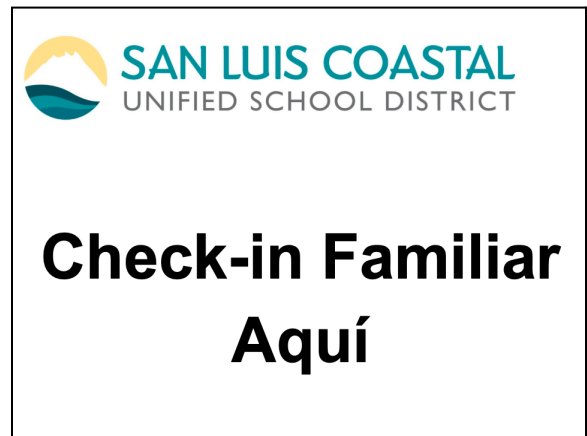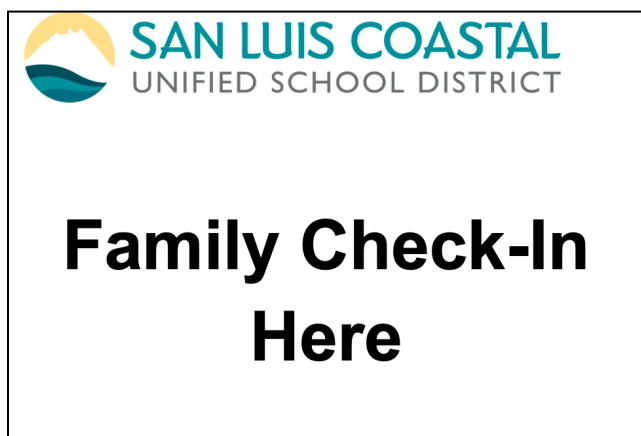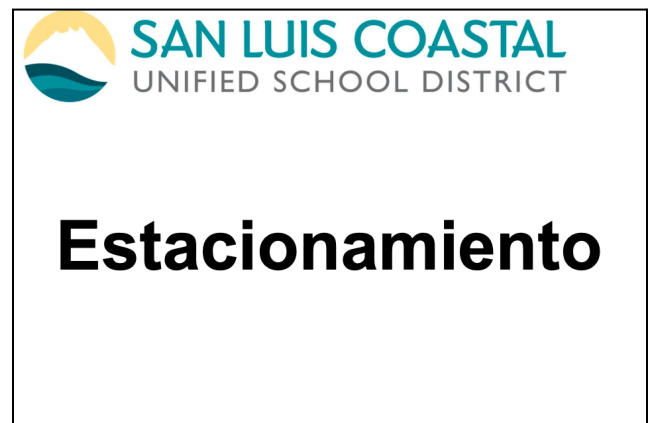
Appendix X: Continuity of Operations Plan (COOP)

This section is provided for a catastrophic incident when the ability for leadership is incapacitated or unable to work and/or facilities are not occupiable. Leadership may either be a casualty of the catastrophe, unable to respond due to transportation and communication infrastructure failures, or they are critical to the survival of their own family. This section provides resiliency and the first steps for the organization to protect against interruption of essential functions and immediately move toward restoration of services.

Essential Functions

The most important initial function is to establish the location of a single Operating Center (OC) for the District Emergency Response Organization (ERO) staff to ensure an efficient and coordinated response when an emergency or disaster threatens the health, safety and well-being of the school community. The locations identified for the OC are either:

Primary Operating Center (OC)	Potential Alternative Sites
District Office	Building, Grounds and Transportation
	Other:
	Other:

Essential functions are those organizational functions and activities that must be continued under all circumstances. The post-disaster essential function for the District is providing education and services for students. All other non-service operations may be suspended until such time as staff and school sites and facilities can support programs without negatively impacting service provision.

Essential Function	Lead Position	Staff Positions	Resources Needed	Operation Time w/o Function
Facilitating the evacuation of students and staff				

Temporarily housing displaced, if appropriate				
Inspecting facilities to determine hazards and needs				
Securing, stabilizing, and assessing damage				
Repairing damage to facilities and school sites				
Conducting inspections				
Establish contact with staff				
Determine the location of service provision				
Maintaining financial operations, such as payroll and utilities				
Reestablishing/maintaining communication with staff, the school community and the School Board				
Reestablishing/maintaining education and student services				

List of Facilities and School Sites

Facilities and School Sites				
Name	**Address**	**City**	**# of Units**	**Additional Programs at Location**
Facilities				
District Office				Adult School, Human Resources
Building, Grounds and Transportation				
School Sites				
San Luis High School				
Morro Bay High School				
Pacific Beach High School				
Laguna Middle School				
Los Osos Middle School				
Del Mar Elementary				
Baywood Elementary				
Monarch Elementary				
Bishop's Peak Elementary				
CL Smith Elementary				
Teach Elementary				
Pacheco Elementary				
Hawthorne Elementary				
Sinsheimer Elementary				
Los Ranchos Elementary				

Other:				
	Total Units	xx		

Essential Personnel – Complete for each school site/facility

Essential Function – *School Site or Facility Name*				
Name	**Position Title**	**Home Phone**	**Cell Phone**	**Alt Phone**

Designated Leadership Order Succession

The following table shows the order of succession of San Luis Coastal Unified School District Executive Leadership:

Official (Title)	Designated Successors (Title)	Phone numbers
School Board President		
Superintendent		

Assistant Superintendent of Business		
Assistant Superintendent of Educational Services		
Director of Human Resources		
Director of Curriculum Secondary		
Director of Curriculum Elementary		
Director of Building, Grounds and Transportation		
Director of Student Services		
Director of Food Service		
Director of IT		

Other:		

District Organizational Chart

Emergency Response Organization (ERO) Staffing

Position	Location	Staff Position
ERO Director	Operations Center	1. Superintendent 2. 3.
Liaison Officer/Public Information Officer (PIO)	Operations Center	1. 2. 3.
Safety Officer	Operations Center	1. 2. 3.
Operations/Planning Coordinator	Operations Center	1. 2. 3.
School Site Incident Commander	Facility with Incident	1. Site Administrator/Principal 2. 3.
Reunification Manager	Operations Center and Field	1. 2. 3.

Facility Damage Inspection Manager	Operations Center and Field	1. 2. 3.
Mental Health Crisis Response Team Leader	Operations Center and Field	1. 2. 3.
Finance Coordinator	Operations Center	1. 2. 3.
Logistics Coordinator	Operations Center	1. 2. 3.
Transportation Manager	Operations Center and Field	1. 2. 3.
Supply Manager	Operations Center	1. 2. 3.
Care and Shelter Manager	Operations Center and Field	1. 2. 3.
Human Resources Manager	Operations Center	1. 2. 3.
Other:		
Other:		

Alternate Facility Operations

This section identifies initial arrival procedures as well as operational procedures for the continuation of essential functions.

School Site or Facility	Potential Alternative Sites
District Office	
Building, Grounds and Transportation	
San Luis High School	
Morro Bay High School	
Pacific Beach High School	
Laguna Middle School	
Los Osos Middle School	
Del Mar Elementary	
Baywood Elementary	
Monarch Elementary	
Bishop's Peak Elementary	
CL Smith Elementary	
Teach Elementary	
Pacheco Elementary	
Hawthorne Elementary	
Sinsheimer Elementary	
Los Ranchos Elementary	
Other:	

Mission Critical Systems

These digital systems should be backed-up and a hard copy system available if total loss of digital system. The following table identifies mission critical systems:

System Name	Current Location	Other Locations	Location Type
Payroll			
Student and Staff Information Management Systems			
Payments and procurement			
Other:			

Essential Records Management

Assure cloud-based storage of important records and documents or storing paper copies at an off-site location. Assure that documents can be accessed remotely.

- Include: recent staff and student records, management documents, construction-related documents
- Blueprints of properties, schedules of major systems upgrades, lead-based paint clearance certificates, and certificates of occupancy. These types of documents will be useful in handling property clean up and demolition, rebuilding, and filing insurance claims.

The following data files and hardcopy files will be backed up and stored in the following manner:

Essential File, Record, or Database	Form of Record (e.g., hard copy, electronic)	Pre-Positioned at Alternate Facility	Hand Carried to Alternate Facility	Storage Location(s)
Student Records				

Human Resource Records				
Payroll Records				
Expense and Reimbursement Records				
Facilities Records				

Emergency Contractors

Service	Contractor	Existing Contract (Y/N)	Contact Phone	Email
Fire Protection System Installers				
Pest Management				
Fire and Damage Restoration Company				
Electrical, Plumbing, HVAC, Carpentry Contractors				
Heavy Equipment Contractor				

Security Services				
Waste Management Services				
Grounds work, Cleaning and Biohazard Services				

Alerting & Notification Procedure

The District utilizes the ParentSquare and StudentSquare software for communication with staff, students and the school community. In an emergency, phone lines may be limited, and texting may be the most efficient method for communication.

Following a disaster, it is important to reach out to all staff to:

- Check their welfare and offer assistance
- Determine who is available to return to work to assist with response and recovery
- Encourage all staff who are physically capable of returning to work that they are critical for creating stability for the organization
- Provide for a sense of normalcy and routine
- Provide confidence to the school community

(See Appendix III: Emergency Response Organization (ERO) Forms)

Following an emergency, staff disaster communication includes:

- Contacting their supervisor
- Leaving a message on a District phone, or other identified means, with their status
- Reporting to the nearest District school site or facility once their family is secure

The District Emergency Response Organization (ERO) accesses the staff emergency contact list to document staff status and reach out to staff who are not accounted for on the Post-Emergency or Disaster Staff Safe Checklist.

Redundant communication methods are indicated below. These methods will be reviewed and updated during the annual plan/procedure review. Methods considered include:

- Cell phones
- Satellite phones
- Alerting systems owned by the District – reliant on internet or phone service
  - ParentSquare
  - StudentSquare
- Landlines – phone and fax machine
- Text messaging – text messaging often works when there is only limited cell phone connectivity. Use easy to understand text language, no photos or videos when there is only limited connectivity.
- Message runners between facilities

Communicate To	Primary Method	Back Up 1	Back Up 2
School Board			
Executive Leadership			
Staff			
Students			
Families			
9-1-1			
City/County Emergency Mgmt			

Staff Emergency Contact List

Attach staff contact list to the end of this Emergency Operations Plan and update this list quarterly. Include emergency contact with alternate out of state if possible. Staff lists are available through Human Resources.

- Legal name
- Address
- Landline and cell phone
- Email address
- Emergency contact information for an individual living outside the household
- Access & Functional Needs
- Language Spoken

Student Emergency Contact Lists

A list of student emergency contact information is maintained by the District per school site and is updated quarterly at the District Office as well as the cloud-based information. A printed copy is located at each school site in Emergency Binders.

- Legal name of student and legal guardian(s)
- Address
- Landline and cell phone
- Email address
- Emergency contact information for an individual living outside the household
- Access & Functional Needs
- Language Spoken

Appendix XI: Multi-Year Training and Exercise Plan (MYTEP)

Bringing the Plan to Life

The Multi-Year Training and Exercise (MYTEP) Plan provides a framework for the District to assure regular staff training and exercises of emergency response, and review and updates of the Emergency Operations Plan (EOP).

The readiness and resiliency provided through regular training are essential to ensure that staff can execute smart decisions in trying times, respond efficiently to emergencies and disasters, and recover operations as rapidly as possible.

Successful enactment of this plan hinges on:

- Initial and as needed staff training for District procedures for job duty safety, systems of communication and operational expectations
- Regular staff training in their roles and responsibilities during an emergency/disaster
- Ensuring that systems and equipment are maintained in a constant state of readiness
- Consistent and regular EOP review to validate that it meets the needs of the Districts and the risks in the community

Staff Assigned Training:

The Training Plan below details the type of training required according to the staff role (All Staff, Site Administrators/Principals, Executive Team).

Maintaining the Training/Exercise Calendar

- The Human Resource Director schedules and updates the initial job duty training, annual training, education, and sends reminders to staff
- The Safety Coordinator determines resources to provide trainings, such as the American Red Cross for individual preparedness training, or assure that staff provide training on procedures or drills
- Sample training agendas and links to any required online trainings will be maintained by the Safety Coordinator
- The Human Resources Director documents the District's provision of training date, topic, and attendance

Education and Training Methods:

Each staff member shall be trained on both their job duty role and responsibilities as well as emergency/disaster role and responsibilities through individually delivered online curriculum and group training/drills/exercises. (See below and Appendix XIII: External Resource List)

Initial upon hire and as needed job duty training topics:

- Role and responsibilities
- District systems of communication
- Job duty-related safety procedures
- District leadership points of contacts for information
- How to report safety concerns

Regular annual emergency preparedness education/training/drill/plan maintenance topics include:

- Upon hire/joining the School Board: Training in the Emergency Operations Plan/COOP and site-specific emergency/disaster procedures appropriate to role
- Training/Exercise in Emergency Response Organization (ERO)/COOP procedures for staff and Board members who may play a role in the ERO
- Site-specific emergency/disaster plan/procedures review/tabletop for site staff
- Education campaigns to promote individual/family preparedness and emergency communication for staff and the school community
- Fire/Evacuation/Earthquake/Lockdown drills conducted in coordination with local fire/police annually and as specified by Education Code
- EOP/COOP plan review and update by Leadership
- Evaluation report on improvements needed for drills/tabletops by Site Administrators/Principals and the Safety Coordinator

Coursework/Exercises may be in person or online and includes:

- **General Workplace Safety:** Job duty safety procedures implemented to eliminate or minimize workplace hazards, including the procedure and contact for reporting potential hazards.
- **ICS Training:** A minimum level of Incident Command System (ICS) training for those who may assume a leadership position during an emergency. This is particularly vital since the District will be interfacing with emergency response agencies that adhere to ICS and since the District will be utilizing some of the basic ICS procedures and forms in coordinating internal response and recovery efforts.
- **Emergency Response Procedure Training:** Includes topics such as active shooter protocol, situational awareness and de-escalation training, evacuation, utility emergencies, earthquakes, and others.

- **Exercises:** The plan shall be exercised through an annual activation, such as a drill or tabletop exercise. This will ensure that each staff knows their responsibilities within the plan. The exercise will include use of redundant staffing for the Emergency Response Organization (ERO) and redundant communication. By maintaining the "muscle memory" to execute this plan the District will ensure operational capability.

Training and drills for the District will take place no less than annually and in accordance with Education Code, and whenever a substantive change to the Emergency Operations Plan (EOP) occurs.

Training Plan- Required Staff Training by Role

	All staff	Site Administrators/ Principals	Executive Leadership
Initial Onboarding/Job Duty Safety			
Roles and responsibilities	At point of hire and if significantly changed	At point of hire and if significantly changed	At point of hire and if significantly changed
District systems of communication	At point of hire and if significantly changed	At point of hire and if significantly changed	At point of hire and if significantly changed
Job duty-related safety procedures	At point of hire and if significantly changed	At point of hire and if significantly changed	At point of hire and if significantly changed
District leadership points of contacts for information and to report safety concerns	At point of hire and if significantly changed	At point of hire and if significantly changed	At point of hire and if significantly changed
Training/Education Activities			

Review Emergency Response Procedures	At point of hire	At point of hire and annually	At point of hire and annually
Emergency Operations Plan Training/ Exercise	Optional	At point of hire and annually	At point of hire and annually
Site Emergency Plan/Procedure Training	At point of hire and annually	At point of hire and annually	At point of hire and annually
Update emergency contact list	--	Quarterly	--
Preparedness Education	Annually	Annually	Annually
Plan Review and Maintenance			
EOP and procedure review/update	--	Annually	Annually
Participate in regional VOAD	--	--	Regularly, as scheduled
Complete Facility Monthly Safety Plan Checklist	--	Monthly	--
Review completed Facility Monthly Safety Plan Checklists	--	--	Quarterly
Online Coursework			

ICS 100: Introduction to Incident Command System	Optional	Required	Required
Review Active Shooter- "Run, Hide, Fight" video	Annually	Annually	Annually
Review Situational Awareness and De-escalation Training	Annually	Annually	Annually
Exercises			
Tabletop exercise for reunification and ERO activation	Annually	Annually	Annually
Fire and evacuation drill	**Students and Staff** Elementary: Monthly Secondary: Once a Semester	Annually	Annually
Earthquake	**Students and Staff** Elementary: Once a quarter Secondary: Once a Semester	Annually	Annually
Shelter-in-Place/ Lockout/Lockdown drill	**Students and Staff** Elementary: Once a quarter Secondary: Once a Semester	Annually	Annually

	All staff	Site Administrators/ Principals	Executive Leadership
Staff Monthly Emergency Action Procedures Review			
January: **Bomb Threat**	Required	Required	Required
February: **Earthquake**	Required	Required	Required
March: **Fire**	Required	Required	Required
April: **Hazardous Materials Leak**	Required	Required	Required
May: **Natural Gas Emergency**	Required	Required	Required
June: **EOP/ERO/COOP**	--	--	Required
July: **EOP/ERO/COOP**	--	--	Required
August: **Emergency Response Procedures Overview**	Required	Required	Required
September: **Intruder/Violent Event and Reunification**	Required	Required	Required
October: **Suspected Opioid Overdose**	Required	Required	Required

November: **Bleeding & Choking, CPR & Shock**	Required	Required	Required
December: **Power Outage**	Required	Required	Required

Emergency Preparedness Training Calendar

Training/Drill	Frequency	Participants	2023 Date	2024 Date	2025 Date	2026 Date
Initial Leadership ERO Training	Upon Initial Plan Adoption and As Needed	Executive Leadership				
Initial Disaster Training-Review EOP and Procedures	Upon Hire or Joining Board	All staff and board members				
EOP Training/Drill	Annual	All Emergency Response Organization (ERO) staff				
Comprehensive School Site Emergency Plan Training	Annual	All staff/ contractors at facilities				
EOP Review	Annual	Administrative staff				
Fire/ Evacuation Drills	Annual and Elementary: Monthly	All facilities, school sites, staff and students				

	Secondary: Once a semester					
Earthquake Drills	Annual and Elementary: Once a quarter Secondary: Once a semester	All facilities, school sites, staff and students				
Shelter-in-place/ Lockout/Lockdown Drills	Annual and Elementary: Once a semester Secondary: Once a semester	All facilities, school sites, staff and students				
Evaluation Report	Per drill	Executive Leadership, Site Administrators/ Principals, Safety Coordinator				
EOP/Site Plan Review	Annual	Executive Leadership, Site Administrators/ Principals, Safety Coordinator				

Sample Emergency Preparedness Training Resources

Template for Training Agendas

(See Appendix XIII: External Resource List for training resources)

Individual and Family Home Preparedness Education

This training and education can be done during an annual campaign via email, flyers, and posters and when onboarding new staff. This training may be online for staff with in-service from the District and/or American Red Cross with assistance to sign up online for alerts. September is Disaster Preparedness Month – a good time to have the campaign for:

● Review of possible disaster events
● Assessing/Restocking the Emergency Preparedness Kits
● Preparing for long term power outages
● Taking protective actions for earthquakes, fires and smoke in the building
● Sign up for alerts – both any District alerting system and the County alerting system
● Accessing the District Safety Webpage

Building Emergency/Disaster Response Training for Staff (can also be provided to the school community in short and age-appropriate formats)

This training will be available upon hire and will be reviewed annually by all staff.

1. What is the District's emergency/disaster plan? Where is the site-specific plan?
2. Common threats and hazards
3. Individual preparedness reminder/resources/sign up for local alerts
4. Emergency alerting methods for staff, students and the school community
5. Building Fires
   ○ Proper housekeeping
   ○ Fire prevention: fire extinguisher locations, usage and limitations. Kitchen/regular extinguishers. Protective actions for smoke in building.
   ○ Reporting fires and other events
   ○ How to report incidents to the Safety Coordinator
   ○ Alarm systems for the facility
   ○ Escape routes and procedures
6. District emergency procedures for common threats:
   ○ Individual protective actions for active shooter, earthquake, etc.
   ○ Staff actions to protect students and property
   ○ Evacuation and accounting for staff and students

○ Building security. Locks and access during power failure.
○ Emergency procedures for utilities shut-off

Annual Emergency Operations Plan (EOP) Training

For staff that could have a role in the District Emergency Response Organization (ERO). Provide an in-depth review of the Emergency Operations Plan and procedures. Include a tabletop to practice roles and confirm assumptions regarding the District emergency/disaster procedures.

What is SLCUSD's Emergency/Disaster Plan?
○ Alerting of staff and activation of the Emergency Response Organization
○ District emergency/disaster procedures
○ Structure, roles, and job checklists in the Emergency Response Organization
○ Roles of staff at District school sites and facilities affected by the emergency/disaster
○ Power Outages: Redundant communication and resources
○ Reporting status and providing assistance
○ Tabletop exercise to practice response and coordination

Personal or Family Three-day Home Disaster Kit Supplies

● Food, ready to eat, non-perishables
● Caffeinated drinks if necessary
● Paper plates, cups, utensils, can opener
● Water (minimum 1 gallon/person/day)
● Cash - needed in power outages
● Back up battery pack for cell phone and computer (charged), extra charger
● Gas tank always half full (gas pumps do not work in power outages)
● Prescription medications and extra reading/prescription glasses
● Infant formula, baby food, diapers
● Pet food, water bowl/supplies, pet carrier, leash
● Emergency backup power battery for essential medical/assistance device
● Important documents (birth certificate, passport, insurance policies, etc.)
● Hard copies and a cloud-based important account and contact numbers/names
● Warm blanket or sleeping bag per person
● Books/toys, puzzles
● First aid instructions
● Clothing (think "yardwork"), long sleeved shirts and pants, sturdy shoes
● Flashlights and battery-operated lantern with extra fresh batteries (No candles)
● AM/FM radio and batteries, or hand crank radio

- Toiletries/personal hygiene needs
- Garbage bags, plastic ties, and moist toilettes for personal sanitation
- First aid kit and dust masks (N95) for smoke or debris dust
- Tarps or tents
- Whistle to signal for help
- Fire extinguisher, know where gas shut-value is and how to turn it off
- Utility shut-off tool (water/gas)

Car Kit: ❏ Cell phone power pack and charger ❏ Battery powered radio, flashlight and extra batteries ❏ Blanket ❏Sturdy shoes ❏ Booster cables ❏ Fire extinguisher (5 lb., A-B-C type) ❏ First aid kit and manual ❏ Bottled water and non-perishable high energy food such as granola bars, raisins and peanut butter ❏ Flares, map of area

 Long Term Power Outage Checklist:

https://www.redcross.org/content/dam/redcross/atg/PDF_s/Preparedness___Disaster_Recovery/Disaster_Preparedness/Power_Outage/PowerOutage.pdf

Sign Up for Emergency Alerts at ReadySLO.org for Reverse 9-1-1!

- Sign up for emergency alerts so that you get the latest information on disasters, major road closures, fires, and other emergency events in San Luis Obispo County

- You choose how to receive the alerts – by text, by email, or with a phone call

- You can sign up for multiple addresses

If you have not already done so, please encourage friends, family and neighbors in San Luis Obispo County to register to receive these alerts too!

Alerts for County at ReadySLO.org:
https://www.prepareslo.org/en/alert-and-notification-systems.aspx

Sign up online for Reverse 9-1-1 here:
https://www.prepareslo.org/en/reverse-9-1-1.aspx

Help Prepare Persons Dependent on Electricity for Power Outages

This guide, that includes a worksheet, is available in English and Spanish at the following link:

http://www.countyofsb.org/phd/epp/poweroutages/

Preparing for Power Outage: Persons Dependent on Electricity

Power outages can occur for a variety of reasons including earthquake, winter storm, or Public Safety Power Shut-off (PSPS). Putting together a power outage plan now can help protect your health and safety in the event of a power failure.

1 Take an inventory of items you need that rely on electricity
This can include: oxygen concentrator, CPAP, wheelchairs, garage door, refrigerated medications, elevator, ventilator, at-home dialysis, and many other devices.

2 Assemble a power outage kit
- Battery operated flashlights or lanterns
- Back-up batteries for electrical equipment (keep these charged, even unused batteries lose power)
- Back-up oxygen tank, tubing, and mask
- Car charger for devices and external battery pack to charge phone
- Cash in small bills
These items are in addition to your general disaster supplies. Get information on general disaster supply kits at: www.ready.gov/build-a-kit

3 Sign-up for alerts!
Sign up for Santa Barbara County emergency notifications and alerts at www.readysbc.org and Nixle (text your zip code to 888777).

4 Call your local power company
If you are dependent on a medical device, be sure to register with your power company. Ask about the medical baseline program.
- SCE: Update your online account or call 1-800-447-6620
- PG&E: Update your online account at pge.com or call 1-800-743-5000

5 Talk with your healthcare provider and medical device provider
Talk to your healthcare provider, home health, or hospice agency about your power outage plan.
- Find out how long your medications will be OK without refrigeration; get specific guidance for critical medications.
Ask your medical equipment provider and/or home health provider about their plans to assist you in emergencies:
- Get daytime and after-hours emergency phone numbers for your provider

6 Plan for back-up power
Remember: Hospitals should not be a source of electrical support or oxygen during a power outage.
- Read your medical equipment manual and identify options you have for back-up power
- Purchase back-up batteries, if possible, for your device and keep them charged

7 Plan where you will go in the event of an outage and arrange transportation
- Plan for a local and out of area location where you can access power
- Identify what transportation you will use to go to a location with electricity
- Keep car gas tanks at least half full
- Gas stations cannot pump gas during outages

8 Establish your support team in advance (family, caregiver, friends)
- Plan how you will communicate with your team - phones may not work
- Complete My Power Outage Emergency Plan (reverse side) with list of team and important phone numbers

9 Consider owning a home generator and know how to use it
- Learn how to use and maintain the generator ahead of time
- Have an adequate fuel supply and store it safely
- Always use the generator outdoors, at least 20 feet away from a window

10 Practice your plan with your support team

Brought to you by:
PUBLIC Health DEPARTMENT