MARIN COUNTY SCHOOLS

MODEL EMERGENCY MANAGEMENT PLAN

Mitigation • Preparedness • Response • Recovery

Developed for Marin County Schools by:
MARIN COUNTY OFFICE OF EDUCATION

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e•mer•gen•cy

An unstable or crucial time or state of affairs in which a decisive change is impending, especially one with the distinct possibility of a highly undesirable outcome.

-- Webster's Ninth Collegiate Dictionary

FORWARD

In 1995, the Marin County Office of Education developed the School Emergency Disaster and Incident Preparedness Plan as a model for developing Marin County district and school contingency plans. The Model Plan was published on the Marin County Office of Education Emergency Services website https://www.marinschools.org/fs/admin/site/pages/5354 for school districts to download and customize, as appropriate.

In 2003, the Marin County Office of Education received a grant from the U. S. Department of Education, Office of Safe and Drug Free Schools and the U.S. Department of Homeland Security to strengthen emergency preparedness in Marin Schools. This grant has provided funds for this update of the Model Emergency Management Plan. This guide may be modified and reproduced for individual school and district use.

The Marin County Office of Education would like to express its gratitude to the Marin County School/Law Enforcement Partnership, Marin Schools Emergency Preparedness Council, Marin County Office of Emergency Services and the Parents Disaster Advisory Council for their support and assistance with this project. The Marin County Office of Education also acknowledges the work of the following agencies, districts and schools which served as invaluable exemplars with resource materials, references, and best practices from which this revised Model School Emergency Management Plan has been adapted.

- American Red Cross
- California Governor's Office of Emergency Services
- Federal Emergency Management Agency (FEMA)
- Contra Costa County, *Model Emergency Plan for Schools*
- Fayette County Public Schools, *School-Centered Emergency Management and Recovery Guide*
- Kentucky Community Crisis Response Board, *School-Centered Emergency Management and Recovery Guide*
- Los Angeles Unified School District, *Model Safe School Plan*
- McGuire Associates, *Disability Evacuation Plan*
- Pittsburgh Public Schools*, Safe Schools Plan*
- San Francisco Unified School District*, District Emergency Management Plan*
- U.S. Department of Education, Office of Safe and Drug-Free Schools, *Practical Information on Crisis Planning: A Guide for Schools and Communities*

The MCOE Model Emergency Management Plan may be downloaded from the MCOE Emergency Services website at https://www.marinschools.org/fs/admin/site/pages/5354.

Comments and inquiries may be directed to the Marin County Office of Education, Emergency Services at 415/499-5866.

RECORD OF PLAN CHANGES

Recommended changes to this plan should be approved by the school principal and district superintendent.

CHANGE NO.	DATE ENTERED	DESCRIPTION OF UPDATE	BY
	July 2010	*Chapter II - Preparedness, aligned NIMS EOC and ICS organizational charts& details*	*MCOE*
	Aug 2010	*Appendix D – Revised NIMS/SEMS forms*	*MCOE*
	Aug 2010	*Appendix J – Emergency Annex for Students with Special Needs*	*MCOE*
	Aug 2010	*Appendix K – Emergency Annex for Food Defense*	*MCOE*
	Aug 2010	*Appendix H – Revised Glossary*	*MCOE*
	Apr 2013	*Appendix C – Revised Annual Emergency Preparedness Best Practices*	*MCOE*
	Mar 2023	Appendix I – COVID-19 Safety Documents	MCOE

PLAN DISTRIBUTION

VERSION	DATE	PROVIDED TO	POSTED ON WEBSITE

TABLE OF CONTENTS

INTRODUCTION TO EMERGENCY MANAGEMENT

A. **PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY** x
B. **HOW TO USE THIS PLAN** x
C. **FOUR PHASES OF EMERGENCY MANAGEMENT** xi
D. **LEVELS OF EMERGENCIES** xii
E. **PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES** xv
F. **AUTHORITIES AND REFERENCES** xiii

I - MITIGATION/PREVENTION

A. **REDUCING EXPOSURE TO RISKS AND HAZARDS** I-1
Facilities I-2
Security I-2
Threats I-2
School Environment I-3
B. **CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT** I-3
Composition of the Hazard Assessment Team I-4
Action Checklist I-4
Building and Classroom Hazard Hunt I-4
Hazard Mitigation Checklist I-5
Staff Skills Inventory for Emergency Management Planning I-5
Teacher Survey: Students Needing Special Assistance I-5
C. **VISITOR SCREENING POLICY** I-6
D. **VIOLENCE PREVENTION** I-6
Risk for Harm Assessment I-6
Prevention Programs and Strategies I-7

II - PREPAREDNESS

A. **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**
NATIONAL INCIDENTMANAGEMENT SYSTEM (NIMS) II-1
SEMS and NIMS Compared II-2
B. **EMERGENCY OPERATIONS CENTER: DISTRICT OFFICE** II-3
When to Activate II-3
EOC Organization II-4
EOC Roles and Responsibilities II-5
C. **INCIDENT COMMAND SYSTEM: SCHOOL SITE** II-7
Incident Command Organization II-8
ICS Roles and Responsibilities II-9
ICS Command Staff II-12
ICS General Staff II-18
ICS Section Units II-24
D. **COMMUNICATIONS** II-38
Common Terminology II-38
Communication Technology II-38
Communication Tools II-38
Communicating with Parents II-39
Handling Rumors II-40
Communicating with the Media II-41

E. **DRILLS AND TABLETOP EXERCISES** II-42
Conducting Drills II-42
Mandated Drills II-43
F. **STAFF PERSONAL PREPAREDNESS** II-44
Staff Release Plan II-44
G. **EMERGENCY SUPPLIES AND EQUIPMENT**. II-44
Storage Container II-45
H. **SAMPLE SCHOOL EMERGENCY PLANNING CALENDAR** II-46
I. **SCHOOLS AS SHELTERS** II-48

III - RESPONSE

A. **CALLING 911** III-1
B. **ACTIVATING THE EMERGENCY OPERATIONS CENTER** III-2
C. **SCHOOL PERSONNEL EMERGENCY CHECKLISTS** III-3
Principals' Emergency Checklist III-3
Office Staff Checklist III-3
Teachers' Checklist III-4
Instructional Assistants/Aides III-4
Custodians/Maintenance Personnel III-4
Bus Drivers III-4
Nurses/Health Assistants III-4
Other School Employees III-4
D. **EMERGENCY ACTIONS** III-5
- All Clear III-6
- Duck, Cover and Hold On III-7
- Evacuation III-8
- Lockdown III-10
- Shelter in Place III-11
- Stand By III-12
- Convert School III-13
- Directed Transportation III-14
- Off-site Evacuation III-16
- Reverse Evacuation III-17
- Student Release III-18
- Take Cover III-20

E. **EMERGENCY RESPONSES** (Alphabetical Index) III-21
Incidents of Violence on Campus III-22
- Accident at School III-23
- Aircraft Crash III-24
- Air Pollution Alert III-26
- Allergic Reaction III-27
- Animal Disturbance III-28
- Biological Agent Release III-29
- Bomb Threat III-31
- Bus Accident III-34
- Chemical Accident (offsite) III-36
- Chemical Accident (onsite) III-37
- Civil Disobedience III-39
- Criminal Act III-41
- Death of a Student III-42
- Death of a Staff Member III-43

- Dirty Bomb III-44
- Earthquake III-46
- Explosion III-48
- Fire (offsite) III-49
- Fire (onsite) III-50
- Flood III-51
- Gas Odor/Leak III-52
- Hazardous Materials III-53
- Hostage Situation III-54
- Intruder III-55
- Irrational Behavior III-56
- Kidnapping III-57
- Medical Emergency III-58
- Missing Student III-59
- Motor Vehicle Crash III-61
- Pandemic Influenza III-62
- Poisoning / Contamination III-63
- Public Demonstration III-64
- Sexual Assault III-65
- Shooting III-66
- Storm/Severe Weather III-68
- Student Riot III-70
- Suicide Attempt III-72
- Suspicious Package III-73
- Terrorist Attack/War III-74
- Threat Level Red III-75
- Threats/Assaults III-76
- Tsunami III-77
- Utility Failure III-79
- Weapon III-80

IV - RECOVERY

A. **RECOVERY ORGANIZATION** IV-1
B. **DOCUMENTING EMERGENCY OUTCOMES** IV-2
C. **GOVERNMENT ASSISTANCE AFTER AN EMERGENCY** IV-3
D. **GENERAL EMERGENCY RECOVERY CHECKLIST** IV-5
E. **RECOVERY STRATEGIES FOR EMERGENCIES/CRITICAL INCIDENTS** IV-6
The Day After: Workday Two of Emergency Management IV-6
Resumption of Classes ..... IV-6.
Long-Term Follow-up and Evaluation IV-7
Repairs and Restoration IV-7
F. **EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS** IV-7
Effects of Trauma on Children IV-8
Effects of Trauma on Adults IV-11
G. **WHEN SOMEONE DIES** IV-11
Five Phases of Response IV-12
Memorials IV-13
Suicide Response IV-14
H. **THE “NEW NORMAL”** IV-15

APPENDICES

A. **AUTHORITIES AND REFERENCES** A-1
Board Policy/Administrative Regulation A-2
California Administrative Code A-14
California Education Code A-15
California Penal Code A-20
B. **SAMPLE AGREEMENTS** B-1
Statement of Understanding for Community Use of a School Facility B-2
Agreement for Facility Use between County of Marin and School District B-5
C. **CHECKLISTS** C-1
Annual Emergency Review Checklist C-2
School Administrator's Emergency Planning Checklist C-3
School Safety/Hazard Assessment Checklist C-7
Classroom Safety/Hazard Checklist C-12
Evacuation Routes Hazard Checklist C-13
Drill/Exercise Planning Checklist C-14
Emergency Phone Numbers (Sample) C-15
E. NATIONAL INCIDENT MANAGEMENT SYSTEM / STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (NIMS/SEMS) D-1
District Emergency Operations Center: Roles and Responsibilities D-2
District Emergency Operations Center: Functional Reference Model D-3
District Emergency Operations Center: Template D-4
School Incident Command System: Roles and Responsibilities D-5
School Incident Command System: Functional Reference Model D-6
School Incident Command System: Template D-7
A1: EOC Staffing List D-8
A2: ICS Staffing List D-9
B1: Section Tasks D-10
B2: EOC Action Plan D-11
B3: Section Activity Log D-12
C1: Management Situation Report D-13
D1: Resource Request D-16
D2: Check-In/Check-Out D-17
D3: Message Form D-18
E1: Situation Status Report – Initial Assessment D-19
E2: Student Status Report – Initial Assessment D-20
E3: Staff Status Report – Initial Assessment D-21
F1: Situation Status Report – Update D-25
G1: Demobilization Checkout D-27
E. **FORMS** E-1
Staff Skills Survey for Emergency Management Planning E-2
Special Staff Skills and Equipment E-3
Emergency Drill Record E-4
Local Resources E-5
F. **SAMPLE MEMOS AND LETTERS** F-1
Tips for School Families –When to Miss School F-2
Parent Information Letter About Student Health F-3
Parent Information Letter Regarding Death of a Student F-4
Parent Information Letter Regarding Incident Update F-5
Memo to Staff about Special Needs Evacuation Plan F-6
G. **SUPPLIES AND EQUIPMENT** G-1
Classroom Backpack G-2
Classroom Lockdown Kit G-3

Student Release File Box G-3
Incident Command Center (ICC) Box G-4
Medical Supplies G-5
Light Search and Rescue Supplies G-7
Building Safety/Damage Assessment Supplies G-8
Traffic/Crowd Control G-9
School Bus/Auto Emergency Supplies G-9
School Shelter Supplies (Food/Water, etc.) G-10
Emergency Cache – Supplies Needed G-13
H. **GLOSSARY** H-1
Emergency Actions H-2
Acronyms H-3
Glossary H-4
I. **COVID-19 SAFETY DOCUMENTS** I-1
SMARTER Plan I-2
COVID-19 Testing Plan I-3
J. **EMERGENCY ANNEX FOR STUDENTS WITH SPECIAL NEEDS** J-1
K. **EMERGENCY ANNEX FOR FOOD DEFENSE** K-1

INTRODUCTION TO EMERGENCY MANAGEMENT

SCHOOL EMERGENCY MANAGEMENT PLAN

INTRODUCTION TO EMERGENCY MANAGEMENT

A. PARTNERSHIPS IN PREPAREDNESS, RESPONSE AND RECOVERY

California Education Code Section 35295 requires public and private schools to develop school disaster plans so that students and staff will act instinctively and correctly when a disaster strikes. This Model School Emergency Management Plan is designed to provide administrators with a resource for protecting students, staff and school facilities, as well as to describe the responsibilities of staff members for a wide range of emergency and disaster situations that may occur.

Within this Model School Emergency Management Plan are emergency preparedness and response instructions, guidelines, templates and forms to help protect the safety, security and well-being of students and school staff during many types of emergencies. This document has been developed as a comprehensive resource for all districts, schools and child development centers to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting their site. This Model Plan may be adapted to the capabilities and special needs of each site.

A wave of school shootings in the 1990s and the horrific events of September 11, 2001 stunned the country and ushered in a new age of national emergency awareness. More than ever before, schools are faced with ongoing challenges for a much broader range of emergency situations. Districts and schools must have a comprehensive plan that outlines response not only to severe weather and natural disasters, chemical accidents and medical emergencies, but also to campus violence and various types of terrorist threats.

The health and welfare of students and school staff in crisis situations is dependent upon sound emergency preparedness. School personnel are obligated to prepare themselves to render competent service through all phases of an emergency including planning, training, drilling, response, recovery and evaluation, as may be required. **The Model School Emergency Management Plan describes actions and response protocols for crisis situations so districts and schools can quickly and adequately restore the school community to a safe and orderly learning environment.**

This Model School Emergency Management Plan has been prepared in compliance with legal requirements and in cooperation with the Marin County Office of Emergency Services, the Marin County Office of Education and the Marin Schools Emergency Preparedness Council and other members of the Marin County school community. In the event of a widespread emergency such as an earthquake, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance**. This plan assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

B. HOW TO USE THIS PLAN

The Model School Emergency Management Plan is designed as a comprehensive reference to assist schools in providing a safe learning environment. It incorporates best practices for handling

emergency situations that have been deployed by school districts elsewhere in the country. The emergency management teams and procedures outlined in this plan are consistent with California's Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS), both modeled after the Incident Command System (ICS). A copy of the Model School Emergency Management Plan may be downloaded at the Marin County Office of Education Emergency Services website at http://mcoeweb.marin.k12.ca.us/EmerPrep/

Using the procedures, actions and sample forms provided herein, districts and schools are encouraged to create a site-based Emergency Management Plan that meets the individual resources and circumstances of each school and reflects its unique characteristics and needs. Every plan should include:

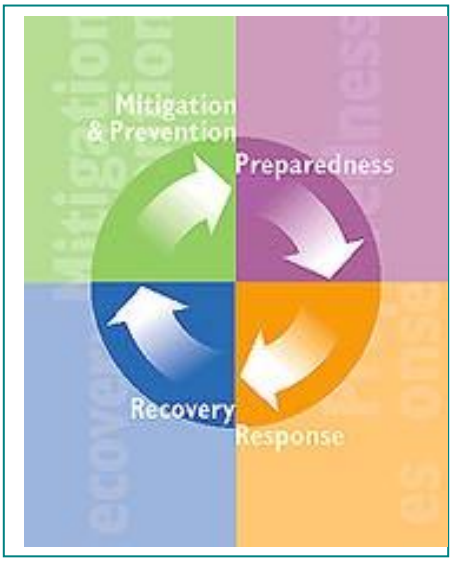
- a designated chain of command;
- specific roles for team members;
- specific procedures to implement in the event of an emergency.

The district should identify local community agencies to engage in planning (police, fire department, emergency medical, hospitals, mental health centers, local/regional emergency management agency, etc.). Next, a district support team, in partnership with community agencies, should review the contents of this School Emergency Management Plan and adapt text and emergency protocols to fit individual site circumstances. The district support team should also update local district and community agency phone numbers and assist schools in sharing this important safety information annually with all faculty, staff, students and parents.

The final step in the emergency management planning process is to communicate and practice the plan. Orient new personnel as they arrive on campus and review all changes with local public safety agencies. Keep multiple copies of the plan in accessible locations. Ensure that team leaders have a copy of the plan at home. Each school district will need to determine how best to conduct the training and implementation process in individual schools. Larger districts may need a well-coordinated and systematic way to conduct training to better prepare school-based teams to adapt the district plan to individual site needs. While most schools are adept at practicing techniques such as fire and earthquake drills, many have not rehearsed responses to events such as chemical release, intruders on campus or emergencies that require lockdown or reverse evacuation.

C. Four Phases of Emergency Management

This Model School Emergency Management Plan is presented in four main sections which conform to the four phases the U.S. Department of Education Office of Safe and Drug-Free Schools uses to describe planning for, responding to and recovering from emergencies: Mitigation/Prevention, Preparedness, Response and Recovery. Each of these topics is introduced briefly below and applied in detail in the respective sections of the plan.



- **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.

- **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency

response teams and the actions, exercises and supplies needed for various emergency scenarios. These activities develop readiness and response capabilities.

- **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.

- **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. The **APPENDICES** contain supplemental emergency information including cross-jurisdictional agreements, checklists, forms, sample letters and other supporting documentation. The action checklists and forms can be duplicated as templates or they can be incorporated directly into existing plans. The forms should be adapted or augmented to fit the school mission, staffing, location and other unique circumstances.

D. LEVELS OF EMERGENCIES

THREE LEVELS OF EMERGENCIES: Emergencies are often described in terms of the following three levels:

- **Level One (School Level) Emergency:** A localized emergency, with low impact on school operations, which school personnel can handle by following the procedures in their emergency plan. Examples: power outage, unexpected death, suicide threat.

- **Level Two (District Level) Emergency:** A moderate to severe emergency, somewhat beyond the individual school response capability, which affects students district-wide and may require mutual aid assistance from the fire department, local police, etc. Examples: intruder, shooting on campus.

- **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of mutual aid assistance will be required, recovery time will be extensive, and response time from major support agencies may be seriously delayed and/or impaired. Examples: severe earthquake with injuries and/or structural damage, flooding, explosions, chemical spills requiring evacuation, death of multiple staff or students (as in a bus accident), hostage situation. In a catastrophic disaster, schools must be prepared to rely on their own resources because assistance from others may be delayed. A large-scale event such as an earthquake that affects one school will also affect the surrounding community. There may be widespread telephone outages, road blockages, gridlock and congestion on the highways, damage to utility systems, roof collapse, chemical or electrical fires, release of hazardous materials, flying debris, injuries and death caused by falling objects and smoke inhalation.

FIGURE 1 illustrates the three levels of emergencies.

FIGURE 1 – Levels of Emergencies

Level 1 - School Emergencies
Situations in which the scope is limited to school settings and school-based personnel, and no assistance is needed.

Level 2 – District-wide Emergencies
These are events where support and involvement is required from the school district personnel or members of the District Emergency Team. While these events may require help from non-school employees, they do not reach the scope and gravity of community-level disasters requiring community-wide support.

Level 3 – Community/Countywide Emergencies
These include large-scale events during which coordination of services from school, district and local community response agencies is warranted. In many of these situations the school's role is to implement protocols until appropriate community agencies (e.g., police, fire and rescue) respond and assume responsibility. However, schools must be prepared to rely on their own resources until help arrives.

HOMELAND SECURITY LEVELS OF EMERGENCIES

In March 2002, the White House issued Homeland Security Directive-3, which established five threat conditions for possible terrorist attack:

Green	**=**	**Low**
Blue	**=**	**Guarded**
Yellow	**=**	**Elevated**
Orange	**=**	**High**
Red	**=**	**Severe**

The American Red Cross developed a complementary set of general explanations and guidelines for preparedness activities for each level, which have been adapted for use by the Marin County Office of Education in Figure 2, on the following page.

FIGURE 2 – Homeland Security Advisory System

American Red Cross

Together, we can save a life

Homeland Security Advisory System
Recommendations for Schools

Level of Risk	Recommended Action
SEVERE ***(Red)***	• *Complete all recommended actions at lower levels.* • Listen to radio and TV for current information and instructions. • Be alert and immediately report suspicious activity to proper authorities. • Close school if recommended to do so by appropriate authorities. • 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty. • Ensure School Site Crisis Team members are available for students, staff and faculty.
HIGH *(Orange)*	• *Complete all recommended actions at lower levels.* • Be alert and report suspicious activity to proper authorities. • Review emergency procedures and supplies. • Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team. • Prepare to handle inquiries from anxious parents and media.
ELEVATED ***(Yellow)***	• *Complete all recommended actions at lower levels.* • Be alert and report suspicious activity to proper authorities. • Ensure all emergency supplies are stocked and ready. • Distribute copies of *Terrorism: Preparing for the Unexpected* to students, staff and parents.
GUARDED ***(Blue)***	• *Complete all recommended actions at lower level.* • Be alert and report suspicious activity to proper authorities. • Provide safety training to staff and practice emergency drills pursuant to school emergency procedures. • Review communications plan and update emergency contact information. • Review emergency supplies and supplement as necessary.
LOW ***(Green)***	• Develop school emergency plans per District Bulletins • Offer American Red Cross "Masters of Disaster" curriculum for grades K-8 on emergency preparedness for natural disasters. • Ensure selected staff members are trained on first aid, CPR and AED.

References: American National Red Cross –http://www.redcross.org/services/disaster/beprepared/hsas/schools.pdf

E. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan will be:

- **DEVELOPED** by a team of school administrators and staff, working with first responders in the local jurisdiction;
- **INITIATED** by the principal or designee when conditions exist which warrant its execution;
- **IMPLEMENTED** by all staff, who will remain at school in the capacity of "Disaster Service Workers" and perform those duties as assigned until released by the principal. See California Government Code §3100.
- **REVIEWED** at least annually.

Emergency and disaster functions are identified and pre-assigned before the beginning of the school year. The Emergency teams and contact information will be updated at least annually. New personnel will be assigned to vacated command staff positions. Procedures will be revised as needed. All emergency preparedness training and drills will be documented, and updates to the plan will be recorded.

The elements of emergency planning, preparedness and management are:

- **Leadership:** Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.
- **Incident Command System:** The ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance. The ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of the emergency response operations.
- **School Emergency Management Plan:** A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school. The site-based plan includes team assignments, emergency numbers, protocols, and the four phases of emergency management: Mitigation, Preparedness, Response and Recovery.
- **School Emergency Teams:** Site-based teams of individuals with specific duties to perform in order to prepare for and respond to emergencies. The School Emergency Teams develop the plan to meet individual school needs and implement the plan in the event of an emergency.
- **Communication:** Plans should have established lines of internal communication (within the school) and external communication (with the district office and community). Plans should include provisions for after-hours communication (telephone tree), and alternate means if telephone lines are disabled.

- **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.

- **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.

- **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

  California Government Code §3100 declares that public employees are "Disaster Service Workers", subject to activities as may be assigned to them by their superiors or by law. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made. The law has two ramifications:

  a) Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Service Workers until they are released by the principal or superintendent.

  b) In those cases, their Workers' Compensation Coverage becomes the responsibility of state government (Office of Emergency Services). Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

  Ideally, the school plan should include a rough prioritization of which teacher and staff members might be released first (such as those with small children at home). Staff members who live a long distance from school should be encouraged to make special preparations for remaining at school a longer time, such as arranging with a neighbor to check on their home and keeping extra supplies at school.

- **Training:** Training is important on at least three levels:
  - General awareness training for all staff;
  - First Aid, CPR and School Emergency Response Training (SERT) for all staff;
  - Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, Shelter Management.

- **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.

- **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

F. AUTHORITIES AND REFERENCES

The following are the state authorizations and mandates upon which this emergency preparedness plan is based:

California Code of Regulations, Title 5, Division 1, Chapter 2, Subchapter 3, Article 2, § 560 - mandates that School Boards adopt a policy for use by district schools in formulating individual civil defense and disaster preparedness plans.

California Code of Regulations, Title 19 and California Government Code, § 8607-8607.2 - specifies that the Standardized Emergency Management System, which includes the major structure of the Incident Command System, will be implemented and used in handling disaster/crisis situations.

California Education Code, Title 2, Division 3, Part 21, Chapter 2, Article 10.5, § 35295 - 35297 - requires School Boards to "*establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom*."

APPENDIX A provides the significant legislation and the Marin County Office of Education's adopted Board Policies and Administrative Regulations. A sample community shelter agreement with the American Red Cross is also included, along with a sample agreement for use of a school site as a facility for mass vaccinations and a disaster field hospital.

#

I – MITIGATION/PREVENTION

SECTION I – MITIGATION/PREVENTION

Mitigation . . . encourages long-term reduction of hazard vulnerability.

-- FEMA, 2002

A. REDUCING EXPOSURE TO HAZARDS AND RISKS

MITIGATION is defined as proactive action taken to reduce or eliminate the adverse effects of natural and man-made hazards on people and property. The goal of MITIGATION is to decrease or eliminate the need for response as opposed to simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas effecting school safety. These areas include geographic location of buildings, proximity of potential hazards such as waterways, availability of buses for possible evacuation, structural integrity of buildings, etc.

The terms "hazard" and “risk" are often used interchangeably in the context of mitigation. Hazards and risks are identified through vulnerability analysis, consequence modeling, code/regulation compliance, quantitative risk assessment and historical data correlations. **Risk is the product of potential consequences and the expected frequency of occurrence. The basic concept of acceptable risk is the maximum level of damage to the building that can be tolerated, related to a realistic risk event scenario or probability**. Consequences may include death, serious injury, the extent of structural damage, monetary loss, interruption of use, or environmental impact.

Risk managers use two different evaluative methods in risk and hazard analysis: deterministic and probabilistic. These two methods can complement one another to provide additional insights to the analysis.

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.

- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

Mitigation assesses and addresses the safety and integrity of the following types of hazards to minimize or prevent adverse impacts:

- **FACILITIES -** window seals, HVAC systems, building structure
- **SECURITY** - functioning locks, controlled access to the school
- **THREATS** - probability of natural disasters or accidents
- **SCHOOL ENVIRONMENT** - social climate on campus

Resources include: existing safety plans, security and safety-related district policies, floor plans of buildings, maps of local evacuation routes, school crime reports, known safety and security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns.

FACILITIES - Structural and non-structural measures can mitigate the effects of natural hazard incidents.

- STRUCTURAL MITIGATION includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. California's frequency of earthquake activity has resulted in sophisticated seismic building codes for all buildings and special inspection requirements, enforced by the state, for school buildings. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.

- NON-STRUCTURAL MITIGATION measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

SECURITY - Communities are encouraged to treat schools as essential community facilities because of the significant impact on students and the locale if a damaged school is closed for an extended period of time. A higher level of protection is appropriate for facilities that will enhance community recovery, including schools which may be designated as emergency shelters, and other buildings that support vital services. A hazard assessment should assure that the school buildings have functioning locks and controlled access.

THREATS - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, earthquakes and flooding.

- FIRE - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant

assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

- EARTHQUAKE - A simple seismic evaluation that focuses specifically on schools is rapid visual screening. This method is intended as an initial step in identifying hazardous buildings and their deficiencies. It is most useful for large school districts by providing an economical preliminary evaluation of the seismic risks, thereby reducing the number of buildings that require a more detailed evaluation by a structural engineer. The visual survey of a building can be completed in less than 30 minutes and can be accomplished from the street without benefit of entry into a building. However, hazardous details may not be visible, and seismically dangerous structures may not be identified as such. Nonstructural interior components are not evaluated.

- FLOODING - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

SCHOOL ENVIRONMENT - School policies and protocols should support a safe school environment and orderly procedures during emergencies. Determine who is responsible for overseeing violence prevention strategies in the school, and disseminate information to staff regarding the early detection of potentially dangerous behaviors. Conduct an assessment to determine how the school environment may impact its vulnerability to certain types of crises. Review incident data and determine how the school will address major problems with regard to student crime and violence. Provide staff training on identification of risk and protective factors to help children. Link prevention and intervention programs to community resources, including health and mental health. Develop strategies for improving communication and students and between students and staff. Provide safe and confidential ways for students to report potentially violent incidents.

Schools and districts should be active partners in community-wide risk assessment and mitigation planning. The local fire department can assist school administrators in identifying potential structural and non-structural hazards. To help agencies work together, they may want to develop a Memorandum of Understanding (MOU) that outlines each agency's responsibility during an emergency. A Sample MOU between a school district and a local fire department is included among the Sample Agreements in **APPENDIX B**.

B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards

assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

COMPOSITION OF THE HAZARD ASSESSMENT TEAM: The Hazard Assessment Team should be a diverse group of people concerned with the safety of the school. An ideal group might include:

- Custodian/Maintenance Supervisor
- School Administrator
- Local Fire Official or Civil/Structural Engineer

OPTIONAL:

- Teacher
- Social Worker or Counselor
- Student
- Parent

⇨ Make regular school safety audits and security efforts part of the ongoing mitigation/prevention practices.

ACTION CHECKLIST: Prior to conducting a hazard assessment/school safety audit, the team members should review the School Emergency Management Plan, blueprints of the campus, school accident and incident data and prior assessment reports. A proactive process will help maintain a safe and secure learning environment.

- ❑ Determine what crisis plans exist in the district, school, and community.
- ❑ Identify all stakeholders involved in crisis planning.
- ❑ Gather information about the school facility, such as maps and the location of utility shutoffs.
- ❑ Connect with community emergency responders to identify local hazards.
- ❑ Review the prior safety audit to examine school buildings and grounds.
- ❑ Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- ❑ Develop procedures for communicating with staff, students, families, and the media.
- ❑ Establish procedures to account for students during a crisis.
- ❑ Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

BUILDING AND CLASSROOM HAZARD HUNT: The purpose of the hazard hunt is to identify any special circumstances which exist in the school or near the campus which present unique problems or potential risk to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist, included **in APPENDIX C**.

The interior and exterior portions of all school buildings and school grounds should be assessed for potential hazards that may impact the site, the staff and the students, including the following:

- Classrooms
- Corridors
- Laboratory/Shop
- Offices
- Bathrooms
- Boiler Room
- Kitchen/Cafeteria
- Teacher's Lounge

- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Computer Lab
- Parking Lot
- Outside structures and Fencing
- Gymnasium

The hazards may include:

- Proximity to toxic, flammable, corrosive, chemically reactive or other hazardous materials
- Proximity of high voltage power lines
- Proximity to earthquake fault lines
- Likelihood and possible effects of flooding, including proximity to creeks that may surge over their banks
- Likelihood of a wildland fire
- Likelihood of severe weather
- Hanging fixtures on ceilings, such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Security of AV equipment, computers, TV monitors, piano, aquariums, etc. from motion during an earthquake.
- Impediments to evacuation and transportation
- Inadequate storage of chemicals and labeling on containers.

HAZARD MITIGATION CHECKLIST: The School Safety/Hazard Assessment Checklist included in **APPENDIX C** describes specific areas and conditions for hazard inspection. Indicate the names of those conducting the inspection and the inspection date in the spaces provided at the bottom of each form. Complete each section of the checklist. For problem areas, briefly describe the situation and actions requested to correct or remove the identified hazard, if possible to do so.

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster, a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:
A Staff Skills Inventory will help administrators plan assignments to emergency teams. A sample inventory is provided among the forms **in APPENDIX E**. The information provided should identify the following areas in which members of the staff have training or expertise:

- First Aid
- CPR
- Hazardous Materials
- Emergency Medical
- Incident Debriefing
- CB Radio/Ham Radio Experience
- Search and Rescue
- Counseling/Mental Health
- Fire Fighting
- Media Relations
- Multilingual Fluency

TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:
At the beginning of each semester, teachers should provide to the main office the name(s) of students in the class who will require special assistance in the event of an emergency and the type of assistance needed. A variety of emergency conditions which may alter needs (e.g., severe weather, evacuation, hazardous materials, etc.) should be considered. Preparedness for students needing special assistance is addressed in more detail in **Section II, PREPAREDNESS**

C. VISITOR SCREENING POLICY

A visitor-screening policy (described later in this section) should be developed with signage to direct school visitors to the sign-in area.

- Post signs at key arrival points directing all visitors to the entry door.
- Pass visitors through an office or sign-in area that offers verbal and visual contact with staff or volunteers.
- Ask all visitors to sign-in and provide them with an I.D. badge or other visitor pass
- Designate individuals to ask the person's name, area or room to be visited, and nature of the visit.
- If the visitor is new to the school or unsure of the room location, have a volunteer or staff member meet or accompany him/her.
- Direct visitors to return to sign out upon leaving the building. There should be no exceptions to the policy.
- Acquaint parents, PTA organizations, etc. with the policy and the need to know who is in the building.
- Familiarize all teachers and staff with the visitor screening policy.
- Encourage staff to question people on the campus without a visitor pass and ask them to check in with the office before proceeding to the intended destination.

D. VIOLENCE PREVENTION

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior. One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and ithe district office**.** Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

The principal can help establish school norms of nonviolence and pro-social community by developing sincere, caring relationships with groups of students and individuals, maintaining a high profile, visiting classrooms, and being accessible to students and staff.

RISK FOR HARM ASSESSMENT

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors

are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

- **Low/No Risk for Harm**
  Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

- **Minor Risk for Harm**
  A student has displayed minor early warning signs, but assessment reveals little history of serious risk factors or dangerous behavior. Stabilizing factors appear to be reasonably well-established. There may be evidence of the unintentional infliction of distress on others (insensitive remarks, “teasing” taken too far, etc.). Responses may include (but are not limited to): review of school records, parent notification, psychological consult, security notification, administrative action.

- **Moderate Risk for Harm**
  A student has displayed some early warning signs and may have existing risk factors or recent precipitating events, but also may have some stabilizing factors. There may be evidence of internal emotional distress (depression, social withdrawal, etc.) or of intentional infliction of distress on others (bullying, intimidation, seeking to cause fear, etc.). Responses may include (but are not limited to): security response, parent notification, psychological consult/evaluation, background or records check, ongoing case management.

- **High Risk for Harm**
  A student has displayed significant early warning signs, has significant existing risk factors and/or precipitating events and few stabilizing factors. May not qualify for hospitalization or arrest at present, but requires referrals for needed services and active case management. Responses may include (but are not limited to): immediate action to secure student, security response, parent notification, psychological consult/evaluation, background check, ongoing case management.

- **Imminent Risk for Harm**
  A student is, or is very close to, behaving in a way that is potentially dangerous to self and/or others. Examples include: detailed threats of lethal violence, suicide threats, possession and/or use of firearms or other weapons, serious physical fighting, belligerence, etc. Responses may include (but are not limited to): immediate action to secure student, arrest or hospitalization, facility LOCKDOWN, security response, parent notification, background or records check and ongoing case management.

PREVENTION PROGRAMS AND STRATEGIES

There is great variation in the types of violence prevention strategies and programs instituted at different schools.

- SCHOOL-MANAGEMENT-BASED - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.

- EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.

- ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

- Alternative programs or schools
- Closed campus for lunch
- Closed-circuit television
- Collaboration with other agencies
- Conflict resolution/peer mediation
- Dress code
- Drug-detecting dogs
- Establishing safe havens for students
- Expulsion
- Gun-free school zones
- Home-school linkages
- Law-related education programs
- Locker searches
- Mentoring programs
- Metal detectors
- Mediation training
- Multicultural sensitivity training Parent skill training
- School board policy
- Search and seizure
- Security personnel in schools
- Specialized curriculum
- Staff development
- Student conduct/discipline code
- Student photo identification system
- Support groups
- Suspension
- Telephones in classrooms
- Volunteer parent patrols
- Work opportunities

There is no one-size-fits-all solution. To reduce school violence schools must innovate, try multiple approaches, conduct proper evaluations and make the information available to parents to enhance both parental options and accountability.

#

II – PREPAREDNESS

SECTION II – PREPAREDNESS

The time to fix the roof is when the sun is shining.

-- John Fitzgerald Kennedy

PREPAREDNESS focuses on the steps that can be taken to plan for various emergency scenarios. Preparedness involves the coordination of efforts between the school district, individual schools, local public safety agencies and the community at large. Good planning will facilitate a rapid, coordinated, effective response when a crisis actually occurs.

- DETERMINE what crisis plans exist in the district, school, and community.
- IDENTIFY all stakeholders involved in crisis planning.
- DEVELOP procedures for communicating with staff, students, families, and the media.
- ESTABLISH procedures to account for students during a crisis.
- GATHER information about the school facility, such as maps and the location of utility shutoffs.
- ASSEMBLE the necessary equipment needed to assist staff in a crisis.

A. STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS) NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)

The Standardized Emergency Management System (SEMS), California law since 1994, and the National Incident Management System (NIMS), federally implemented beginning Fiscal Year 2007, are designed to centralize and coordinate emergency response through the use of standardized terminology and processes. SEMS is used throughout California to manage and coordinate any emergency response involving more than one agency or jurisdiction. NIMS is the nation's first standardized management approach that unifies federal, state and local government resources for incident response. Implementation of a common language and set of procedures greatly facilitates flow of communication and coordination among all responding agencies to improve tracking, deployment, utilization, and demobilization of needed mutual aid resources.

SEMS and NIMS establish the Incident Command System (ICS) as a standardized organizational structure to establish a unified command and line of authority, with common operational terminology for the management of all major incidents. The Emergency Operations Plan (EOP) must be consistent with the SEMS/NIMS concepts, structure and terminology. The EOP must describe roles and responsibilities, assignment of personnel, policies and protocols for providing emergency support.

Use of SEMS during a disaster response is an eligibility requirement for local governments, agencies and special districts to receive STATE reimbursement following a disaster. A federal directive requires state and local governments and special districts to adopt NIMS in all preparedness, planning and response efforts.

The following table compares SEMS and NIMS.

SEMS
Standardized Emergency Management System

A standardized approach to emergency management in California, using several key concepts:

- A management tool called the Incident Command System (ICS);
- Mutual aid systems in which similar organizations assist each other in emergencies; and
- Multiple agency coordination under which diverse organizations work together and communicate with each other.

WHY USE SEMS?

- To qualify to receive State reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

ELEMENTS OF SEMS

Key Components:

- **I**CS is a primary component
- Multi-Inter-Agency Coordination
- Master Mutual Aid System
- Operational Areas

FIVE levels:

- State Level
- Regional Level (Coastal Region)
- Op Area Level (County)
- School District Level (or Cities)
- School Site Level

Key Functions:

- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**

NIMS
National Incident Management System

A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:

- Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.
- Use an ALL-HAZARDS approach.
- Improve coordination and cooperation between public and private entities.

WHY USE NIMS?

- To qualify to receive Federal reimbursement
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.

ELEMENTS OF NIMS

Key Components:

- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management/Maintenance

Key Organizational Structures:

- ICS - Incident Command System
- Multi-Agency Coordination System
- Public Information Systems

Key Functions:

- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**

B. EMERGENCY OPERATIONS CENTER: District Office

The purpose of the Emergency Operations Center (EOC) is to coordinate and organize all relevant information about the emergency or disaster in one place. This helps the school district manage resources for the affected school sites. The EOC at the district level is also where resource allocations can be made, and responses tracked and coordinated with the County Office of Education and the county Operational Area Emergency Operations Center, as needed. Strategic objectives should be usually broad, encompassing overall goals such as a) life safety; b) property safety; c) protection of the environment.

The EOC is usually located in a centralized area, at or near the school district office. It may be in a meeting room or special room designated for it that is safe and accessible. The area must have sufficient space to set up a communication system and a centralized area for the section chiefs to coordinate emergency management. A pre-planned alternate site should also be in place in the event the primary EOC location is not usable.

EOC Director. The superintendent or designee, as EOC Director, has clear authority to set overall policy, command and direct the personnel and resources under his or her control, and to coordinate response and recovery activities.

EOC Staff. The EOC staff is organized according to the same five functions as the Incident Command System. The role of the EOC staff is to obtain and deliver needed resources to the affected schools sites, not to provide “hands on” assistance to the various sites that are dealing with actual field activities.

WHEN TO ACTIVATE THE EOC

- Emergency of such magnitude that resources are required beyond individual school site capacity
- The emergency is of long duration (more than 3 days).
- Major policy decisions will or may be needed.
- A local or state emergency is declared.
- Terrorist threats
- Activation is advantageous to the successful management of an emergency.

DISTRICT SUPPORT TEAM

The District Support Team’s role is to support a school when the need exceeds the school’s resources to handle a situation:

- PROVIDE guidance regarding questions that may arise;
- DIRECT additional support personnel, as needed;
- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

Figure 3 presents a simplified Emergency Operations Center for School Districts, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 3 – Emergency Operations Center

EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
Management: EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Marin County Office of Education.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders.
Public Information Officer	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Operations: Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities.
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
First Aid/Medical	Determines medical and mental health impact on school population; ensures medical updates and media inquiries are provided to the PIO.
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
Planning: Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
Logistics: Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/ IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
Finance/Administration: Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

EOC SECTION TOOLBOXES

Assemble and update annually a "toolbox" for the EOC Director and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for most EOC toolboxes:

- ❑ NIMS EOC Pocket Guide
- ❑ EOC organizational assignments: staffing list
- ❑ Wall map of schools and roads within school district
- ❑ Marin County Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Action Flipchart
- ❑ Superintendents' Telephone Tree
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Colored vests to identify section chiefs
- ❑ Lanyards with ID information for all EOC staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix D for Sample NIMS/SEMS Forms
    - A1: Staffing List
    - B1: Section Tasks
    - C1: Management Situation Report
    - D1: Section Activity Log
    - D2: Resource Request
    - D3: Check-In/Check Out
    - E1: Situation Status Report – Initial Assessment
    - F1: Situation Status Report Update

C. INCIDENT COMMAND SYSTEM: School Site

The Incident Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The ICS is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to the emergency or incident.

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge: c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the ICS include:

- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

The ICS is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, Finance/Administration.

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The IC is assisted in carrying out this function by an Incident Command Team which includes a Public Information Officer, Safety Officer, and Agency Liaison.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function may take on a major role in extended emergency situations.

Finance/ Administration: Oversees all financial activities including purchasing of necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering school records following an emergency.

Figure 4 presents a simplified Incident Command Post (ICP) Organizational Chart for Schools, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 4 – Incident Command Organization

INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
Operations: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides onside counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
Planning: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
Logistics: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
Finance/Administration: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

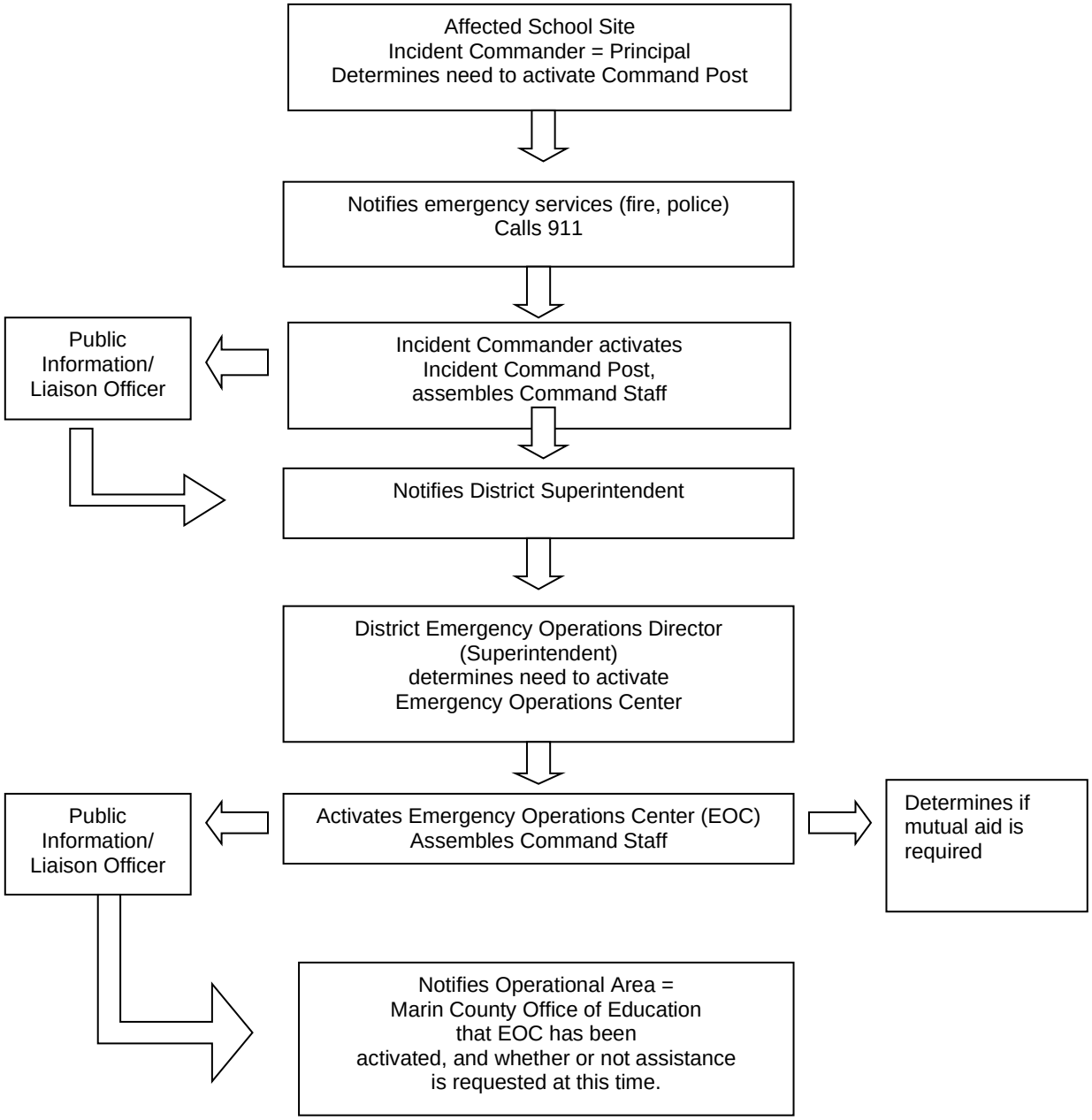
ICS SECTION TOOLBOXES

Assemble and update annually a “toolbox” for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked). Specialized equipment and supplies (e.g. SERT Manual, face masks, etc.) should be stored with the emergency cache trailer.

Suggested items to include for most ICS toolboxes:

- District/School Emergency Management Plan
- ICS organizational assignments: staffing list
- Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- Blueprints of school buildings, including utilities
- Map of local streets with evacuation route marked
- Marin County Schools Directory
- District Schools Staff Directory
- District/Schools Staff Home Directory
- District/Schools Staff Telephone Tree
- Local Emergency Contacts
- Emergency Action Flipchart
- Student directory (including emergency contacts for parents)
- Two-way radios or cellular phones
- Solar/battery-powered radio and spare batteries
- White board with dry erase markers
- Adhesive stickers and markers for name tags
- Orange vests and hard hats to identify key personnel
- Lanyards with ID information for all ICS staff
- Black markers, ball point pens and note pads
- Scissors
- File folders
- Post-Its
- Highlighter pen
- Memory stick (thumb drive)
- Stapler, staple remover, staples
- Clipboard
- Tape
- Forms: See Appendix D for School Sample NIMS/SEMS Forms
    - A1: Staffing List
    - B1: Section Tasks
    - C1: Management Situation Report
    - D1: Section Activity Log
    - D2: Resource Request
    - D3: Check-In/Check Out
    - E1: Situation Status Report – Initial Assessment
    - F1: Situation Status Report Update

SCHOOL INCIDENT RESPONSE FLOW CHART



INCIDENT COMMAND SYSTEM INCIDENT COMMANDER

The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Public Information Officer, the Safety Coordinator and an Agency Liaison for the school. Those three functions may reside, instead, at the Emergency Operations Center if it is activated by the school district.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.

- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- Assess type and scope of emergency
- Determine threat to human life and structures
- Activate the appropriate emergency action
- If evacuation is necessary, verify that the route and assembly area are safe:
    - Direct the opening of the emergency cache
    - Set up the ICP
    - Obtain personal safety equipment
- Establish appropriate level of organization
- Activate organizational functions as needed
- Contact the District Office
- Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
    - View site map periodically for response team progress
    - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
- ❑ Refer media inquiries to District Office or PIO.
- ❑ If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:

- situation status
- objectives and priorities
- current organization and personnel assignments
- resources en route and/or ordered
- facilities established
- communications plan
- prognosis, concerns, related issues

- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- ❑ Receive briefing from public safety agency to obtain "All Clear".
- ❑ Contact the District Office to obtain authorization for deactivation.
- ❑ Authorize deactivation of response teams as they are no longer required.
- θ Check with section chiefs to ensure that any open actions will be taken care of before demobilization
  - Logistics: Ensure the return of all equipment and reusable supplies
  - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- θ Provide input to the After-Action Report
- θ Proclaim termination of the emergency.
- θ Proceed with recovery operations, if necessary

Command Post Equipment/ Supplies

- AM/FM radio (battery)
- Bullhorn
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Master keys
- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs (if CP is outdoors)
- Two-way radios
- Vests, safety gear, ID badges
- School Profile or School Accountability Report Card (SARC)
- Forms: See Appendix D for Sample School NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - C1: Management Situation Report
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer is a member of the Incident Command Staff. Media queries should be referred to the PIO. **If the District Office has activated an EOC, refer media inquiries to the District PIO, who will take over the responsibilities and operational duties described below.** Only one Public Information Officer will be assigned for each incident.

Responsibilities: The Public Information Officer (PIO) acts as the official spokesperson for the school in an emergency situation and ensures that information support is provided on request; that media releases are consistent, accurate, and timely; and that appropriate information is being provided to all required agencies.

Start-Up Actions

- ❑ Determine a possible "news center" site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander.
- ❑ Identify yourself as the "PIO" (vest, visor, sign, etc.).
- ❑ Consult with District PIO to coordinate information release.
- ❑ Assess situation and obtain statement from Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

- ❑ Keep up-to-date on the situation.
- ❑ Issue/read statements approved by the Incident Commander that reflect:
    - Reassurance — "Everything is going to be OK";
    - Incident cause and time of origin; size and scope of the incident;
    - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
    - Resources in use;
    - Best routes to school, if known and appropriate;
    - Any information school wishes to be released to the public.
- ❑ Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- ❑ Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- ❑ Update information periodically with Incident Commander.
- ❑ Ensure key announcements are translated into other languages as needed.
- ❑ Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down

- ❑ At the Incident Commander's direction, release PIO staff no longer needed.
- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Provide logs and other relevant incident documents to the Documentation Unit.

GUIDELINES FOR SPEAKING TO THE MEDIA

When speaking to the press about school emergencies, it is extremely important to adhere to the following guidelines:

- **READ** all press statements.
- **BE AVAILABLE** for press inquiry.
- **RE-STATE** the nature of the incident; its cause and time of origin.
- **DESCRIBE** the size and scope of the incident.
- **REPORT ON** the ***current*** situation.
- **SPEAK ABOUT** the resources being utilized in response activities.
- **REASSURE** the public that everything possible is being done.
- **DO NOT RELEASE** students' names.
- **BE TRUTHFUL,** but consider the emotional impact the information could have upon listeners.
- **AVOID** speculation; do not talk "off the record".
- **DO NOT USE** the phrase "no comment".
- **SET UP** press times for updates.
- **CONTROL** media location.

Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- Hard hat
- Paper/pencils/marking pens
- Scissors
- School Staff Directory
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional.

Responsibilities: The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Determine personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g. vest or ID tag.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- ❑ Maintain a list of assisting and cooperating agencies.
- ❑ Keep agencies supporting incident aware of incident status and priorities.
- ❑ Monitor incident operations to identify current or potential inter-organizational problems.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/ Supplies

- ▪ ID Vest
- ▪ Two-way radio, if available
- ▪ School Staff Directory
- ▪ Copies of vendor contracts
- ▪ List of local emergency contacts and resources
- ▪ Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- • Hard hat
- • Clipboard, paper, pens

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on personal safety equipment; i.e., hard hat, vest)
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
  - Messages received
  - Action taken
  - Decision justification and documentation
  - Requests filled

Operational Duties

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify hazardous situations associated with the incident.
- ❑ Initiate appropriate mitigation measures.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Investigate accidents that have occurred within the incident area.
- ❑ Anticipate situation changes, such as severe aftershocks, in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down

- ❑ When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens
- SERT Manual
- Forms:
  - D1: Section Activity Log
  - D2: Resource Request
- Hard hat
- Two-way radio

Responsibilities: Operations manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Supervision and Release
- Light Fire Suppression
- First Aid and Crisis Intervention

Start-up Actions

- ❑ Check in with Incident Commander or Command Post for situation briefing.
- ❑ Put on personal safety equipment, e.g. hard hat and vest, walkie-talkie.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Identify an assistant, as needed.
- ❑ Be proactive. Anticipate needs.

Operational Duties

- ❑ Assume the duties of all operations positions until staff is available and assigned.
- ❑ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ❑ Check with IC to assure Emergency Plan is implemented.
- ❑ Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- ❑ Notify Logistics If additional supplies or personnel are needed for the Operations Section, As additional staff arrive, brief them on the situation, and assign them as needed.
- ❑ As information is received from Operations staff, pass it on to the Incident Commander, providing description of tasks and priorities.
- ❑ Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- ❑ Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- ❑ Schedule breaks and reassign Operations staff within the section as needed.

Closing Down

- ❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by IC, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Hard hat, gloves, if needed
- Two-way radio
- Campus map
- Forms:
  - A1: Staffing List
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial
  - F1: Situation Status Report Update

Responsibilities: Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.

- ❑ Maintain accurate records and site map.
- ❑ Provide ongoing analysis of situation and resource status.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, such as vest, if available.

Operational Duties

- ❑ Assume the duties of all Planning positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Assist Incident Commander in writing Incident Action Plans.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Archive all incident records.
- ❑ Verify that closing tasks of all Planning positions have been accomplished.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

- Hard hat
- Two-way radio
- Clipboard

Responsibilities: Logistics is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Start-up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on position identifier, such as vest.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Ensure that the Incident Command Post and other facilities are set up as needed in safe locations.

Operational Duties

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Section Chief.
- ❑ Maintain security of cargo container, supplies and equipment.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

INCIDENT COMMAND SYSTEM FINANCE/ADMINISTRATION

Responsibilities: Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.

- Maintain financial records
- Track and record staff hours.

Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.

Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - D1: Section Activity Log
  - D2: Resource Request
  - D3: Check-In/Check Out
- Clipboard
- File folders

ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

Staff: Per California Government Code §3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff may be required to remain at school to assist in an emergency situation.

Staff members may be assigned as teams to assist section leaders in units of the ICS. Assigned teams shall receive training appropriate to their ICS role and shall participate in emergency readiness drills and activities before an actual disaster occurs. Any school employee, as a disaster services worker, may be asked to assist an ICS team whenever necessary.

TEACHERS: Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. They shall:

- Supervise students under their charge.
- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established emergency procedures.
- Give appropriate action command during an emergency.
- Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to Planning.
- Assume designated ICS role.
- Send students in need of medical attention to the First Aid Station.
- Render first aid, if necessary. **School staff should be trained and certified in First Aid and CPR.**

INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, psychologists provide assistance with the overall direction of the emergency procedures at the site. Assume designated ICS role. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of emergency protocols.
- Direct students in their charge according to established emergency protocols.
- Render crisis intervention, if necessary.
- Assist in the evacuation/transfer of students, staff and other individuals when their safety is threatened by a disaster.
- Maintain a line of communication with Operations.
- Assist as directed by Operations.

SCHOOL NURSES/HEALTH ASSISTANTS:

- ❑ Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.
- ❑ Supervise administration of first aid by those trained to provide it.
- ❑ Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

- ❑ Assume designated ICS role.
- ❑ Survey and report building damage to Operations.
- ❑ Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.
- ❑ Provide damage control as needed.
- ❑ Assist in the conservation, use, and disbursement of supplies and equipment.
- ❑ Keep Operations Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

- ❑ Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

- ❑ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.
- ❑ Restrict access to foodservice operations to authorized personnel.
- ❑ Assist as directed by Operations.

BUS DRIVERS:

- ❑ Supervise the care of children if disaster occurs while children are in bus.
- ❑ Transfer students to new location when directed.
- ❑ Assist custodian in damage control.
- ❑ Transport individuals in need of medical attention.

OTHER STAFF:

- ❑ Report to principal for directions.

Objectives: Sweep quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with First Aid team for treatment of the injured.

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear. Size up the situation first. Follow all operational and standard safety procedures. Team members should be certified in First Aid and trained in SAR techniques.

Start-Up Actions

- Put on personal safety gear.
- Obtain all necessary equipment from container (see below).
- Check at Command Post (ICP) for assignment.
- Put batteries in flashlight.

Operational Duties

- Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.

ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.

EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

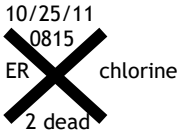
LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure.

RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase.

BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE:



- Report by radio to Incident Command Post when room or area has cleared (example: "*Room A-123 is clear*"). To diminish radio clutter, consider reporting room clusters as clear.
- Follow directions from Operations/Incident Command Post
- Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- Record exact location of damage and triage on map and report information to Operations Chief.
- Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies

- ID Vest
- Work and latex gloves
- First aid backpack
- Clipboard with job description and map
- Fire extinguisher
- Backpack with goggles, flashlight, face masks, pry bar, duct tape, grease pencil and painter's tape to mark doors.
- Hard hat
- Whistle with master keys on lanyard
- Campus 2-way radio
- Caution tape

*** Remember**: If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.

Objectives: Establish the First Aid treatment area, triage, emergency medical response and counseling. Ensure that appropriate actions are taken in the event of deaths. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- Set up First Aid Station if directed by Operations Chief.
- Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- Check with Medical Team Leader for assignment.

Operational Duties

- Admit injured students/staff to First Aid Station, listing name on master log.
- Administer appropriate first aid.
- Keep accurate records of care given.
- Continue to assess victims at regular intervals.
- Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- If and when transport is available, do final assessment and document on triage tag. Keep and file records for reference—do not send with victim.
- A copy of the Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

First Aid Stations

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care -** For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

Closing Down

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:

See Emergency Supplies Inventory **in APPENDIX G**.

Personnel: To be assigned by the Operations Chief or may be handled through District staff.

Start-Up Actions

- ❑ Check with Operations Chief for direction.
- ❑ If directed, set up morgue area. Verify:
  - Tile, concrete, or other cool floor surface
  - Accessible to Coroner's vehicle
  - Remote from assembly area; keep unauthorized persons out of morgue.
  - Maintain respectful attitude.

Operational Duties - After pronouncement or determination of death:

- ❑ Confirm that the person is actually dead.
- ❑ Do not move the body until directed by Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- ❑ As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the Coroner.
- ❑ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- ❑ Write the following information on two tags.
  - Date and time found.
  - Exact location where found.
  - Name of decedent if known.
  - If identified—how, when, by whom.
  - Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit of Planning.

Equipment/ Supplies

- ID Vest
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape
- Tags
- Pens/Pencils
- Plastic trash bags
- Duct tape

Objectives: Ensure the care and safety of all students on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation. Remain calm.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
  - ▪ Verify that the assembly area and routes to it are safe.
  - ▪ Count students or observe the classrooms as they exit, to make sure that all classes evacuate.
  - ▪ Initiate the set-up of portable toilet facilities and hand-washing stations.

Operational Duties

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed or refer to First Aid Station
- ❑ Support the Student Release process by releasing students with appropriate paperwork.
- ❑ When necessary, provide water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the Public Information Officer or Command Post.
- ❑ Make arrangements to provide shelter for students and staff.

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- ▪ ID Vest
- ▪ Clipboard with job description
- ▪ First aid kit, water, food, sanitation supplies
- ▪ Student activities: books, games, coloring books, etc.
- ▪ Forms:
  - Student Accounting
  - Student Injury Forms
- • School 2-way radio
- • Ground cover, tarps

Objective: Assist teachers and staff in the release of students from the campus to parents and designated adults.

Personnel: School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms from Logistics or emergency container.
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the ICS or EOC Public Information Officer. Do not spread rumors!

Procedures

- ❑ Requesting adult fills out Student Release Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table and files the Emergency Card in the out box.
- ❑ Runner takes the Student Release Form to Student Assembly Area, walks the requested student to the Student an check that Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark student with sticker or “X” on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don’t argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

<u>If student is with class in the Assembly Area:</u>

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, “Sent with Runner.”
- ❑ Runner walks student to Release Table
- ❑ Runner hands paperwork to release personnel.
- ❑ Release staff match student to requester, verify proof of identification

If student is not with the class:

- ❑ Teacher makes appropriate notation on Student Log.
- ❑ "Absent" if student was not in school that day.
- ❑ "First Aid" if student is at First Aid Station.
- ❑ "Missing" if student was in school but now cannot be located.
- ❑ Runner takes Student Log to Planning/ICP.
- ❑ Planning verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

Closing Down

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies - See Emergency Supplies (Student Release File Box inventory) in **APPENDIX G.**

- ▪ ID Vest
- ▪ Small clipboards for Parent Request forms
- ▪ Student Emergency Contact Cards
- ▪ Model Marin Schools Student Release Guide
- ▪ Signs marked Request Table and Release Table
- ▪ Signs for alphabetical grouping to organize request lines
- ▪ Post-it tabs to indicate absent students, missing students, those in First Aid.
- ▪ Map with location of Student Release Table and parent parking area
- ▪ Forms:
  - Student Release Form (copies for every student)
- • Clipboards for staff
- • Pens, stapler
- • File boxes to serve as out-boxes

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the ICS or EOC Public Information Officer.

Situation Analysis

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the Incident Commander to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
  - D1: Section Activity Log
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

PLANNING DOCUMENTATION

Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier..
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Records

- ❑ Maintain time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.)**
- ❑ Record content of all radio communication with district Emergency Operations Center.
- ❑ Record verbal communication for basic content.
- ❑ Log in all written reports.
- ❑ File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to Incident Commander.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ▪ ID Vest
- ▪ 2-way radio paper, pens
- ▪ Forms:
  - Emergency Time/Situation Report
  - Sample log
  - Student Accounting Form
- • Clipboards
- • File box(es)

Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.

Operational Duties

- ❑ Deploy personnel as requested by the Incident Commander.
- ❑ Sign in volunteers, making sure that they wear I.D. badges and are on the site disaster volunteer list.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

Equipment/Supplies

- ▪ ID Vest
- ▪ Clipboards with Volunteer Sign-in sheets
- ▪ Cargo container or other storage facility and all emergency supplies stored on campus
- ▪ Forms:
  - Inventory of emergency supplies on campus
  - List of registered disaster volunteers
- • 2-way radio
- • Paper, Pens

Objectives: Provide facilities, equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution, sanitation set-up and debris removal.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on safety vest or position identifier.
- ❑ Begin distribution of supplies and equipment as needed.
- ❑ Set up the Incident Command Post.

Operational Duties

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- ▪ ID Vest
- ▪ Clipboard
- ▪ Cargo container or other storage facility and all emergency Supplies stored on campus
- ▪ Forms:
  - Inventory of emergency supplies on campus
- • 2-way radio
- • Paper, pens

Objective: Maintenance of accurate and complete records of staff hours.

Start-Up Actions:

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest, if available.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and data that relate to personnel time keeping.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- ❑ Ensure that accurate records are kept of all staff members, indicating hours worked.
- ❑ If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/ Supplies

- ▪ ID Vest
- ▪ Paper, pens
- ▪ Forms:
  - Staff Duty Log
- • Clipboards

Objective: Maintain accurate and complete records of purchases. Most purchases are made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.

Start-Up Action

- ❑ Check in with Finance/Administration Chief for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.
- ❑ Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties

- ❑ Meet with Finance/Administration Chief to determine process for tracking purchases.
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.
- ❑ Maintain vendor contracts and agreements.

Closing Down

- ❑ Close out all logs.
- ❑ Secure all documents and records.

Equipment/Supplies

- ▪ ID Vest
- ▪ Paper, Pens
- ▪ Stapler
- ▪ Forms
- • Clipboard
- • Post-Its
- • Calculator

D. COMMUNICATIONS

Establishing reliable communication networks is critical for dealing effectively with an emergency or crisis. Timely contact with law enforcement and other public agencies is necessary for effective response. School staff members and students must be told what is happening and what to do. Parents and families of staff members must be informed about the situation, including the status of their child or family member. School Board members must be kept informed and updated. Information must be transmitted to the District Superintendent and to other affected schools. Rumors must be quelled. And finally, the media must be informed and kept updated. It is the responsibility of the superintendent to disseminate information to the public.

As a part of the countywide Marin Schools Emergency Radio Network, the principal or designee will:

- Notify the district office of the school's status/needs. The district office will notify The Marin County Office of Education of the status of all district schools.
- Designate staff member(s) to monitor all communications

COMMON TERMINOLOGY

One of the most important reasons for schools to use Incident Common System is that it provides common terminology. Response agencies will communicate more effectively with schools if similar roles are described with similar wording.

COMMUNICATION TECHNOLOGY

During an emergency, telephones and cell phones will only be used to report emergency conditions or to request emergency assistance. In the event that telephone and/or electrical service is interrupted, other means must be relied upon to relay information. A bullhorn and/or runners will be utilized within the school building and on school grounds.

COMMUNICATION TOOLS

Standard telephone – A standard telephone plugged into a standard jack may work even when the electrical power is off. Designate a school telephone number as a recorded “hot line” for parents to call for information during emergencies. The goal is to keep other telephone lines free for communication with first responders and others.

Cellular telephones – These phones may be the only tool working when electric service is out; they are useful to administrators and staff who may be en route to or from a site.

Intercom systems – Ideally, systems should include teacher-initiated communications with the office using a handset rather than a wall-mounted speaker.

Bullhorns and megaphones – A battery-powered bullhorn or megaphone should be part of the school’s emergency toolbox to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.

Two-way radio - Two-way radios provide a reliable method of communication between rooms and buildings at a single site. Train all staff fully to operate the two-way radio.

Computers – A wireless laptop computer may be used for communication both within the school and to other sites. E-mail may be a useful tool for updating information for staff, other schools in an affected area, and the District Superintendent. Post information such as school evacuation, closure or relocation on the home page of the school and district website.

Fax machines – Possible uses include an off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, forms, and authorizations can be faxed and returned in emergencies.

Alarm systems – Bells or buzzers which may be sounded in different ways to signal different types of emergencies - for example, fire, lockdown or special alert (with instructions to follow).

Telephone Tree – A telephone tree is a simple, widely used system for notifying staff of an emergency event when they are not at school. Set up a telephone tree by listing the first in Chain of Command (Principal or Incident Commander). Then link him/her to the ICS section chiefs who, in turn, are linked to those assigned to units within each section. In practice, the first person on the list calls several people, who next call others, etc., until everyone on the list has been notified of the situation. A carefully crafted statement, specifying what is and is not yet known, and what steps may need to be taken, should be drafted before the telephone tree is activated. This helps to retain the authenticity.

COMMUNICATING WITH PARENTS

An important aspect of managing emergencies is dealing effectively with parent reactions and community agencies. Communication with parents and the community is best begun before an emergency occurs. Some useful strategies include the following:

- Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.
- Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.
- Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.
- Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.
- Be prepared with translation services for non-English speaking families and students with English as a Second Language.

In the event of an emergency, parents' first reactions are likely to involve *fear* or *anxiety.* They will want to know: a) their children are safe; b) how the emergency is being handled; and c) assurance that the children will be safe in the future.

Establishing a system for responding quickly to parent needs for information is an important part of pre-planning. In the event of an emergency or disaster, develop materials to inform parents exactly what is known to have happened.

- ❑ Do not embellish or speculate. Explain what happened; focus on facts.
- ❑ Describe how the school and school district are handling the situation.
- ❑ Provide information regarding possible reactions of their child and ways to talk with them.
- ❑ Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.
- ❑ Inform parents and students when and where school will resume.
- ❑ Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

HANDLING RUMORS

People are going to talk about an emergency and without facts, people speculate. Rumors create a negative perception of the school's ability to manage an emergency. The most effective strategy for combating rumors is to provide facts as soon as possible:

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.
- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.
- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.

- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

COMMUNICATING WITH THE MEDIA

Most news people are sensitive when reporting emergencies that occur in school settings and are interested in doing a reputable job. The following suggestions will promote clear communications with the media:

- ❑ Direct media representatives to one area (on or off campus) where briefings can take place.
- ❑ Instruct all staff to refer all information and questions to the Public Information Officer or District Office. Remind staff that only designated spokespeople are authorized to talk with news media.
- ❑ Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.
- ❑ Advise students of the school's student media policy.
- ❑ Take initiative with news media and let them know what is or is not known about the situation.
- ❑ Emphasize school's/district's good record.
- ❑ Speak to reporters in plain English.
- ❑ If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.
- ❑ If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.
- ❑ When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.
- ❑ Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.
- ❑ Regularly update District Office on situation.
- ❑ Delay releasing information until facts are verified and the school's position is clear.
- ❑ Assign sufficient staff to handle phones and keep a log of calls and personal contacts.
- ❑ Express appreciation to all persons who helped handle the emergency.

- ❑ Prepare statements about the situation to avoid ad-libbing. Important points to make are: preparedness of the school; coordination of efforts with community agencies, access to information for parents; responsible immediate action taken by school representatives (including those in positions of authority); and support provided for students at the school.
- ❑ Always provide a phone number to call for additional or updated information.

E. DRILLS AND TABLETOP EXERCISES

CONDUCTING DRILLS

The purpose of any drill or exercise is to reveal planning weaknesses; uncover resource needs and shortfalls; improve coordination within the district and community; clarify roles and responsibilities; and improve overall performance of all staff and students. It is essential to practice the Plan periodically to make sure that it works, and that all personnel understand their roles. Exercises with key school personnel, back-ups, and local emergency responders should occur on a regular basis. FEMA suggests four ways to accomplish this goal:

1) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
   - An informal discussion of simulated emergencies
   - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)

2) **Tabletop exercises** simulate an emergency situation in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
   - An informal discussion of simulated emergencies
   - No time pressures
   - Low stress
   - Useful for evaluating plans and procedures
   - Helpful to resolve questions of coordination and responsibility

3) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
   - Focuses on policies, procedures, roles and responsibilities
   - More stressful and realistic simulation of real life situations
   - Usually takes place in “real time”
   - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
   - School’s Emergency Management Team is activated.

4) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
   - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

- Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.
- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an Emergency Operations Center (EOC)

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

Orientation Seminar	Drill	Tabletop Exercise	Functional Exercise	Full-Scale Exercise
No prior exercises No recent crises New plan New procedure New staff leadership New facility Newly Identified threat New assisting local agency	Establish equipment capabilities Determine response times Personnel training Interagency cooperation Determine resource and manpower capabilities	Practice group problem solving Executive familiarity Specific case study Specific threat area Examine manpower contingencies Test group responsibility interpretation Observe information sharing Assess interagency coordination Train personnel in negotiation/interaction	Evaluate any function Observe physical facilities use Reinforce established policies and procedures School accreditation Test seldom used resources 'Measure resource adequacy Confirm interagency relationships	Information analysis Interagency cooperation Policy confirmation Negotiation Resource and manpower allocation Media attention Equipment capabilities Interagency operations and relations

MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted on a monthly basis.
- An earthquake "Drop, Cover and Hold" drill will be held each quarter for elementary schools and once each semester for secondary schools. (EC 35297)
- Test earthquake plan, or portions thereof, on a rotating basis, at least two times during the school year. (Section 560, Title V, California Administrative Code)
- All students and staff will participate in these mandated drills.
- A district-wide drill/simulation is recommended yearly.

F. STAFF PERSONAL PREPAREDNESS

When a major emergency occurs, every school and district employee should be prepared and committed to serving their students. Per California Government Code Section 3100, during a disaster, public employees become "Disaster Service Workers". As Disaster Service Workers, school staff and teachers will be called upon to serve at their school sites, unless otherwise directed by authorities. To do this effectively, each employee must:

- ❑ have the confidence that they have prepared their families to deal with emergencies in their absence
- ❑ know how to complete those tasks for which they are assigned

The time and energy a staff member commits to being prepared at home will provide the best assurance that they are capable of dealing with crisis situations at the school site.

STAFF RELEASE PLAN

Administrators will take into consideration the family needs of employees and release staff accordingly. Schools should work with staff prior to an emergency to develop criteria agreed upon for release of staff. Such criteria might include (presented without respect to priority):

- Single parents with pre-school children
- Single parents with children in primary grades
- Single parents with children in elementary schools
- Staff member with housebound dependents
- Persons with health problems or disabilities
- Persons living in areas of major damage
- Married parents with pre-school children
- Married parents with children in primary grades
- Married parents with children in elementary schools

G. EMERGENCY SUPPLIES AND EQUIPMENT

APPENDIX G contains lists of basic emergency supplies, separated into the following functions as part of an emergency plan.

- Classroom Backpack
- Classroom Lockdown Kit
- Student Release File Box
- Incident Command Center Box
- Medical Supplies
- Light Search and Rescue Supplies
- Building Safety/Damage Assessment Supplies
- Traffic/Crowd Control
- School Bus/Auto Emergency Supplies
- School Shelter Supplies (Food/Water, etc.)

There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review the lists and adjust them for individual campus needs.

STORAGE CONTAINER

Purpose. The objective of a storage container is to have available a cache of supplies to sustain the school community in the aftermath of a disaster if the area is cut off from outside help for up to 72 hours. An earthquake or fire may render school buildings unusable, making outdoor storage a prudent choice.

Site Selection. The location of the storage container should be carefully selected to provide stable, safe and easy access in proximity to the emergency evacuation area. Install the storage trailer on a level surface atop stable soil and stable concrete footings reinforced with short piers at the corners. Rigidity of the flooring is critical since even slight settling may cause the heavy doors to rack and bind, making them difficult if not impossible to open. Avoid placement of the container in gullies that may flood during a storm. Avoid placement below over-hanging wires, beneath large tree branches or upon soft, shifting soil.

Storage Structure. A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8’ x 20’, which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls, and secure the shelving to the side of the container. A 1”x1” removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from rain at the doors where supply distribution occurs. A student mural painted on the most visible sides of the structure may help incorporate it into the campus infrastructure and make it seem less threatening. The walls of the storage container should not be used for handball or basketball.

Security. The storage facility makes an attractive target for theft or vandalism. Do not leave it unlocked or unattended. Brass, all-weather lock boxes are best suited for the security of the container. It is preferable to limit access to a few designated individuals who have carefully reviewed the procedures and been given a walk-through orientation of the storage container. Include access by program managers for after-school activities and events.

Organization. Attach a laminated interior diagram of the supply container near the inside entrance. Store equipment in order of use, e.g., Search and Rescue supplies near the front door for immediate access. Maintain a dated inventory of the stored supplies, shelf-life replacement schedule, and vendor contact information.

Maintenance. Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door

mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

Replacement Supplies. Attach a clipboard to maintain a wish list and missing, needed or replacement supplies**.** **APPENDIX G** includes a form to record this information. Space and budgetary limitations and the need for strict organization require that particular care be given in the purchase and placement of new and returned items in the container.

H. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves "institutionalizing" the planning, i.e., engaging in certain activities year after year. These annual activities include:

- assessing site hazards
- scheduling drills
- arranging for staff training
- updating/replacing emergency supplies.

The development of an annual Emergency Planning Calendar assures that all the routine tasks are not overlooked. The following page shows a sample School Emergency Planning Calendar that may serve as the basis for individual site needs.

Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
PRINCIPAL or DESIGNEE	○ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves) ○ Review School Emergency Management Plan ○ Update School Emergency Team Assignments ○ Staff Skills Survey for new teachers ○ New assignments as needed ○ Staff orientation of School Emergency Management Plan ○ Plan annual training schedule ○ Update resource agreements and contacts ○ Parent Back to School Assembly ○ *Fire Drill* ○ Staff meeting: Review winter storm and flooding preparedness ○ *Earthquake Drill* ○ CPR/ First Aid training w/ Fire Department ○ *Fire Drill* ○ Staff development emergency training ○ *Shelter-in-Place Drill* ○ *Earthquake Drill* ○ Earthquake Drill planning with Fire Department/Public Safety ○ Earthquake drill planning with staff ○ *Fire Drill* ○ Table top exercise ○ *Countywide/District Drill* ○ Review drill assessment	August August August August August August August September September September October October November November January January February March March March April April May
SECRETARY	○ Update classroom backpacks (rosters, etc.) ○ Distribute emergency cards/ student release procedures to families	September September
MAINTENANCE DIRECTOR	○ Conduct facility hazard assessment ○ Check fire extinguishers, batteries ○ Review equipment needs ○ Update school maps and site plans	August August September September
TEACHERS	○ Staff Orientation of School Emergency Management Plan ○ CPR/ First Aid training w/ Fire Department ○ Staff development emergency training	August November January
PTA DISASTER COORDINATOR	○ Recruit Parent Disaster Committee ○ Family preparedness materials to parents ○ Replenish emergency supply cache and classroom duffles ○ Attend Parent Disaster Advisory Council Meetings ○ Preparedness tips in PTA Newsletter ○ Recruit Parent Disaster Committee	September September Sept – Oct Quarterly Monthly April

I. SCHOOLS AS SHELTERS

SHORT-TERM SHELTER. A disaster may occur at any time of the school day and in any type of weather. Students and staff will need to be provided shelter while awaiting reunion with their families. Short-term care is considered any time up to three hours past dismissal. Long-term care may last up to 72 hours or more.

Shelter considerations:

- ❑ Determine need for shelter. Bring students indoors into a safe building, if at all possible.
- ❑ Maintain a list of all persons, including staff, in the shelter.
- ❑ Place nametags on all students.
- ❑ Report problems and any special needs, especially medical needs, to the Shelter Manager.
- ❑ Store laundered clothing in limited quantities for shelter use.
  - Children wearing bloodied clothing should be changed immediately.
  - Stress may lead to soiled undergarments, which the child may be too embarrassed to admit. Watch for tell-tale signs, especially among the younger children.
  - If it is raining, distribute plastic bags to use for protection.
- ❑ Recruit volunteers to assist with storytelling, entertainment and recreation.
- ❑ As students are released to parents or authorized individuals, record on the occupancy log when released, to whom and destination.
- ❑ As shelter population decreases, consider consolidating students remaining with those at another school site. Release teachers and staff in order of priority dismissal list. Determine which staff will remain until all students have been released.
- ❑ Implement a pre-arranged procedure to deal with community members who arrive at the shelter to offer assistance, to seek shelter if their homes are damaged, to seek emergency medical attention for themselves, or simply to find solace with others who have all experienced a frightening disaster.

COMMUNITY SHELTER. Schools are required by both federal statute and state regulation to be available for community shelters following a disaster. The American Red Cross has access to schools in damaged areas through mutual Memoranda of Understanding to set up their mass care facilities. Schools with cooking and shower facilities are preferred. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross or local government representatives, and should be planned and arranged for in advance. A Sample Shelter Agreement with the American Red Cross is included in **APPENDIX B.**

In order to minimize confusion, prevent unauthorized use of shelter resources and facilitate the process of reunifying children with parents or guardians, community members seeking shelter should not be sheltered with remaining students and school staff. Emergency supplies stored by the school are for the sole use of the students and school staff. When children and staff have left the school, the principal may decide whether the unused shelter supplies will be offered to the community shelter occupants.

III – RESPONSE

SECTION III - RESPONSE

One of the true tests of leadership is the ability to recognize a problem before it becomes an emergency.

-- Arnold H. Glasow

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school nurse, the 911 Dispatcher, local fire department or police department, as appropriate.

A. CALLING 911

911 is a telephone number dedicated to calls for emergency assistance, such as a traffic accident, fires, paramedic service, crime in progress, bodily injury, imminent threat to life, or major property damage or loss.

The 911 Dispatcher is a trained dispatcher who will prompt what additional information is needed, based on the type of emergency (e.g., what the scene looks like, number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending upon the nature of the problem. It is very important for the dispatcher to obtain as much information as possible, in the interests of responder safety and to dispatch the correct level of medical response.

WHEN CALLING 911

- Remain calm.
- Speak slowly and clearly.
- Clearly state name and location of incident and your calling phone #.
- State your emergency
- Listen to all instructions. Allow 911 Dispatcher to direct conversation.
- Answer all questions completely.
- Remain on the line as long as Dispatcher instructs you to do so.

The 911 Dispatcher may ask you to stay on the line until responders arrive. This will assist the dispatcher in keeping the fire, police or rescue squad updated as the situation being reported unfolds.

WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.

- Provide your name, location of the incident and your location, if different from the scene of the emergency.

  Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.

- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.

- No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

CALLING 911 FROM A CELL PHONE

911 calls from cellular phones are answered by California Highway Patrol (CHP) personnel and routed to the proper agency. 911 personnel do not know the location from where you are calling. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

Time is of the essence. Every 911 Operator knows that. It hampers response when a 911 operator has to ask the caller for information several times over because he/she couldn't comprehend what was being said. Try to be as calm as possible and speak slowly and clearly. This ensures the 911 operator has the correct information the first time he/she asks for it.

B. ACTIVATING THE EMERGENCY OPERATIONS CENTER

The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.
If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

Examples of situations that could benefit from activation of the ICS include:

- Fire
- Explosion
- Earthquake
- Flood
- Death of a student or staff member (especially suicide, and especially if on-campus)
- Violence or threat of violence
- Bus accident involving student injuries
- Large event hosted on campus (graduation, large concert, large sporting event, etc.)

The ICS is flexible in scope and size. The Incident Commander may want to activate only portions of the team from the outset, and expand or contract it as the event progresses.

C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS

In addition to the Emergency Team assignments, every staff member has general responsibilities during an emergency.

PRINCIPAL/SITE ADMINISTRATOR

- ❑ Assume overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based upon the facts available, is of paramount importance.
- ❑ Identify the type of crisis. Obtain as much information about it as possible, and determine the appropriate response.
- ❑ Identify key staff who should be involved in planning the response.
- ❑ Activate the Incident Command System and, if appropriate, the Incident Command Post.
- ❑ Establish contact with the district Emergency Operations Center (EOC).
- ❑ Ascertain what action needs to be implemented. Secure the school building, if necessary.
- ❑ Maintain communication among all relevant staff at officially designated locations.
- ❑ Establish what information needs to be communicated to staff, students, families, and the community. How will they be informed? Who will do what?
- ❑ Ascertain medical needs. Monitor how emergency first aid is being administered to the injured.
- ❑ Decide if more equipment and supplies are needed.
- ❑ Identify what community resources need to be involved. Who needs to be contacted for additional assistance/support?
- ❑ Identify provisions required for special needs population.
- ❑ Determine whether special transportation arrangements are needed.
- ❑ Prepare informational letter for parents/guardians to squelch rumors.
- ❑ Arrange for post-disaster trauma counseling for students and staff.
- ❑ Identify follow-up activities that will be used to evaluate response.

OFFICE STAFF

- ❑ Provide assistance to principal, as needed.
- ❑ Handle telephones.
- ❑ Monitor radio emergency broadcasts and communications.
- ❑ Assist with health emergencies, as needed.
- ❑ Set up Student Release tables, if needed.
- ❑ Serve as messengers.

TEACHERS

- ❑ Supervise students in their charge.
- ❑ Direct evacuation of students to inside or outside assembly areas, in accordance with signals, warning, written notification or PA orders.
- ❑ Take attendance when class relocates to another assembly area.
- ❑ Report missing students to principal.
- ❑ Send students in need of first aid to school nurse or person trained in first aid. Acquire assistance for those who are injured and need to be moved.

INSTRUCTIONAL ASSISTANTS/AIDES

- ❑ Assist teacher, as needed.
- ❑ Maintain order in classroom and during evacuation**.**

CUSTODIANS/MAINTENANCE PERSONNEL

- ❑ Shut off gas and/or water if required by the emergency.
- ❑ Seal off doors, shut down HVAC system if required by the emergency.
- ❑ Examine buildings for damage; provide damage control.
- ❑ Keep principal/site administrator informed of condition of school.
- ❑ Assist as directed by the principal.

BUS DRIVERS

- ❑ Supervise the care of children if disaster occurs while they are in bus.
- ❑ Transfer students to a new location when directed.
- ❑ Transport individuals in need of medical attention.

NURSES/HEALTH ASSISTANTS

- ❑ Administer First Aid.
- ❑ Supervise administration of First Aid by those trained in it.
- ❑ Organize First Aid and medical supplies.
- ❑ Set up First Aid station, if needed.

OTHER SCHOOL EMPLOYEES

- ❑ Report to principal/site administrator for directions.

D. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

Emergency Actions are a set of simple directives and alert level procedures that may be implemented across a number of emergency situations. When an emergency occurs, it is critical that staff members take immediate steps to protect themselves and others. With Emergency Actions in place, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations. The Incident Commander will decide which Emergency Actions to implement, based on the situation.

The most common immediate emergency actions below are listed below, followed by specialized emergency actions. Specific steps to take for each of these are detailed in the following pages. Staff members must become familiar with each emergency action and be prepared to perform assigned responsibilities. All students must be taught what to do when any of the common emergency actions are implemented.

COMMON EMERGENCY ACTIONS	
ALL CLEAR Used to conclude other immediate emergency actions and to notify staff and students that normal school operations can resume.	**DROP/DUCK/COVER AND HOLD ON** The action taken during an earthquake to protect students and staff from flying and falling debris.
EVACUATION The orderly movement of students and staff from school buildings to another area when conditions outside are safer than inside.	**LOCKDOWN** Initiated when there is an immediate or imminent threat to occupants of a school building and movement within will put students and staff and jeopardy. Lockdown involves a “no one in, no one out” scenario.
SHELTER IN PLACE Implemented to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants.	**STAND BY** Notifies students and staff that further instructions will follow shortly.
SPECIALIZED EMERGENCY ACTIONS	
CONVERT SCHOOL Initiated when a requirement exists during a disaster for community medical facilities or community shelters (run by the Marin County Department of Health and Human Services or American Red Cross)	**DIRECTED TRANSPORTATION** Implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from an area of danger to an area of lesser danger.
OFF-SITE EVACUATION Implemented when it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.	**REVERSE EVACUATION** Initiated if an incident occurs while students are outside and conditions are safer inside the building.
STUDENT RELEASE Instructs staff to prepare for releasing students from school during the academic day.	**TAKE COVER** Instructs staff and students to move to and take refuge in the best-shielded areas within the school buildings.

EMERGENCY ACTION ALL CLEAR

ALL CLEAR is used to conclude other immediate actions taken upon an emergency to notify staff and students that normal school operations can resume. **ALL CLEAR** signifies that the emergency is over. This is the final ACTION used to conclude the following actions:

- **DUCK, COVER and HOLD ON**
- **EVACUATION and REVERSE EVACUATION**
- **LOCKDOWN**
- **SHELTER IN PLACE**
- **STANDBY**
- **TAKE COVER**

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example:	"**Your attention please**. (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR.** (Pause) **ALL CLEAR**. (Pause). **It is now OK to resume normal school activities. Thank you all for your cooperation**."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if appropriate.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine that the emergency is over and it is safe to resume classes. It may be necessary to talk to first responders to make this determination.
- ❑ Make the **ALL CLEAR** announcement.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ As soon as the **ALL CLEAR** announcement has been made, return to the classroom or to desks and chairs, unlock doors and windows, and immediately begin discussions and activities in classrooms to assist students in addressing fear, anxiety and other concerns.
- ❑ Use Parent Telephone Alert System, if appropriate.

EMERGENCY ACTION DUCK, COVER AND HOLD ON

DUCK, COVER AND HOLD ON is the action taken during an earthquake to protect students and staff from flying and falling debris. It is appropriate action for:

- Earthquake
- Explosion

ANNOUNCEMENT:

The following announcement will be made over the public address system and by teachers in classrooms:

Example:	"**Attention please. We are experiencing seismic activity. For your protection, follow DUCK, COVER AND HOLD ON procedures. Get under a table or desk, away from windows and anything that could fall and hurt you. Hold that position until the shaking stops or until you receive further instructions**."

STAFF AND STUDENT ACTIONS:

Inside

- ❑ Arrange desks so that they do not face windows.
- ❑ Instruct students to move away from windows.
- ❑ Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between knees, hold on to a table leg with one hand and cover the back of the neck with the other arm.
- ❑ Remain in place until shaking stops or for at least 20 seconds. When quake is over, leave building. Do not run. Avoid routes with architectural overhangs. Do not re-enter building until declared safe by competent authority.

Outside

- ❑ Instruct students to move away from buildings, trees, overhanging wires and **DUCK, COVER and HOLD ON.**
- ❑ Upon the command **DUCK, COVER AND HOLD ON**, immediately move away from objects which might topple over, drop to the ground or get under a table close by, place head between knees, and cover back of neck with arms and hands.
- ❑ Remain in place until shaking stops or for at least 20 seconds.

EVACUATION is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety. **EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

See next page for how to assist those with disabilities during an evacuation.
See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Provided time is available, make an announcement over the public address system:

Example:	"**Attention please. We need to institute an EVACUATION of all buildings. Teachers are to take their students to their designated Assembly Area. Students please remain with your teacher**."

3. Implement Special Needs Evacuation Plan (see **Section II – Preparedness**).
4. Use messengers with oral or written word to deliver additional instructions to teachers in hold areas.

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ The Assembly Area should be a safe location on the school campus away from the building and emergency response equipment that may arrive at the school. If unsafe for the current emergency, designate an alternate Assembly Area.
- ❑ When clearance to return to the buildings is determined or received from appropriate agencies, announce **ALL CLEAR** to return to classrooms and resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to leave the building in an orderly manner using the designated evacuation routes and reassemble in the assigned Assembly Area.

- ❑ Take the emergency backpack and student roster when leaving the building and take attendance when the class is reassembled in a safe location. Report attendance to the Incident Commander/designee.
- ❑ Remain in the Assembly Area until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, and lifting may be dangerous. Some non-ambulatory people also have respiratory complications. Remove them from smoke and vapors immediately

To alert visually-impaired individuals

- ❑ Announce the type of emergency.
- ❑ Offer your arm for guidance.
- ❑ Tell person where you are going, obstacles you encounter.
- ❑ When you reach safety, ask if further help is needed.

To alert individuals with hearing limitations

- ❑ Turn lights on/off to gain person's attention -OR-
- ❑ Indicate directions with gestures –OR-
- ❑ Write a note with evacuation directions.

To evacuate individuals using crutches, canes or walkers

- ❑ Evacuate these individuals as injured persons.
- ❑ Assist and accompany to evacuation site, if possible -OR-
- ❑ Use a sturdy chair (or one with wheels) to move person -OR-
- ❑ Help carry individual to safety.

To evacuate individuals using wheelchairs

- ❑ Give priority assistance to wheelchair users with electrical respirators
- ❑ Most wheelchairs are too heavy to take downstairs; consult with the person to determine the best carry options.
- ❑ Reunite person with the wheelchair as soon as it is safe to do so.

EMERGENCY ACTION LOCKDOWN

LOCKDOWN is initiated to isolate students and school staff from danger when there is a crisis inside the building and movement within the school might put students and staff in jeopardy. **LOCKDOWN** is used to prevent intruders from entering occupied areas of the building. The concept of **LOCKDOWN** is no one in, no one out. All exterior doors are locked, and students and staff must remain in the classrooms or designated locations at all times. Teachers and other school staff are responsible for accounting for students and ensuring that no one leaves the safe area. **LOCKDOWN** is not normally preceded with an announcement. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Gunfire
- Rabid animal at large
- Extreme violence outside the classroom

LOCKDOWN differs from **SHELTER-IN-PLACE** because it does not involve shutting down the HVAC systems and does not allow for the free movement of staff and students in the building.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:	"**Attention please. We have an emergency situation and must implement LOCKDOWN procedures. Students go immediately to the nearest classroom. Teachers lock classroom doors and keep all students inside the classroom until further notice. Do not open the door until notified by an administrator or law enforcement."**

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Make the announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided.
- ❑ Call 911. Provide location, status of campus, all available details of situation.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that it is safe to unlock the doors and return to the normal class routine.
- ❑ Send home with students a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ If it is safe to clear the hallways, bathrooms and open areas, direct students to the closest safe classroom.
- ❑ Immediately lock doors and instruct students to lie down on the floor.
- ❑ Close any shades and/or blinds if it appears safe to do so.
- ❑ Remain quiet and calm in the classroom or secured area until further instructions are provided by the principal or law enforcement.

STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.
- ❑ If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library. Lock the door or move furniture or trash can to bar access to the room. Remain quiet until further instructions are provided by the principal or police.

SHELTER IN PLACE is a short-term measure implemented when there is a need to isolate students and staff from the outdoor environment to prevent exposure to airborne contaminants. The procedures include closing and sealing doors, windows and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE allows for the free movement of staff and students within the building, although one should not leave the room until further instructions are received. Those in bungalows and buildings with exterior passageways must remain in the classroom while **SHELTER IN PLACE** is instituted. It is appropriate for, but not limited to, gas leaks, external chemical release, dirty bombs and hazardous material spills.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

> Example: "**Attention please. We have a hazard in the community and are instituting SHELTER IN PLACE procedures. Students and staff should remain inside with windows and doors securely closed and air conditioning units turned off. Those who are outside should immediately move to the protection of an inside room. Do not go outdoors until you receive further instructions**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Make an announcement on the public address system. Give clear instructions, remain calm and convey reassurance that the situation is under control.
- When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction to indicate that the normal school routine can resume.
- Make arrangements for central HVAC shutdown, as necessary.

TEACHER and STAFF ACTIONS:

- Immediately clear students from the halls. Stay away from all doors and windows.
- Keep all students in the classroom until further instructions are received. Assist those needing special assistance.
- Secure individual classrooms: a) close and lock doors and windows; b) shut down the classroom HVAC system; c) turn off local fans in the area; d) seal gaps under doors and windows with wet towels or duct tape; e) seal vents with aluminum foil or plastic wrap; and f) turn off sources of ignition, such as pilot lights.
- Take attendance and call report in to school secretary. Wait for further instructions.

STUDENT ACTIONS:

- Proceed to the classroom, if it is safe to do so. If not, follow teacher or staff directions to nearby classrooms or other rooms (e.g., auditorium, library, cafeteria, multi-purpose room). If these are unsafe, follow instructions to proceed to an alternative indoor location.

STAND BY is appropriate for all disasters or emergencies, except those that occur without warning. **STAND BY** must be followed by another ACTION or the **ALL CLEAR** instruction to return to normal school activities.

ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system:

Example:	"**Attention please. (**Pause) **STAND BY. (**Pause) **STAND BY. (**Pause**) STAND BY. (**Pause**) Additional information will follow."**

2. Use messengers with oral or written word as an alternate means of faculty notification.
3. Use Parent Telephone Alert System, if appropriate.

STAFF ACTIONS:

- If outside, teachers are to return students to their classrooms.
- If inside, teachers will hold students in classrooms pending receipt of further instructions.
- **STAND BY** must be followed by another ACTION or **ALL CLEAR** instruction to return to normal school activities.

EMERGENCY ACTION CONVERT SCHOOL

CONVERT SCHOOL is implemented during a disaster when a requirement exists for community medical facilities or shelters. **CONVERT SCHOOL** will be initiated only by the Superintendent and/or upon the request of officials from the Department of Health and Human Services or the American Red Cross as arranged by a prior written Memorandum of Understanding between the school district and the public agency. This action is normally preceded by another ACTION such as **EVACUATION**. If the Red Cross chooses a school as a community shelter, it will arrange shelter set-up. After an earthquake, potential shelter locations are checked by a local building inspector approved by local government authorities before a determination is made to use the school site as a shelter.

ANNOUNCEMENT:

During School Hours

1. Make the following announcement in person directly or over the public address system:

Example:	"**Attention please.** (Pause) **CONVERT SCHOOL.** (Pause) **CONVERT SCHOOL.** (Pause) **Thank you**."

Other than School Hours

2. Use the School Personnel Telephone Notification System to notify all school employees.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

During School Hours

- Dismiss all classes or, if the situation dictates, hold students at school for temporary care.
- Convert the school into an Emergency Hospital, First Aid Station or community shelter for congregate care. (Community shelter is operated by the Department of Health and Human Services or the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

Other than School Hours

- Alert school employees through the School Personnel Alerting System.
- Suspend scheduled classes. Use Telephone Alert System and Parent Notification System. Notify District Office for assistance by other means.
- Convert of the school into an emergency hospital, vaccination station (operated by the Department of Health and Human Services or community shelter (operated by the American Red Cross.)
- When converting the school to an Emergency Hospital or First Aid Station, follow the guidance and directions of the medical personnel upon their arrival.

DIRECTED TRANSPORTATION is implemented when students and staff are loaded into school buses, cars and any other available means of transportation and moved from a dangerous area to an area of lesser danger. This ACTION will normally be preceded by **STAND-BY, EVACUATION** or another ACTION. **DIRECTED TRANSPORTATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Fire
- Flood

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the public address system:

Example:	"**Attention please.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **DIRECTED TRANSPORTATION when dismissal bell rings.** (Pause) **Thank you**."

2. Use messengers with oral or written word as an alternate means of staff notification.
3. Use Parent Telephone Notification System, if time permits.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Prior to implementing **DIRECTED TRANSPORTATION**, determine the following:

- ❑ Who is assigned to each loading area? _____
- ❑ Where are loading areas? _____
- ❑ What, if any, change in vehicle traffic patterns are necessary? _____
  _____
- ❑ What staff supervises this ACTION, and where? _____
- ❑ How can sufficient transportation be arranged to accommodate the entire student population and staff? _____

TEACHER ACTIONS:

- ❑ Take attendance before leaving the campus.
- ❑ Upon arrival at the safe site, take attendance again after students exit the bus.
- ❑ Report attendance to the Principal/designee.
- ❑ Keep students together. Remain calm.

BUS DRIVER ACTIONS:

- ❑ Take the safest route to the pre-identified evacuation sites.
- ❑ Avoid dangers such as driving though flooded roads, crossing over swollen creeks, etc.

STUDENT ACTIONS:

- Remain quiet and seated while on the bus.
- Keep head, hands, backpacks, *etc*. away from the open windows.
- Stay together at the alternate site. Remain calm.
- Report any injuries or problems to teachers or staff members.

To evacuate by other vehicles

If buses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

- Drivers should take the safest route to the pre-identified evacuation sites.
- Account for all students before transportation occurs and after arrival at the safe site.

OFF-SITE EVACUATION is implemented when it is unsafe to remain on the school campus, and evacuation to an off-site assembly area is required. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated area of safety. **OFF-SITE EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

- Fire
- Bomb threat
- Chemical accident
- Explosion or threat of explosion
- Post earthquake

OFF-SITE EVACUATION may require **DIRECTED TRANSPORTATION.**
See also **EVACUATION** and **REVERSE EVACUATION**, implemented when it is unsafe to remain outside.

ANNOUNCEMENT:

1. Fire alarm (bell or horn signal).
2. Make an announcement over the public address system:

Example:	"**Attention please. We need to institute an OFF-SITE EVACUATION Teachers are to take their students to the designated offsite assembly area. Students are to remain with their teacher**."

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
- ❑ Call 911. Provide school name and location of off-site evacuation, reason for evacuation, number of staff and students being evacuated.
- ❑ When clearance is received from appropriate agencies, give the **ALL CLEAR** instruction and authorize students and staff to return to the classrooms.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Take attendance before leaving campus. Instruct students to evacuate the building, following designated routes, and assemble in their assigned offsite Assembly Area. Bring along the emergency classroom backpack.
- ❑ If walking to a nearby site, keep students lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site.
- ❑ Take the student roster when leaving the building. Take attendance when the class is reassembled in a safe offsite location. Report attendance to Principal/designee.
- ❑ Remain in place until further instructions are given.

REVERSE EVACUATION is implemented when it is unsafe to remain outside the campus and staff and students must immediately return indoors. This ACTION is considered appropriate for, but is not limited to, the following types of emergencies:

- Chemical accident
- Flood
- Explosion
- Rabid animal on campus

See also **EVACUATION** and **OFF-SITE EVACUATION**, when it is unsafe to remain on campus.

ANNOUNCEMENT:

1. Make an announcement over the public address system or in person directly:

Example:	"**Attention please. We need to institute a REVERSE EVACUATION. Staff and students should move inside as quickly and orderly as possible. Students are to return to their [current or previous] classroom**."

PRINCIPAL/SITE ADMINISTRATOR:

- ❑ Determine a safe inside location on the school campus for parents, visitors and contractors on campus when the emergency occurs.
- ❑ When clearance is determined or received from appropriate agencies that it is safe to be outdoors, announce **ALL CLEAR** to resume school activities.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- ❑ Instruct students to return to the building and their current classroom or the previous one they attended. Remind them to enter the building in an orderly and quiet manner.
- ❑ Take attendance when the class is reassembled in the classroom. Report attendance to the Incident Commander/designee.
- ❑ Remain in the classroom until further instructions are given.
- ❑ Wait for another ACTION or the **ALL CLEAR** instruction to return to school buildings and normal class routine.

Certain situations may involve releasing students from school or relocating them at a time when parents expect their children to be at the school site. Student release will be implemented by a school administrator in times of extreme emergency that warrant its execution. Whenever possible, it is preferred that students remain at school during the academic day.

FOUR STEPS FOR STAFF

1. At REQUEST TABLE, verify parent ID and authorization.
2. Direct parent to RELEASE TABLE; radio or send runner for student.
3. At RELEASE TABLE, verify Student Request Form is signed
4. Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

1. Fill out Student Request Form.
2. Show photo ID at REQUEST TABLE.
3. Move to RELEASE TABLE to wait for student.
4. Leave campus immediately after student is released to your custody.

INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

- ❑ Set up Incident Command Post (ICP).
- ❑ Notify staff of school evacuation and communicate that this is not a drill.
- ❑ Designate the Student Assembly Area or direct teachers to a pre-designated spot. Analyze situation; re-evaluate evacuation spot to determine if students should be moved.
- ❑ Determine medical and assistance needs after population assessment. Determine search and rescue needs.
- ❑ Reassess as situation changes. Reassign emergency teams as needed.
- ❑ Keep staff informed as to status of missing students.

TEACHER and STAFF ACTIONS:

- ❑ Evacuate students to designated area, with students grouped as determined by district or school site.
- ❑ Take roll by distributing pre-labeled nametags to each student.
- ❑ Report population assessment to Incident Commander by holding up green or red card. Mark undistributed nametags with student status beside name:
  A = Absent
  M = Medical; students taken to the First Aid station
  U = Missing/Unaccounted
- ❑ Send undistributed nametags to the Student Request Table.
- ❑ Organize students. Monitor students' medical and emotional condition.
- ❑ Extra staff should partner for other assigned duties; report to Command Post.

<u>TEAM ASSIGNMENTS</u>
STUDENT RELEASE TEAM

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables at least 20 feet apart to reduce crowding. For large student body, establish several lines at the Request Table for speedier processing.

- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

TRAFFIC CONTROLLER (Staff members and/or parent volunteers):

- ❑ Set out parking area directional signs and enlarged site map with walking path designated for parents picking up students.
- ❑ Set out traffic cones to cordon off parking for emergency vehicles.
- ❑ Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- ❑ Report to Incident Command Post any crowd control issues in parking lot and on school grounds.
- ❑ For schools with no room for parent parking and turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.

PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):

- ❑ Provide information about student release procedures to parents.
- ❑ Maintain white board with special information.
- ❑ Learn which students need medical attention and attempt to locate their parents.

CRISIS INTERVENTION COUNSELOR (Health practitioner)

- ❑ Maintain order at Student Request Table; calm agitated parents and students.
- ❑ Facilitate delivery of information to parents of students with special circumstances (e.g. missing, injured, deceased).
- ❑ Escort parents to First Aid Station to reunite with injured students.

RUNNERS (Staff, students and/or parent volunteers - number depends on size of campus)

- ❑ Take Student Request Form to Student Assembly Area to find requested student. Alternately, a walkie-talkie may be used to request a student from the Assembly Area.
- ❑ Retrieve student and escort him/her to Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

TAKE COVER is implemented when it is necessary to move to and take refuge in the best-shielded areas within the school buildings. It is appropriate for, but not limited to, the following:

- Actual enemy attack or imminent threat of attack
- Severe windstorm with little or no warning

Enemy Attack

ANNOUNCEMENT:

1. A three (3) minute undulating siren tone will sound for schools near an Attack Warning Siren.
2. If not near an Attack Warning Siren, make the following announcement in person directly or over the school public address system:

   Example: **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Enemy attack imminent**."

3. Sound continuing short buzzer or bell signals.
4. Use messengers with oral or written word as an alternate means of faculty notification.

Natural Disasters

ANNOUNCEMENT:

1. Make the following announcement in person directly or over the school public address system:

   Example: **"Attention please.** (Pause) **TAKE COVER (**Pause**) TAKE COVER.** (Pause) **TAKE COVER** (Pause) **Severe windstorm imminent**."

2. Sound continuing short buzzer or bell signals.
3. Use messengers with oral or written word as an alternate means of faculty notification.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- ❑ Give clear instructions, remain calm and convey reassurance.
- ❑ When clearance is received from appropriate agencies, give another ACTION instruction or the **ALL CLEAR** to indicate that the normal school activities can resume.
- ❑ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

E. EMERGENCY RESPONSES

This section establishes procedures to be followed that will minimize or nullify the effects of the 44 emergencies listed below. The response procedures are intended primarily as a ready reference for all staff to be studied and practiced prior to the occurrence of an emergency.

The emergencies outlined in this section are:

- Accident at School III-23
- Aircraft Crash III-24
- Air Pollution Alert III-26
- Allergic Reaction III-27
- Animal Disturbance III-28
- Biological Agent Release III-29
- Bomb Threat III-31
- Bus Accident III-34
- Chemical Accident (offsite) III-36
- Chemical Accident (onsite) III-37
- Civil Disobedience III-38
- Criminal Act III-40
- Death of a Student III-41
- Death of a Staff Member III-42
- Dirty Bomb III-43
- Earthquake III-45
- Explosion III-47
- Fire (offsite) III-48
- Fire (onsite) III-49
- Flood III-50
- Gas Odor/Leak III-51
- Hazardous Materials III-52
- Hostage Situation III-53
- Intruder III-54
- Irrational Behavior III-55
- Kidnapping III-56
- Medical Emergency III-57
- Missing Student III-58
- Motor Vehicle Crash III-60
- Pandemic Influenza III-60
- Poisoning / Contamination III-62
- Public Demonstration III-63
- Sexual Assault III-64
- Shooting III-65
- Storm/Severe Weather III-67
- Student Riot III-68
- Suicide Attempt III-69
- Suspicious Package III-70
- Terrorist Attack/War III-71
- Threat Level Red III-72
- Threats/Assaults III-73
- Tsunami III-74
- Utility Failure III-76
- Weapon III-77

INCIDENTS OF VIOLENCE ON CAMPUS

Several of the following emergency scenarios involve an incident of violence on campus. When such an emergency occurs, it is essential that the safety and welfare of students and staff are addressed. This includes the provision of support and counseling immediately and in the longer term. The guidelines below should be followed by the principal and other key personnel.

WITHIN 24 HOURS

- ❑ Gather the facts
- ❑ Ensure appropriate intervention to minimize additional injury
- ❑ Provide first aid where necessary
- ❑ Ensure the safety and welfare of students and staff
- ❑ Set up an Emergency Operations Center, if appropriate
- ❑ Contact the District Office to report the critical incident
- ❑ Assess the need for support and counseling for those directly and indirectly involved
- ❑ Manage the media (Public Information Officer/Principal)
- ❑ Set up a recovery room
- ❑ Provide factual information to staff, students and the school community
- ❑ Ensure that the privacy of students and staff is maintained
- ❑ Organize assistance such as transport home

WITHIN 48-72 HOURS

- ❑ Debrief all relevant persons
- ❑ Arrange counseling as needed
- ❑ Provide opportunities for staff and students to talk about the incident
- ❑ Continue to provide updates to staff, students and the school community.
- ❑ Act to dispel rumors
- ❑ Restore normal functioning and service delivery as soon as possible
- ❑ Where necessary, make arrangements to cover classes, arrange leave and employ temporary substitute teachers
- ❑ Implement protocols for a student or staff member, if required

WITHIN THE FIRST MONTH

- ❑ Note student and staff behavioral changes such as reports that individuals cannot sleep, uncharacteristic difficulty coping with work, easily agitated. Where these occur, encourage referral to appropriate support services
- ❑ Maintain school contact with hospitalized students and staff

Whether an accident is unintentional and results in minor injury or is the result of aggressive behavior on campus, it is important to complete a written report of the incident. Accident Report and Behavioral Incident Report forms are available at the school office.

STAFF ACTIONS:

- θ Report accident to principal and school office.
- θ Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive.
- θ For relatively minor events, take students to school office or school nurse for assistance.
- θ Complete an Accident Report or Behavioral Incident Report to document what occurred.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Provide appropriate medical attention. Call 911, if needed.
- θ Contact parents, guardians as appropriate to seek appropriate follow-up services, if needed.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- θ Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- θ Provide staff with a one-page list of emergency procedures in case of an accident or injury on the playground or in the building (e.g., First Aid Manual, Bloodborne Pathogen Program).
- θ Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the size of the aircraft, nature of the crash, and proximity to the school. If it is safe to remain inside the building, all students should be kept in the school under supervision. The crash may also result in an explosion, chemical spill or utility interruption.

Aircraft crashes into the school

STAFF ACTIONS:

- Notify Principal.
- Move students away from immediate vicinity of the crash.
- **EVACUATE** students from the building using primary and/or alternate fire routes to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- Check school site to assure that all students have evacuated.
- Take attendance at the assembly area.
- Report missing students to the Principal /designee and emergency response personnel.
- Maintain control of the students a safe distance from the crash site.
- Care for the injured, if any.
- Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify police and fire department (call 911).
- Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify District Superintendent, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Secure area to prevent unauthorized access until the Fire Department arrives. Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

- Notify Principal.

- θ Move students away from immediate vicinity of the crash.
- θ Remain inside with students unless subsequent explosions or fire endanger the building.

\PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Initiate **SHELTER IN PLACE**, if warranted.
- θ Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Notify District Superintendent, who will contact the Office of Emergency Services.
- θ Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Severe air pollution may affect students and staff who are susceptible to respiratory problems.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- θ Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- θ When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- θ Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- θ Instruct employees to minimize strenuous physical activity.
- θ Cancel any events that require the use of vehicles.
- θ Urge staff and high school students to minimize use of vehicles.

STAFF ACTIONS:

- θ Remain indoors with students.
- θ Minimize physical activity.
- θ Keep windows and doors closed.
- θ Resume normal activities after the All Clear signal is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

There are many types of medical conditions that may trigger an allergic reaction, among them anaphylactic shock, diabetes and sickle cell anemia. Possible symptoms of an allergic reaction include skin irritation or itching, rash, hives, nasal itching or sneezing, localized swelling, swollen tongue, restlessness, sweating, fright, shock, shortness of breath, vomiting, cough and hoarseness. School nurses have a specialized health care plan for certain conditions and should be contacted for any sign of allergic reaction.

STAFF ACTIONS:

- If imminent risk, call 911.
- Send for immediate help (Firs Aid, CPR, medical) and medication kit (for known allergies).
- Notify principal.
- Assist in getting "Epi" (Epinephrine) pen for individuals who carry them (usually in backpack), and prescription medications (kept by school nurse).
- If an insect sting, remove stinger immediately.
- Assess situation and help student/staff member to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If imminent risk, call 911 (always call 911 if using "Epi" pen).
- Notify parent or guardian.
- Administer medication, by order of a doctor, if appropriate; apply ice pack to affected area, keep victim warm or take other actions as indicated.
- Observe for respiratory difficulty.
- Attach a label to the person's clothing indicating: time & site of insect sting or food ingested, name of medicine, dosage and time administered.

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an "Epi" pen in the school office and notify staff as to location.
- Emergency health card should be completed by parents for each child and should be easily accessible by school personnel.
- Provide bus drivers with information sheets for all known acute allergic reactors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

- _____

EMERGENCY RESPONSE ANIMAL DISTURBANCE

If there is a rabid or uncontrollable animal on campus, implement this procedure when any wild animal threatens the safety of the students and staff

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Isolate the students from the animal. Close doors and lock tables as a means to isolating the animal.
- θ If the animal is outside, keep students inside and institute a **LOCKDOWN**.
- θ If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal
- θ Contact the Marin Humane Society for assistance in removing the animal.
- θ If the animal injures anyone, seek medical assistance from the school nurse.
- θ Notify parent/guardian and recommended health advisor.

STAFF/TEACHER ACTIONS:

- θ If the animal is outside, keep students inside. Lock doors and keep students away from the windows.
- θ If the animal is inside**, EVACUATE** students to a sheltered area away from the animal.
- θ Notify the principal if there are any injuries.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BIOLOGICAL AGENT RELEASE

This is an incident involving the discharge of a biological substance in a solid, liquid or gaseous state. Such incidents may include the release of radioactive materials. A biological agent can be introduced through:

- postal mail, via a contaminated letter or package
- a building's ventilation system
- a small explosive device to help it become airborne
- a contaminated item such as a backpack, book bag, or other parcel left unattended
- the food supply
- aerosol release (for example, with a crop duster or spray equipment)

Defense against biological release (e.g. anthrax, smallpox, plague, ricin etc.) is difficult because usually appear after some time has lapsed. Indicators that may suggest the release of a biological or chemical substance include multiple victims suffering from: watery eyes, choking or breathing difficulty, twitching or the loss of coordination. Another indicator is the presence of distressed animals or dead birds. Determine which scenario applies and implement the appropriate response procedures.

Outside the building

STAFF ACTIONS:

- θ Notify principal.
- θ Move students away from immediate vicinity of danger (if outside, implement **REVERSE EVACUATION**).
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals. Send affected individuals to a designated area medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **SHELTER IN PLACE**.
- θ Shut off HVAC units.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Notify District Superintendent of the situation.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Complete the Biological and Chemical Release Response Checklist
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.

- θ Arrange for psychological counseling for students and staff.

Inside the building

STAFF ACTIONS:

- θ Notify principal or site administrator.
- θ Segregate individuals who have been topically contaminated by a liquid from unaffected individuals.
- θ Implement **EVACUATION** or **OFF-SITE EVACUATION**, as appropriate. Send affected individuals to a designated area for medical attention.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- θ Move up-wind from the potential danger.
- θ Call 911. Provide exact location and nature of emergency.
- θ Designate security team to isolate and restrict access to potentially contaminated areas.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Notify District Superintendent of the situation.
- θ Arrange for immediate psychological counseling for students and staff.
- θ Complete the Biological and Chemical Release Response Checklist
- θ Wait to return to the building until it has been declared safe by local HazMat or appropriate agency.

THOSE WHO HAVE DIRECT CONTACT WITH BIOLOGICAL AGENT:

- θ Wash affected areas with soap and water.
- θ Immediately remove and contain contaminated clothing
- θ Do not use bleach on potentially exposed skins.
- θ Remain in safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

In the event that the school receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

PERSON RECEIVING THREAT BY TELEPHONE:

- θ Listen. Do not interrupt caller.
- θ Keep the caller on the line with statements such as *"I am sorry, I did not understand you. What did you say?"*
- θ Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- θ Notify site administrator immediately after completing the call.
- θ Complete the Bomb Threat Checklist.

Telephone Bomb Threats

- Remain calm/courteous.
- Read phone's visual display.
- Listen, don't interrupt.
- Keep caller talking. Pretend hearing difficulty.
- Notice details: background noises, voice description.
- Ask: When? Where? What? How?
- Don't touch any suspicious objects.

Call 911

PERSON RECEIVING THREAT BY MAIL:

- θ Note the manner in which the threat was delivered, where it was found and who found it.
- θ Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- θ Caution students against picking up or touching any strange objects or packages.
- θ Notify principal or site administrator.

PRINCIPAL/SITE ADMINISTATOR ACTIONS:

- θ Call 911.
- θ If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of school, name of caller, phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- θ Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.

- θ Determine whether to evacuate the threatened building and adjoining buildings. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- θ Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.
- θ If it is necessary to evacuate the entire school, use the fire alarm.
- θ Notify the District Superintendent of the situation.
- θ Direct a search team to look for suspicious packages, boxes or foreign objects.
- θ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- θ Avoid publicizing the threat any more than necessary.

SEARCH TEAM ACTIONS:

- θ Use a systematic, rapid and thorough approach to search the building and surrounding areas.
- θ Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
  - θ If suspicious item is found, make no attempt to investigate or examine object.

STAFF ACTIONS:

- θ Evacuate students as quickly as possible, using primary or alternate routes.
- θ Upon arrival at the designated safe site, take attendance. Notify the principal/site administrator of any missing students.
- θ Do not return to the building until emergency response officials determine it is safe.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE BOMB THREAT CHECKLIST

To be completed by person receiving the call

CALL RECEIVED BY: _____ **DATE** _____ **TIME** _____

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen.
Do not interrupt the caller except to ask:

1. *What time is the bomb set for?* _____
2. *Where has it been placed?* _____
3. *What does it look like?* _____
4. *Why are you doing this?* _____
5. *Who are you?* _____

Words used by caller: _____

_____

Description of caller:	θ Male	θ Female	θ Adult	θ Juvenile
Estimate age of caller:	_____	**Other notes:** _____		
Voice characteristics:	θ Loud	θ Soft	θ Deep	θ High Pitched
	θ Raspy	θ Pleasant	θ Intoxicated	θ Nasal
	Other: _____			
Speech:	θ Rapid	θ Slow	θ Disguised	θ Normal
	θ Laughing	θ Slurred	θ Lisp	θ Stutter
	Other: _____			
Manner:	θ Calm	θ Angry	θ Irrational	θ Excited
	θ Coherent	θ Incoherent	θ Deliberate	θ Crying
	θ Emotional	θ Righteous	θ Laughing	θ Foul
Language:	θ Excellent	θ Good	θ Fair	θ Poor
	Use of certain phrases: _____			
Accent:	θ Local	θ Foreign	θ Regional	
	Other: _____			
Background Noises:	θ Airplane	θ Animals	θ Industrial Machines	
	θ Static	θ Motors	θ Office Machines	
	θ Quiet	θ Music	θ Party Scene	
	θ Street Traffic	θ Trains	θ PA System	
	θ TV	θ Voices	θ Other	

Each school should maintain a folder for each bus serving the school. This folder should contain rosters, including an emergency telephone number for each student assigned to ride the bus. The teacher in charge of a special activity trip should prepare trip bus folders; one copy of the student emergency contact information should be placed in the trip folder and a second copy should accompany the teacher on the trip. Bus drivers may need to make spontaneous, independent decisions, base don the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

- θ Turn off power, ignition and headlights. Use safety lights, as appropriate.
- θ Evaluate the need for evacuation.
- θ Remain with the vehicle. Notify California Highway Patrol.

STAFF ACTIONS AT THE SCENE:

- θ Call 911, if warranted.
- θ Notify principal.
- θ Implement basic first aid until emergency medical services and/or law enforcement arrives and takes charge of the emergency.
- θ Move all uninjured students to a safe distance from the accident.
- θ Document the names of all injured students and their first aid needs.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify law enforcement.
- θ Notify parents/guardians of all students on the bus as soon as accurate information is available.
- θ Designate a school staff representative to proceed to any medical treatment facility to which an injured student has been taken to assist parents and provide support to students, as appropriate.
- θ Notify school community about the incident and status of injured students and/or staff. Prepare news release for media, if appropriate.

Earthquake during bus trip

BUS DRIVER ACTIONS:

- θ Issue DUCK, COVER and HOLD ON instruction.
- θ Stop bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees or other dangerous situations.
- θ Set brake, turn off ignition and wait for shaking to stop.
- θ Check for injuries and provide first aid, as appropriate.

- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ If instructed to continue route,
- θ Enroute to school, continue to pick up students.
- θ Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- θ If it is impossible to return to school, proceed to nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- θ Remain with students until further instructions are received from site administrator.
- θ Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

- θ Do not drive through flooded streets and/or roads.
- θ Take an alternate route or wait for public safety personnel to determine safe route.
- θ If the bus is disabled, stay in place until help arrives
- θ Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- θ Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- θ Account for all students and staff throughout the emergency.

ADDITIONAL STEPS:

- _____
- _____
- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (offsite)

Chemical accidents the magnitude of a disaster could result from a transportation accident or an industrial spill, involving large quantities of toxic material.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close doors and restrict access to affected area.
- θ Notify principal/site administrator.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- θ Notify Maintenance/Building and Grounds Manager.
- θ Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- θ If **SHELTER-IN-PLACE,** close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- θ If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths.
- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- θ Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE CHEMICAL ACCIDENT (onsite)

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Any such accidents could endanger the students and staff. Hazardous material spills may occur inside a building, such as a spill in a chemistry lab.

PERSON DISCOVERING SPILL:

- θ Alert others in immediate area to leave the area.
- θ Close windows and doors and restrict access to affected area.
- θ Notify principal/site administrator.
- θ DO NOT eat or drink anything or apply cosmetics.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify Fire Department and the Department of Public Health. Provide the following information:
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released; name of substance, if known
  - Characteristics of spill (color, smell, visible gases)
  - Injuries, if any
  - Your name and telephone number
- θ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- θ If necessary, proceed with school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- θ Post a notice on the school office door stating location of alternate school site.
- θ Notify District Superintendent of school status and location of alternate site.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

STAFF ACTIONS:

- θ If **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- θ Upon arrival at evacuation site, take attendance. Notify principal/site administrator of any missing students.
- θ Upon arrival at evacuation site, take roll and report attendance to Principal immediately. Notify emergency response personnel of any missing students.
- θ Do not return to the building until emergency response personnel have determined it is safe.

A civil disturbance is an unauthorized assemblage on the school grounds with the potential to

- disrupt school activities;
- cause injury to staff and students; and/or
- damage property.

Precautionary measures must be taken to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students in their classrooms.

Inside School

STAFF ACTIONS:

- θ Report disruptive circumstances to principal/site administrator.
- θ Avoid arguing with participant(s).
- θ Have all students and employees leave the immediate area of disturbance.
- θ Lock doors. Account for all students and remain in classroom unless instructed otherwise by the principal or law enforcement.
- θ Stay away from windows and exterior doors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- θ Set up a communication exchange with the students, staff and principal. Try to restore order.
- θ If unable to calm students and violent or uncontrolled behavior is probably, notify police of situation and request assistance.
- θ Send home with students for their parents/guardians a brief written description of the emergency, how it was handled and, if appropriate, what steps are being taken in its aftermath.

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.
- θ Once students are in the school building, lock and secure all exterior doors, including restrooms. Have custodians remove trash containers and other burnable items from public access.
- θ Cancel all outside activities.
- θ Maintain an accurate record of events, conversations and actions.
- θ Assign staff members to assist nurse as necessary.

STAFF ACTIONS:

- θ Close and lock classroom doors. Close all curtains and blinds. Keep students away from windows and take precautions to protect them from flying glass in the event windows are broken.
- θ Instruct students to **DUCK AND COVER**, lie on the floor and keep students calm.
- θ Care for the injured, if any.
- θ Remain with students within locked classrooms until all clear is given, regardless of bells and the school schedule.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Criminal acts on campus may vary from theft to rape. Sexual assault and threats are covered separately, later in this section.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police (dial 911).
- θ Identify all parties involved (if possible). Identify witnesses, if any.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive. Police officials will coordinate activities within the crime scene and release the area to the school administrator when finished.
- θ <u>If an individual is armed with a weapon, USE EXTREME CAUTION</u>. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- θ If the incident involves a student, notify the parents or guardians.
- θ Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- θ Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

- θ Care for the victim. Provide any medical attention needed.
- θ Preserve the crime scene. With the exception of rescue personnel, deny access to the immediate area until police arrive

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound affect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of such tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- θ Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- θ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- θ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- θ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- θ Determine whether additional resources are needed and make appropriate requests.
- θ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for students and staff who want or need counseling support and assistance.
- θ Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- θ Go to each of the student's classes and notify his/her classmates in person.
- θ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- θ Contact parents of those students who are affected by the crisis to determine appropriate support needed after leaving school. Offer assistance to parents of impacted students. If necessary, designate areas for crisis team/community resource persons to meet with affected students.
- θ Make arrangements with the family to remove the student's personal belongings from the school.
- θ Meet with your staff/crisis team to evaluate the response and determine what additional resources might be needed. Thank all those who assisted.

STAFF ACTIONS:

- θ Allow students who wish to meet in counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

EMERGENCY RESPONSE DEATH of a STAFF MEMBER

A reported death or serious illness among the school community may have a profound affect on students and staff alike.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- θ Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- θ If the death occurred in the evening or weekend, implement the staff phone tree so that teachers and staff members are informed about the occurrence. Notify teachers prior to notification of students.
- θ Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- θ Meet with front line staff/crisis team as soon as possible so that everyone understands the response plan.
- θ Determine whether additional resources are needed and make appropriate requests.
- θ Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- θ Schedule a staff meeting as soon as possible to share the details that are known, review procedures for the day and discuss the notification of students, availability of support services and the referral process for staff who want or need support and assistance.
- θ Facilitate classroom and small group discussions for students.
- θ Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- θ Determine who from the decedent's family will secure the personal belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- θ Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- θ Thank all those who assisted.
- θ Continue to monitor staff and students for additional supportive needs.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

A dirty bomb is a mix of explosives, such as dynamite with radioactive power or pellets, set off to scatter dust and smoke in order to produce radioactive contamination. The main danger from a dirty bomb is from the explosion, which can cause serious injuries and property damage. While the radioactive materials used in a dirty bomb are probably insufficient to create immediate serious illness, they can be dangerous to health if inhaled. Low levels of radiation exposure do not cause noticeable symptoms. Higher levels of radiation exposure may produce nausea, vomiting, diarrhea and swelling and redness of the skin.

Outside, close to the incident.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ DO NOT MIX POPULATIONS. For those outside at the time of the explosion, initiate **REVERSE EVACUATION** to a separate building or location. Isolate them from those already inside. Do not risk contamination of those inside at the time of the explosion.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Set up decontamination station where students and staff may shower or wash with soap and water.
- θ Prepare a list of those who are in the affected area to provide to emergency response personnel.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify District Superintendent of the situation.
- θ Arrange for medical attention for those injured by the explosion.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- θ Move students quickly to the closest suitable shelter to shield them from radiation. Keep them isolated from individuals inside at the time of the explosion. Do not risk contamination of those who were not outside.
- θ Avoid touching any objects thrown off by the explosion—they might be radioactive.
- θ Follow standard student assembly, accounting and reporting procedures.
- θ Immediately remove outer layer of clothing and mouth cover and seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put plastic bag away from the population where others will not touch it until authorities provide further instructions.
- θ Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.

- θ Do not return outside after decontamination. Remain in safe area, isolated from those who are unaffected, until emergency response personnel arrive

Inside, close to the incident

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ DO NOT MIX POPULATIONS. For those inside at the time of the explosion, initiate **SHELTER IN PLACE** procedures. Turn off HVAC system.
- θ Move to central location where windows and doors can be sealed with duct tape.
- θ Call 911. Provide location and nature of the emergency and school actions taken.
- θ Turn on a battery-powered commercial radio and listen for instructions.
- θ Notify District Superintendent of the situation.
- θ Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- θ Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- θ Keep students calm. Instruct students to **DUCK and COVER**.
- θ Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- θ Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Earthquakes strike without warning. Fire alarms or sprinkler systems may be activated by the shaking. The effect of an earthquake from one building to another will vary. Elevators and stairways will need to be inspected for damage before they can be used. The major shock is usually followed by numerous aftershocks, which may last for weeks.

The major threat of injury during an earthquake is from falling objects, glass shards and debris. Many injuries are sustained while entering or leaving buildings. Therefore, it is important to quickly move away from windows, free-standing partitions and shelves and take the best available cover under a sturdy desk or table, in a doorway or against an inside wall. All other actions must wait until the shaking stops. If persons are protected from falling objects, the rolling motion of the earth may be frightening but not necessarily dangerous.

Inside Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

STAFF ACTIONS:

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- Check for injuries, and render First Aid.
- After shaking stops, **EVACUATE** building. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.
- Check attendance at the assembly area. Report any missing students to principal/site administrator.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- θ Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- θ After shaking stops, check for injuries, and render first aid.
- θ Check attendance. Report any missing students to principal/site administrator.
- θ Stay alert for aftershocks.
- θ Keep a safe distance from any downed power lines
- θ Do NOT re-enter building until it is determined to be safe.
- θ Follow instructions of principal/site administrator.

DURING NON-SCHOOL HOURS

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Inspect school buildings with Maintenance/Building and Grounds Manager to assess damage and determine corrective actions.
- θ Confer with District Superintendent if damage is apparent to determine the advisability of closing the school.
- θ Notify fire department and utility company of suspected breaks in utility lines or pipes.
- θ If school must be closed, notify staff members, students and parents. Arrange for alternative learning arrangement such as portable classrooms if damage is significant and school closing will be of some duration.
- θ Notify District Office, who will inform public information media as appropriate.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Emergency response will depend on the type of explosion (smoke bomb, chemical lab incident, etc.) and proximity to the school. All students should be kept away from the explosion and under supervision.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Determine whether site evacuation should be implemented. If so, sound fire alarm. This will automatically implement action to **EVACUATE** the building. **EVACUATION** may be warranted in some buildings but others may be used for **SHELTER IN PLACE**.
- θ Notify Fire Department (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- θ Secure area to prevent unauthorized access until the Fire Department arrives.
- θ Advise the District Superintendent of school status.
- θ Notify emergency response personnel of any missing students.
- θ Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- θ Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- θ Determine if Student Release should be implemented. If so, notify staff, students and parents.
- θ If damage requires the school to be closed, notify parents and staff of school status and alternate site for classroom instruction. Do not return to the school building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ Initiate **DROP, COVER AND HOLD ON**.
- θ If explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment.
- θ Check to be sure all students have left the school site. Remain with students throughout evacuation process.
- θ Upon arrival at assembly area, check attendance. Report status to site administrator immediately.
- θ Render first aid as necessary.
- θ Do not return to the building until the emergency response personnel determine it is safe to do so.
- θ If explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

A fire in an adjoining area, such as a wildland fire, can threaten the school building and endanger the students and staff. Response actions are determined by location and size of the fire, its proximity to the school and the likelihood that it may endanger the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Determine if **EVACUATION** of school site is necessary.
- θ Contact local fire department (call 911) to determine the correct action for your school site.
- θ If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.

θ Direct inspection of premises to assure that all students and personnel have left the building.

- θ Notify the school district where the school has relocated and post a notice on the office door stating the temporary new location.
- θ Monitor radio station for information.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

STAFF ACTIONS:

- θ If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.

θ Stay calm. Maintain control of the students a safe distance from the fire and fire fighting equipment.

- θ Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- θ Remain with students until the building has been inspected and it has been determined safe to return to.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Should any fire endanger the students or staff, it is important to act quickly and decisively to prevent injuries and contain the spread of the fire. All doors leading to the fire should be closed. Do not re-enter the area for belongings. If the area is full of smoke, students and employees should be instructed to crawl along the floor, close to walls, which will make breathing easier and provide direction. Before opening any door, place a hand an inch from the door near the top to see if it is hot. Be prepared to close the door quickly at the first sign of fire. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate that the "fire is out".

Within School Building

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Sound the fire alarm to implement **EVACUATION** of the building.
- θ Immediately **EVACUATE** the school using the primary or alternate fire routes.
- θ Notify the Fire Department (call 911).
- θ Direct search and rescue team to be sure all students and personnel have left the building.
- θ Ensure that access roads are kept open for emergency vehicles.
- θ Notify District Office of situation.
- θ Notify appropriate utility company of suspected breaks in utility lines or pipes.
- θ If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- θ Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

STAFF ACTIONS:

- θ **EVACUATE** students from the building using primary or alternate fire routes Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.
- θ Take attendance. Report missing students to the Principal/designee and emergency response personnel.
- θ Maintain supervision of students until the Fire Department determines it is safe to return to the school building.

Near the School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify the Fire Department (call 911). The Fire Marshall will direct operations once on site.
- θ Determine the need to implement an **EVACUATION**. If the fire threatens the school, execute the actions above. If not, continue with school routine.

Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate school grounds or buildings. Flooding may occur if a water pipe breaks or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee. If weather-related, an alert message will be broadcast over the weather radio station.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Issue **STAND BY** instruction. Determine if evacuation is required.
- θ Notify local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- θ Delegate a search team to assure that all students have been evacuated.
- θ Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- θ Post a notice on the office door stating where the school has relocated and inform the District Office.
- θ Monitor AM radio weather station _____ for flood information.
- θ Notify District Superintendent of school status and action taken.
- θ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.

STAFF ACTIONS:

- θ If warranted, **EVACUATE** students using evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- θ Remain with students throughout the evacuation process.
- θ Upon arrival at the safe site, take attendance. Report any missing students to principal/site administrator and emergency response personnel.
- θ Do not return to school building until it has been inspected and determined safe by property authorities.

BUS DRIVER ACTIONS:

- θ If evacuation is by bus, DO NOT drive through flooded streets and/or roads. DO NOT attempt to cross bridges, overpasses or tunnels that may be damaged by flooding.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____

All school personnel, including cafeteria managers and custodians, shall immediately report any gas odor or suspected gas leak to the principal. If an odor is detected outside the building, it may not be necessary to evacuate.

STAFF ACTIONS:

- θ Notify principal.
- θ Move students from immediate vicinity of danger.
- θ Do not turn on any electrical devices such as lights, computers, fans, etc.
- θ If odor is severe, leave the area immediately.
- θ If the building is evacuated, take student attendance and report any missing students to Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ If gas leak is internal, evacuate the building immediately.
- θ Call 911.
- θ Notify utility company.
- θ Determine whether to move to alternate building location.
- θ If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- θ Do not return to the building until it has been inspected and determined safe by proper authorities.

ADDITIONAL STEPS FOR THE SCHOOL:

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The nature of the material and the proximity of the incident to the school site will determine which emergency ACTION should be implemented. Police, Fire or Public Health Department may order **EVACUATION** of the school. See also **BIOLOGICAL AGENT RELEASE** and **CHEMICAL ACCIDENT**.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911, if necessary.
- θ If there is a threat of airborne toxicity, shut-off ventilation system in affected area.
- θ Initiate **EVACUATION.** Any toxic cloud that can affect students in their classrooms would very likely affect them outside on the school grounds as well. If evacuating by foot, move crosswind to avoid fumes, never upwind or downwind.
- θ Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- θ If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of the hazardous materials.
- θ Notify District Superintendent.
- θ Wait for instructions from emergency responders-- Health or Fire Department.
- θ Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- θ Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- θ Follow standard student assembly, accounting and reporting procedures.
- θ Report names of missing students to office.
- θ Do not take unsafe actions such as returning to the building before it has been declared safe.

ADDITIONAL STEPS FOR THE SCHOOL:

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Hostage situations may unfold rapidly in a variety of ways. Events may range from a single perpetrator with a single hostage to several perpetrators with many hostages. Specific actions by school staff will be limited pending arrival of law enforcement officers. It is their responsibility to bring the situation to a successful conclusion. When as much of the school has been evacuated as can be accomplished, school staff should focus on providing support as needed to the police department, communicating with parents, and providing counseling for students.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS

- Call 911. Provide all known essential details of the situation:
  - Number of hostage takers and description
  - Type of weapons being used
  - Number and names of hostages
  - Any demands or instructions the hostage taker has given
  - Description of the area
- Identify an assembly area for responding officers away from the hostage situation. Have school liaison wait at assembly area for police to arrive.
- Protect building occupants before help arrives by initiating a **LOCKDOWN** or **EVACUATION** (or combination of both) for all or parts of the building.
- Secure exterior doors from outside access.
- When police arrive, assist them in a quiet, orderly evacuation away from the hostage situation.
- Gather information on students and/or staff involved and provide the information to the police. If the parent of a student is involved, gather information about the child.
- Identify media staging area, if appropriate. Implement a hotline for parents.
- Account for students as they are evacuated.
- Provide recovery counseling for students and staff.

STAFF ACTIONS:

- If possible, assist in evacuating students to a safe area away from the danger. Protect students by implementing a **LOCKDOWN**.
- Alert the principal/site administrator.
- Account for all students.

ADDITIONAL STEPS FOR THE SCHOOL:

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All public schools are required to post signs at points of entry to their campuses or buildings from streets and parking lots. The following statement should be used on signage:

> **All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.** -- *California Penal Code Title 15, Chapter 1.1 § 627.2*

To prevent intruders on campus, keep doors secure, use sign-in sheets for visitors and cameras and staff to monitor entryways.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Initiate **LOCKDOWN**.
- θ Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in soft, non-threatening manner. Avoid hostile-type actions, except in cases when necessary to safeguard person or property. Listen to the intruder. Give him or her an opportunity to vent. Attempt to be helpful. When talking to the intruder, use phrases such as:
  "What can we do to make this better?'
  "I understand the problem, and I am concerned."
  "We need to work together on this problem."
- θ As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- θ Keep subject in view until police or law enforcement arrives.
- θ Take measures to keep subject away from students and building.
- θ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.
- θ When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- θ Be available to deal with the media and bystanders and keep site clear of visitors.

STAFF ACTIONS:

- θ Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- θ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- θ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass. Remain inside rooms until the **ALL CLEAR** instruction is announced.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

A risk to the life and safety of students and staff may exist there is a serious display of disordered thought or behavior. Possible symptoms include: hallucinations, extreme paranoia, impaired judgment that may lead to unsafe decision-making and dangerous behavior (to self or others), incoherent or disjointed speech and self injurious behavior such as: hitting head, cutting self. Attempts should be made to use de-escalation strategies, calming techniques (e.g., deep breathing), and to implement behavior plans, crisis plans or strategies in IEP, if in place.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Keep the individual under continuous adult supervision.
- θ Keep the individual on campus until parent/guardian has been notified.
- θ Arrange appropriate support services for necessary care of individual.
- θ If the individual actively displays dangerous behavior or there is reason to believe the student cannot be safely transported, call agencies as appropriate to coordinate emergency mental health services (e.g., mental health facilities, juvenile court, law enforcement).
- θ School professional (psychologist, counselor, social worker, nurse) should recommend next steps to the principal. The next steps may include:
  - Provide parents/guardian with the names and phone numbers of mental health resources
  - Recommend that the parents make an immediate contact with a therapist.
  - Request that parents/guardian to sign release forms to allow two-way communication between the school and the treating agency.
- θ Make a follow-up check with the treating agency, family and student as appropriate, to ensure that appropriate care has been arranged.
- θ Provide follow-up collaborative support for the student and parents (as indicated) within the school
- θ Develop a safety plan prior to the student's return to school.
- θ Document actions taken on behalf of the student (referrals, phone contacts, follow-up activities, etc.)

STAFF ACTIONS:

- θ Take immediate action to isolate the individual and provide safety to the student body. Do not leave the irrational individual alone.
- θ Notify principal/site administrator.
- θ Notify school nurse, school psychologist, counselor or social worker.
- θ Protect individual from injury.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Verify information with the source of the abduction report.
- θ Contact law enforcement (call 911) for assistance.
- θ Provide a picture and complete information on the student: name, age, description, home address, emergency contact information, and custody information if known (Emergency Protective Order, Domestic Violence Order).
- θ Provide suspect information to the police, if known.
- θ Contact the parents/guardian of the student involved and establish a communication plan with them.
- θ Obtain the best possible witness information.
- θ Conduct a thorough search of the school/campus/bus.
- θ Relay current information to police, parents and essential school staff.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise the law enforcement dispatcher of the staff member key contact's name and number.
- θ Provide the key contact with access to school records.
- θ Ask key contact to be available at school by phone beyond the close of the school day, if needed, until dismissed by the principal or law enforcement.
- θ When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

- θ Notify principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- θ Move students away from the area of abduction.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

Medical accidents and emergencies can occur at any time and may involve a student or staff member. Some emergencies may only need first aid care, while others may require immediate medical attention. This is not a First Aid manual. When in doubt, dial 911. Medical emergencies involving any student or employee must be reported to the Principal/Site Administrator.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:
  - School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
  - Exact location within the building
  - Nature of the emergency and how it occurred
  - Approximate age of injured person
  - Caller's name and phone number

  Do not hang up until advised to do so by dispatcher.

Universal Precautions when Treating a Medical Emergency
- Always use non-latex or nitrile gloves and, if necessary, mask and gown, to reduce the risk of transmission of body fluids.
- Wash hands thoroughly after providing care.

- θ Assign staff member to meet rescue service and show medical responder where the injured person is.
- θ Assemble emergency care and contact information of victim
- θ Monitor medical status of victim, even if he or she is transported to the hospital.
- θ Assign a staff member to remain with individual, even if he or she is transported to the hospital.
- θ Notify parents/guardian if the victim is a student. Describe type of illness or injury, medical care being administered, and location where student has been transported.
- θ Advise staff of situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

- θ Assess the scene to determine what assistance is needed. Direct students away from the scene of the emergency.
- θ Notify Principal/Site Administrator.
- θ Stay calm. Keep individual warm with a coat or blanket.
- θ Ask school nurse to begin first aid until paramedics arrive. Do not move the individual unless there is danger of further injury.
- θ Do not give the individual anything to eat or drink.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

If a student is missing, a search of the school should be organized immediately. If at any point the child is found, inform everyone who was notified of the incident that the student is no longer missing.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 and explain the situation.
- θ Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- θ Conduct an immediate search of the school campus/bus, as appropriate.
- θ Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- θ Notify parents/guardians if the student is not found promptly.
- θ If case involves abduction, begin gathering witness information for the police. Interview friends, last person to see the student.
- θ Double-check circumstances:
  - Did someone pick up the student?
  - Could the student have walked home?
  - Is he or she at a medical appointment or another activity?
- θ Assist police with investigation. Provide a photo and complete information on the missing child: name. Assure that all parties who know the student or have participated in the search are available to speak with police when they arrive.
- θ Designate a staff member as a key contact and personally answer the phone line (no voice mail) to receive and provide updated status as it becomes available.
- θ Advise law enforcement dispatcher of the staff member key contact's name and number.
- θ If missing during bus transportation, provide law enforcement with child's bus stop location and nearest other bus stops.
- θ Have driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- θ Exchange phone numbers (household, cell phone, school key contact) with parents/guardian.
- θ When the child is found, contact all appropriate parties as soon as possible.
- θ Arrange for counseling of students, as needed.

STAFF ACTIONS:

- θ Confirm that student attended school that day. Notify Principal.
- θ Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- θ Bring all students indoors. Immediately lock exterior access to the school and secure the campus. Do not let any individuals leave. Do not let unauthorized individuals come onsite.
- θ Take attendance in the classroom and report any other missing students to the office. Keep students in secure areas until notified to resume regular school activities.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____
- _____

A motor vehicle crash may result in a fuel or chemical spill on school property. If the crash results in a utility interruption, refer to the section on Utility Failure.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Notify police and fire department (call 911).
- θ Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- θ Arrange for first aid treatment and removal of injured occupants from building.
- θ Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.
- θ Ensure that students and staff remain at a safe distance from the crash.
- θ Account for all building occupants and determine extent of injuries.
- θ Notify District Superintendent.

STAFF ACTIONS:

- θ Notify Principal.
- θ Move students away from immediate vicinity of the crash.
- θ **EVACUATE** students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.
- θ Check school site to assure that all students have evacuated.
- θ Take attendance at the assembly area.
- θ Report missing students to the principal /designee and emergency response personnel.
- θ Maintain control of the students a safe distance from the crash site.
- θ Care for the injured, if any.
- θ Escort students back to the to the school site when emergency response officials have determined it is safe to return to the building.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

Influenza is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu and can affect young healthy people more so than older, sick people.

The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to schools and the community. Individual schools may be closed temporarily to contain spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Activate heightened surveillance of illness within school site. Gather data on symptoms of students and staff who are sick at home.
- θ Insure that students and staff members who are ill stay home.
- θ Send sick students and staff home from school immediately.
- θ Provide fact sheets and guidelines for school families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- θ Monitor bulletins and alerts from the Department of Health and Human Services.
- θ Keep staff informed of developing issues.
- θ Assist the Department of Health and Human Services in monitoring outbreaks.
- θ Respond to media inquiries regarding school attendance status.
- θ Implement online education, if necessary, so that students can stay home.
- θ Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

STAFF and STUDENT ACTIONS:

- θ Stay home when ill with cough or other flu-like symptoms (chills, fever, muscle aches, sore throat).
- θ Practice “respiratory hygiene etiquette”.
- θ Disinfect surfaces contaminated with infected respiratory secretions with a diluted bleach solution (1 part bleach to 100 parts water).
- θ Implement online homework assignments so that students can stay home.

Respiratory Hygiene Etiquette

- Cover your cough and sneeze with a tissue
- Wash hands with soap and water or a waterless hand hygiene product
- Place used tissues into a sealed bag

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

EMERGENCY RESPONSE POISONING/CONTAMINATION

This procedure applies if there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies or suspicion of possible food/water contamination. Indicators of contamination may include unusual odor, color and/or taste or multiple individuals with unexplained nausea, vomiting or other illnesses.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.
- θ Maintain a log of affected students and staff and their systems, the food/water suspected to be contaminated, the quantity and character of products consumed and other pertinent information.
- θ Provide list of potentially affected students and staff to responding authorities.
- θ Provide staff with information on possible poisonous materials in the building.
- θ Notify District Superintendent of situation and number of students and staff affected.
- θ Confer with Department of Health and Human Services before the resumption of normal school activities.
- θ Prepare communication for families advising them of situation and actions taken.

STAFF ACTIONS:

- θ Notify principal/site administrator.
- θ Call the Poison Center Hotline 1-800-222-1222.
- θ Administer first aid as directed by poison information center.
- θ Seek additional medical attention as needed

PREVENTATIVE MEASURES:

- θ Keep poisonous materials in a locked and secure location.
- θ Post the Poison Control Center emergency number in the front office, school clinic and on all phones that can call outside.
- θ Post the names of building personnel who have special paramedic, first aid training or other special lifesaving or life-sustaining training

ADDITIONAL STEPS FOR THE SCHOOL:

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When an advance notice of a planned protest is given, inform the staff of the planned demonstration. An information letter to parents should be developed.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Obtain information on when, why and how many people are expected. Identify the spokesperson for the group
- θ Contact local police department for the school's jurisdiction and advise them of the situation.
- θ Notify staff of the planned demonstration.
- θ Develop an information letter to parents.
- θ Assign a staff member to act as liaison with police, media and, possibly the demonstrating group.
- θ Designate a staff member to handle incoming calls during the demonstration.
- θ Establish areas where demonstrators can set up without affecting the operation of the school
- θ Notify transportation of demonstration and any possible impact buses may encounter arriving at or departing from the school.

STAFF ACTIONS:

- θ Do not allow students to be interviewed by the media or join in the demonstration

ADDITIONAL STEPS FOR THE SCHOOL:

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Sexual assault and abuse is any type of sexual activity that a person does not agree to, including:

- inappropriate touching
- vaginal, anal, or oral penetration
- sexual intercourse that is not wanted
- rape
- attempted rape
- child molestation

Sexual assault can be verbal, visual, or anything that forces a person to join in unwanted sexual contact or attention. It can occur by a stranger in an isolated place, on a date, or in the home by someone who is a friend or acquaintance. Depending on the situation, the victim should not eat or drink, change clothes or shower while awaiting police.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911 if the assault is physical.
- θ Close off the area to everyone.
- θ Assign a counselor/staff member to remain with the victim.
- θ Review possible need for a **LOCKDOWN** until circumstances surrounding the incident are known.
- θ Notify victim's family.
- θ If child abuse is suspected, notify law enforcement. Notify student services staff members, as appropriate.
- θ The police will coordinate collection of evidence and questioning of the victim and suspects. Cooperate with any law enforcement agency conducting investigations.
- θ Discuss with counselors how to handle emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- θ Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

STAFF ACTIONS:

- θ Determine if immediate medical attention is needed. If so, call 911.
- θ Isolate the victim from activity related to the incident.
- θ Avoid asking any questions except to obtain a description of the perpetrator.

ADDITIONAL STEPS FOR THE SCHOOL:

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Immediate response to a rapidly changing incident is critical. In most cases, initiate **LOCKDOWN** procedures to isolate students from danger or send them to a secure area. Safety must always be the foremost consideration.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Remain calm. Do not confront the shooter(s).
- θ Assess the situation:
  - Is the shooter in the school?
  - Has shooter been identified?
  - Has the weapon been found and/or secured?
- θ Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.
- θ Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, injuries/casualties, actions taken by the school (e.g. **LOCKDOWN**).
- θ Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- θ Ensure injured students and staff receive medical attention.
- θ If shooter has left, secure all exterior doors to prevent re-entry.
- θ If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- θ Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- θ Isolate and separate witnesses.
- θ Gather information for police about the incident and everyone involved with it:
  - Name of suspect(s)
  - Location of shooting
  - Number and identification of casualties and injured
  - Current location of the shooter(s)
- θ Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.
- θ Prepare letter for students to take home to their families.
- θ Arrange for immediate crisis counseling for students and staff.
- θ Provide liaison for family members of injured students and staff members.
- θ Debrief staff and school police officers.
- θ Provide informational updates and counseling, if appropriate, to staff, students and their families during the following few days.

STAFF ACTIONS:

- If gunfire is heard inside the school, implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- Alert the principal/site administrator.
- Take immediate action to prevent casualties. If it is safe to clear hallways, bathrooms and open areas, direct students to the closest classroom.
- Isolate the suspect and/or area. Move others to a safe area to protect them from danger. Implement **LOCKDOWN** or **EVACUATION**, as appropriate.
- Provide first aid for victims, if needed.
- Account for all students.
- Remain calm and quiet in the secured area away from doors and windows. No one out, no one in until further instructions are provided by the principal or law enforcement.
- Assist police officers – provide identity, location and description of individual and weapons.

STUDENT ACTIONS:

- Move quickly and quietly to the closest safe classroom.
- If rooms are locked, immediately hide in the closest safe zone: bathroom, janitorial closet, office area, library.
- Lock the door or move furniture or trash can to bar access to the room.
- Remain quiet until further instructions are provided by the principal or law enforcement.

ADDITIONAL STEPS FOR THE SCHOOL:

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- _____

Severe weather can be accompanied by high winds, downed trees, and swollen creeks. An emergency response is required when this type of weather poses any risk to the staff and students. Assure that each student's method of returning home is safe and reliable.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- θ Report to site by 6 a.m. to check for power outages, flooding, etc.
- θ Determine whether school will be closed or remain open.
- θ Notify superintendent of school status.
- θ Assign staff to activate staff and parent phone trees
- θ Post school status on school website.
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Monitor weather forecasts to determine onset of storm conditions that may affect school operations
- θ Notify utility companies of any break or suspected break in utility lines.
- θ Keep staff and students in sheltered areas of the building until winds have subsided and it is safe to return to the classroom.
- θ Take appropriate action to safeguard school property.
- θ Upon passage of the storm, return to normal routine.

STAFF ACTIONS:

- θ Evacuate any classrooms bearing full force of wind. Evacuate to lower floor of school building near inside walls.
- θ Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Close all blinds and curtains.
- θ Avoid auditoriums, gymnasiums and other structures with large roof spans.
- θ Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

A student riot is an assemblage of students whose purpose and conduct threatens the safety and security of the school community and school property. Students who participate in a riot on campus should be informed that they will be suspended or possibly arrested if they do not comply with instructions. Providing a timely opportunity for students to vent, in a safe and constructive atmosphere, should prevent the escalation of violence.

STUDENT ACTIONS:

- In a violent situation, immediately notify the first available adult.
- Do not retaliate or take unnecessary chances.
- Move away from the area of agitation.
- Hold on to belongings to the extent that it is safe to do so; do not pick up anything and do not go back for anything until receiving clearance to do so.
- Stay calm and reassure fellow students.
- Assist teachers and staff in accounting for students.
- Share all relevant information with law enforcement, teachers, and school staff.
- Follow directions from school administrator or law enforcement directions about where to go.
- Do not speculate to others or perpetuate rumors.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate **LOCKDOWN**, if warranted. Alert other administrators about the incident.
- Control student ingress and egress from campus.
- Identify why the disruption is occurring. If necessary, notify police to request assistance.
- If disruption is non-violent, notify school resource officer or school education officer.
- Clearly communicate to all students (via announcement or bullhorn), in the presence of staff or adult witnesses, that students should either attend classes or move to a designated safe area. Inform students that they will be suspended or possibly arrested if they do not comply with instructions.
- Assign staff member to be responsible for media relations and for setting up a staging area for the media.
- If student disruption persists, after a second warning, take appropriate disciplinary action as outlined by the Student Responsibilities and Rights Handbook.
- Notify parents about the incident, as appropriate.
- After insuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

Suicide, attempted suicide, and suicidal gestures have a significant detrimental effect, not only on the involved student, but also on others in the school community. There is no way to predict who will commit suicide, or when, but there are warning signs, including: increasing talk of death, talk about not being worth living and reckless behavior. School staff with reasonable cause to believe that a student is suicidal should begin the intervention process immediately. Parents must always be contacted. Attention should focus on the safety and best interests of the student, whose health, life or safety may be endangered

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call ambulance in event of overdose or injury requiring medical attention.
- θ Call 911 if immediate threat exists to the safety of the student or others.
- θ Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Cancel all outside activities.
- θ Determine if the student's distress appears to be the result of parent or caretaker abuse, neglect, or exploitation. If not, contact parents/guardians and encourage them to have the child evaluated. Provide a list of referral sources and telephone numbers.
- θ If allegations warrant, refer student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- θ Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- θ Inform the Principal of what was written, drawn, spoken and/or threatened.
- θ Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- θ Calmly talk to the student to determine whether he/she has any life-threatening devices (e.g., gun, knife, drugs, etc.) If possible, calmly remove them from the student and the immediate environment. Do NOT struggle if you meet resistance.
- θ Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

Steps for Suicide Intervention

1. Stabilize individual
2. Assess risk
3. Determine services needed
4. Inform
5. Follow-up

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

The following list shows some types of parcels that should draw immediate concern:

- Foreign mail, air mail and special delivery
- Restrictive markings, e.g., "Personal"
- Handwritten or poorly-typed addresses
- Titles but no names
- Misspelling of common names
- Excessive weight, unevenly distributed
- No return address
- Excessive postage
- Excessive masking tape, string
- Oily stains or discoloration
- Protruding wires or tin foil
- Rigid envelope

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Call 911.
- θ Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- θ Prevent others from coming into the area.
- θ Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- θ If powder spills out, shut the ventilation system, heating system, or air
- θ Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- θ Advise staff when the emergency is over. Go home, take a shower and wash clothes. Do not use bleach on your skin.

STAFF ACTIONS if package is unopened and not leaking:

- θ Do not open package. Do not pass it around to show it to other people.
- θ Do not bend, squeeze, shake or drop package.
- θ Put package in a container such as a trash can to prevent leakage. Move it a safe distance from other people.
- θ Leave the room promptly and prevent anyone from entering.
- θ Notify principal or Site Administrator.

STAFF ACTIONS if package is leaking:

- θ Do not sniff, touch, taste, or look closely at the spilled contents.
- θ Do *not* clean up the powder.
- θ Put the package on a stable surface.
- θ Leave the room promptly and prevent anyone from entering.
- θ Wash hands thoroughly with soap and water.
- θ Notify principal or Site Administrator.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____

Thorough crisis planning will carry the school and district a long way in responding to a terrorist incident during school hours. A terrorist attack may result in the following:

- Damage beyond school boundaries;
- Victims who are contaminated or seriously injured;
- Widespread fear and panic;
- A crime scene to protect.

Civil Defense Warning of Possible Enemy Attack

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Move students to closest suitable shelter.
- θ If the above is not advisable, remain in school building as place of shelter.

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.

Enemy Attack Without Warning

STAFF ACTIONS:

- θ Keep students calm.
- θ Close all curtains and blinds.
- θ Instruct students to DUCK AND COVER.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

These are actions to take when the Homeland Security Advisory System risk is set at "Threat Level Red", specific to the community.

During school hours

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Listen to radio and TV for current information and instructions.
- θ Initiate **ACTION** appropriate for the situation. Action may likely involve **DUCK, COVER and HOLD, EVACUATION, SHELTER IN PLACE** or **TAKE COVER.**
- θ Continue to monitor media for specific situation.
- θ Be alert and immediately report suspicious activity to proper authorities.
- θ If circumstances and time allow, move students to closest suitable shelter.
  Location:
  _____
  Procedure for movement to shelter: _____
- θ If moving students is not advisable, remain in building as place of shelter.
- θ Close school if recommended to do so by appropriate authorities.

OFFICE STAFF ACTIONS:

- θ Require identification check for anyone entering school other than students, staff and faculty.
- θ Escort visitors to location in school building.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Threats occur when a belligerent or armed person on the school site bullies, intimidates or coerces others, targeting an individual, particular group or the entire school community. Threats are presented as overt hostility. They may received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- θ Assess the type of threat to determine the level of risk to the safety of students and staff. In categorizing the risk, attempt to determine:
  1) Is the individual moving towards violent action?
  2) Is there evidence to suggest movement from thought to action?
     - High violence potential qualifies for arrest or hospitalization.
     - Safety is endangered when there is: (a) sufficient evidence of repetitive/ intentional infliction of emotional distress upon others; or (b) sufficient evidence of the unintentional infliction of emotional distress upon others.
- θ Notify police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- θ Isolate the threatening person from other students and staff, if it is safe to do so. Initiate appropriate response actions, which may be **LOCKDOWN** or **EVACUATION**. Cancel all outside activities.
- θ Respond to students who are prone to overt displays of anger in a calm, non-confrontational manner. If an immediate threat is not clearly evident, attempt to diffuse the situation.
- θ If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- θ Facilitate a meeting with student(s) and family to review expectations.
- θ Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- θ If any students are outside, move them inside the building or away from the site of the threat/assault. If unable to do so, have students lie down and cover their heads. Keep students calm.
- θ Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- θ Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- θ Remain with students until **ALL CLEAR** is given.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____

Generated by earthquakes, underwater disturbance or volcanic eruption, a tsunami is a series of waves that come onshore as a rapidly rising surge of water. Tsunami waves can travel at speeds up to 600 miles per hour in the open ocean. Areas at greatest risk of inundation are less than 25 feet above sea level and within one mile of the coastline.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

Before

- Know the height of the school above sea level and its distance from the shoreline. Evacuation orders may be based on these numbers.
- Be familiar with tsunami warning signs. An earthquake or a sizable ground rumbling is a warning signal to people living near the coast. A noticeable rapid rise or fall in coastal waters may indicate an approaching tsunami.
- Make plans for evacuation by vehicle and/or by foot. Pick an inland location that is elevated. Identify an alternative evacuation site in case roads are blocked.

During

- Heed natural warnings. An earthquake or rapid fall in coastal waters may serve as a warning that a tsunami is coming
- Monitor the NOAA Weather Radio Service for tsunami warnings: http://wcatwc.arh.noaa.gov/. Authorities will issue a warning and tone alert only if they believe there is a potential threat of a tsunami.
- Quickly move students and staff to higher ground as far inland as possible. Follow instructions issued by local authorities. Planned evacuation routes may be blocked; bridges may be damaged. Every foot inland or upwards may make a difference.
- Notify superintendent of school status.
- Remain on safe ground until local authorities advise it is safe to return.

After

- Stay tuned to the National Weather Service for the latest emergency information. The tsunami may have damaged roads, bridges, and other structures that may be unsafe.
- Expect debris.
- Stay out of damaged buildings and those surrounded by water. Tsunami water can undermine foundations and cause walls and floors to collapse.
- Determine whether school will be closed or remain open.
- Notify superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.

- θ Arrange with authorities to check for broken or leaking gas lines, flooded electrical circuits, furnaces or electrical appliances. Flammable or explosive materials may come from upstream.
- θ Check food supplies and test drinking water. Discard food that has come in contact with flood waters. It may be contaminated and should be thrown out. Use tap water only if local health officials advise it is safe.
- θ Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- θ If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- θ When the shaking stops, quickly move students and staff to higher ground, at least 100 feet above sea level and two miles inland Buildings located in low-lying coastal areas are not safe. Do NOT stay in such buildings if there is a tsunami warning. Be careful to avoid downed power lines.
- θ Take attendance. Report any missing students to principal/site administrator.
- θ Keep students and staff away from the beach. Watching a tsunami from the beach or cliffs could put them in grave danger. A second wave may be more destructive than the initial one. A tsunami can move faster than a person can escape it.
- θ Return to school only if authorities advise it is safe to do so.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

Failure of any of the utilities (electricity, gas, water) during school hours constitutes a condition that must be dealt with on a situational basis. Advance notice may be received from a utility company regarding loss of service. In many cases, such loss of service will be of short duration and require no special action other than notifying staff of the temporary interruption of service.

PRINCIPAL/SITE ADMINISTRATOR:

- θ Notify utility company. Provide the following information:
  - Affected areas of the school site
  - Type of problem or outage
  - Expected duration of the outage, if known
- θ Determine length of time service will be interrupted.
- θ Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- θ If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- θ Use messengers with oral or written word as an alternate means of faculty notification.
- θ Notify District Office of loss of service.
- θ Implement plan to provide services without utilities or with alternate utilities.

A. Plan for Loss of Water

Toilets: _____

Drinking Water: _____

Food Service: _____

Fire Suppression: _____

Other: _____

B. Plan for Loss of Electricity

Ventilation: _____

Emergency Light: _____

Computers: _____

Other: _____

C. Plan for Loss of Natural Gas

Heat: _____

Food Service: _____

Other: _____

The brandishing of any weapons poses an immediate threat to students and staff. Response is the same whether the weapon is used, seen or suspected but not in use. Safety must always be the foremost consideration. A person wielding a weapon will usually respond best to calm, reasonable talk. In addition to calming the individual, talking allows time for law enforcement officials and other professionals to arrive.

STAFF ACTIONS:

- Remain calm. Take immediate action to prevent casualties. Isolate the suspect and/or area. Move others to a safe area to protect them from danger.
- Alert the principal/site administrator.
- Make no effort to intervene. Allow a law enforcement officer to take possession of the weapon.
- Provide first aid for victims, if needed.
- Account for all students.
- Assist police officers – provide identity, location and description of individual and weapons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
  - Name of student with weapon.
  - Location of witness when weapon was seen.
  - What did the student do with the weapon after it was displayed?
  - What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness present. Police officer should take possession of and secure any weapon located.

- θ Assign an administrator to remove all of the suspected student's belongings (book bag, clothing, etc.) from the classroom. Do not allow the student to pick-up or carry his own belongings.
- θ Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.
- θ Notify parents/guardians.
- θ Follow procedures for student disciplinary actions. Take photo of weapon to be included in the expulsion proceedings.
- θ Secure a detailed written statement from witnesses including staff.
- θ Provide post-event trauma counseling for students and staff, as needed.
- θ Provide informational updates to staff, students and their families during next few days to squelch rumors.

ADDITIONAL STEPS FOR THE SCHOOL:

- _____
- _____
- _____
- _____

#

IV – RECOVERY

SECTION IV – RECOVERY ORGANIZATION

Act well at the moment, and you will have performed a good action for all eternity.

--John Caspar Lavater

Recovery refers to the follow-up measures taken after a disaster to return the affected site back to normal operating conditions. Recovery focuses on restoring the infrastructure of the school (utilities, phones, water) to service, re-establishing a sense of emotional safety and returning to the learning environment as quickly as possible after a crisis. Recovery actions are generally begun as response activities diminish, but some activities (e.g., keeping track of personnel time) must be started simultaneously with response. Recovery measures are designed to assist students and staff impacted by physical, psychological and emotional trauma following sudden tragic events. Students and their families, administrators, teachers and staff will benefit from recovery support at two levels: immediate and ongoing.

Immediate (short-term) support is needed from the first moments of a traumatic event through the first few days following it. Frequently, recent victims of the trauma are in a state of shock, and basic human needs of medical attention, shelter and food are the primary focus. Emergencies affecting a small number of people, or certain district-level emergencies, may be well served by crisis counseling and recovery assistance from other district employees, local community mental health providers, employee assistance programs and similar services.

Ongoing (long-term) recovery refers to support provided to some individuals for weeks, months, or years following a tragic event. Such long-term recovery needs may only become apparent over time.

A. RECOVERY ORGANIZATION

Recovery actions follow the same five SEMS/NIMS functions as Response, but during the Recovery phase, there will be more work for those performing in Administration/Finance and less for those in Operations. Below are typical recovery tasks by SEMS/NIMS function:

Management

- MAKE policy decisions, e.g., who coordinates returning staff.
- CONTINUE public information activities.
- MANAGE safety considerations, e.g., assure facility is safe for re-entry.
- RE-ESTABLISH a sense of safety.
- SUPPORT immediate emotional recovery—staff and students.

Operations

- COORDINATE damage assessment and debris removal.
- RESTORE utilities.
- ARRANGE for building and safety inspections prior to re-entry.
- ARRANGE for repairs.

Planning/Intelligence

- DOCUMENT SEMS compliance for use in applying for disaster relief.
  See forms in **APPENDIX D** and refer to the Federal Emergency Management Agency website at FEMA.GOV and the California Office of Emergency Services at OES.CA.GOV.
- WRITE recovery after-action reports.
- DEVELOP a post-incident mitigation plan to reduce future hazards.

Logistics

- PROVIDE recovery-related supplies and replenish disaster cache at each site
- COORDINATE availability of personnel, equipment and vehicles needed for recovery efforts

Administration/Finance

- PREPARE and maintain budget.
- DEVELOP and maintain contracts.
- APPLY for financial relief grants.
- PROCESS staff injury claims.
- HANDLE insurance settlements.
- DOCUMENT employee time as Disaster Service Worker; assure continuity of payroll.

B. DOCUMENTING EMERGENCY OUTCOMES

Once the safety and status of staff and students have been assured, and emergency conditions have abated, assemble staff to support the restoration of the schools educational programs. Defining district mission-critical operations and staffing will be a starting point for the recovery process.

- ❑ CONDUCT a comprehensive assessment of the emergency's physical and operational effects. Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ❑ PERFORM impact analysis. Examine critical information technology assets and personnel resources, and determine the impact on the school for each asset and resource that is unavailable.
- ❑ DOCUMENT damaged facilities, lost equipment and resources, and special personnel expenses that will be required for Insurance and FEMA assistance claims.
- ❑ PROVIDE detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ❑ ADMINISTER Workers' Compensation that claims may arise if there are on-the-job injuries
- ❑ ARRANGE for ongoing status reports during the emergency to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will speed resumption of classes.

- ❑ APPRISE the Marin County Office of Education of recovery status.

The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.

- IDENTIFY record keeping requirements and sources of financial aid for disaster relief.
- ESTABLISH absentee policies for teachers/students after a disaster.
- ESTABLISH an agreement with mental health organizations to provide counseling to students and their families after the disaster.
- DEVELOP alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, tele-group tutoring, etc.
- CREATE a plan for conducting classes when facilities are damaged, e.g., alternative sites, half-day sessions, portable classrooms.

C. GOVERNMENT ASSISTANCE AFTER A DISASTER

The following are recovery programs typically available after a disaster. Not all programs may be applicable to or activated in response to every disaster. In addition, other governmental actions (such as tax relief) and programs (e.g., job training services) may be implemented if disaster conditions warrant.

- **LOCAL EMERGENCY PROCLAMATION REQUIRED**
  Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – The CDAA (Government Code § 8680-8692) authorizes the Director of the Governor's Office of Emergency Services to administer a financial assistance program from the state for costs incurred by local governments as a result of a disaster. This program offers public schools up to 75% of the eligible costs to repair, restore, reconstruct or replace disaster-related damage to buildings; covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. The remaining 25% cost share is the responsibility of the local government.

- **GOVERNOR'S STATE OF EMERGENCY PROCLAMATION REQUIRED**
  Governor's Office of Emergency Services California Disaster Assistance Act (CDAA) – With a Governor's Proclamation, a local agency may receive reimbursement (75%) for permanent repair, replacement, restoration costs for disaster-damaged facilities. The remaining 25% cost share is the responsibility of the local government.

  The California Office of Emergency Services at ((916) 845-8100 or http://www.oes.ca.gov and FEMA at 800-621-FEMA or online at http://www.fema.gov/assistance/register.shtm should be contacted for appropriate updated forms to use for disaster recovery documentation and requests.

- **PRESIDENTIAL EMERGENCY DECLARATION REQUIRED**
  Federal Emergency Management Agency Emergency Declaration – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of $5

million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

- **PRESIDENTIAL MAJOR DISASTER DECLARATION REQUIRED**
  Robert T. Stafford Disaster Relief and Emergency Assistance Act (Public Law 93-288) – PL 93-288 and amendments make federal funds available to K-12 schools, colleges and universities when the President declares a major disaster. Under PL 93-288, the President is authorized to:

  - Direct Federal agencies to provide assistance essential to meeting immediate threats to life and property resulting from a major disaster including search and rescue, emergency medical care, emergency mass care, debris removal, demolition of unsafe structures which endanger the public and provision of temporary facilities for schools;.
  - Direct any Federal agency to provide resources (personnel, equipment, supplies, facilities, and managerial, technical, and advisory services) in support of state and local assistance efforts;
  - Assist state and local governments in the distribution of medicine, food, and other consumable supplies, and emergency assistance;
  - Contribute up to 75 percent of the cost of hazard mitigation measures which substantially reduce the risk of future damage, hardship, loss, or suffering in any area affected by a major disaster;
  - Make grants to states, upon their request, for the development of plans and programs for disaster preparedness and prevention. Specific amounts and percentages vary with disaster and are negotiated between the federal and state governments at the time of the disaster.
  - Provide temporary public transportation service in an area affected by a major disaster to meet emergency needs and to provide transportation to governmental offices, schools, major employment centers, and other places to enable the community to resume its activities as soon possible.
  - Ensure that all appropriate Federal agencies are prepared to issue warnings of disasters to state and local officials.

  PL 93-288 constitutes the statutory authority for most Federal disaster response activities especially as they pertain to the Federal Emergency Management Agency (FEMA). FEMA manages federal response and recovery efforts following any national incident. FEMA provides grants to states and local governments to implement long-term hazard mitigation measures after a major disaster declaration, provides assistance to alleviate suffering and hardship resulting from major disasters or emergencies declared by the President and works with state and local emergency. FEMA also initiates proactive mitigation activities, trains first responders, and manages the National Flood Insurance Program. FEMA became part of the U.S. Department of Homeland Security on March 1, 2003.

Note: For disaster assistance, private K-12 schools must first make a claim with their insurance provider, then apply to the Small Business Administration (SBA) for a Physical Disaster Loan (up to $1.5 million), and then, if rejected by SBA or if there is damage above $1.5 million, the school can apply to FEMA for additional assistance.

D. General Emergency Recovery Checklist

Recovery activities (such as the restoration of the physical spaces and psychological first aid) are of tremendous value in helping people come to terms with a crisis.

- ❑ DOCUMENT activities.
- ❑ ACKNOWLEDGE the event. The return to school will be one of coming together and identifying experiences and, possibly, losses
- ❑ IDENTIFY those affected. It may take time to understand the full impact on the school community.
- ❑ ASSESS students and staff directly for the emotional impact of the crisis. Student and staff reactions may be immediate or delayed.
- ❑ EMPHASIZE resiliency. Re-instituting control and predictability for the school community enhances equilibrium and coping skills. Routine is reassuring.
- ❑ RESTORE the physical facility.
- ❑ REQUEST assistance as needed from local public safety agencies and providers.
- ❑ IDENTIFY what follow up interventions are available to students and staff.
  - Conduct debriefings with staff; support their concerns and emotions.
  - Provide classroom assistance, if needed.
  - Outline schedule for the day; modify day's schedule if needed.
  - Identify resources available to teachers and students.
  - Provide access to these support resources.
- ❑ COORDINATE announcements, press releases and other communications to the school community, media and local community. Distribute information releases to all school staff.
- ❑ ESTABLISH contact with parents/family members of affected students to offer support, determine assistance needed, and acquire information regarding hospital visitation and/ or funeral arrangements.
- ❑ CONTROL rumors, provide regular updates of information to various groups.
- ❑ DEVELOP a long term recovery plan.
- ❑ CONSIDER curricular activities that address the crisis.
- ❑ ALLOCATE appropriate time for recovery.
- ❑ PREPARE a post-incident after action report that includes recommended improvements to emergency plans. CAPTURE "lessons learned" and incorporate them into revisions and trainings.
- ❑ PLAN how anniversaries of events will be commemorated.

E. Recovery Strategies for Emergencies/Critical Incidents

The following information may be useful in the days and weeks after an emergency.

THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

- ❑ Convene a District Crisis Response Team to assist with debriefing.
  - Assess system-wide support needs, and develop planned intervention strategies;
  - Schedule and provide student, family and staff Critical Incident Stress Management services;
  - Discuss successes and problems;
  - Discuss things to do differently next time.
- ❑ Convene the staff to provide updates on additional information and procedures.
- ❑ Identify students and staff in need of follow-up support and assign staff members to monitor vulnerable students:
  - Coordinate counseling opportunities for students;
  - Announce ongoing support for students with place, time, and staff facilitator;
  - Provide parents with a list of community resources available to students and their families.
- ❑ In case of death, provide funeral/visitation information.
- ❑ Allow staff opportunity to discuss feelings and reactions and provide list of suggested readings to teachers, parents and students.

RESUMPTION OF CLASSES

- ❑ **Re-entry into the facility**. The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
  - survey the school after a disaster;
  - report findings to the principal/site administrator; and
  - ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**

- ❑ **Relocation**. In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

LONG-TERM FOLLOW-UP AND EVALUATION

- Write thank-you notes to people who provided support during the emergency.
- Be alert to anniversaries and holidays. Often students and staff will experience an "anniversary" trigger reaction the following month(s) or year(s) on the date of the emergency, or when similar crises occur.
- Amend emergency management protocols, if needed.

REPAIRS AND RESTORATION

- **Repairs or Construction on Disaster Sites.** Any repairs and rebuilding of damage wrought by school violence or natural disaster must carefully consider the input and feelings of the victims and their families. There is a strong and significant psychological connection to death sites that must run its full course and should never be discounted or ignored. Making changes and reconstruction in and around death and injury sites requires a delicate balance with the need to resume normal activities. The construction must be the result of careful and deliberate consultation with students, parents and school staff. Action should never be rushed. Families may not be ready for change and pressure may only delay or impair healing.
- **Post-Disaster Mitigation**. To break the repetitive loss cycle and create a higher level of disaster resistance, a recovery plan should specify mitigation projects that could be completed in the process of incident recovery, repair and restoration. This may mean adapting the facility for seismic retrofitting (e.g., bolting shelves and TVs to walls, file cabinets to each other, security light fixtures, etc). It also may mean changes to the social, economic and environmental factors that can affect a school's vulnerability to the impact of hazards. Damages and injuries that occurred during the most recent crisis should be reviewed to identify preventive measures that could be taken now to mitigate the recurrence of similar damage or injuries in future incidents. Prioritize mitigation measures by degree of life safety, cost, frequency of identified potential hazard and potential number of people exposed.

F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS

Post Traumatic Stress: A disaster is a devastating, catastrophic event that can be life threatening and produce injuries and deaths. Post Traumatic Stress is an anxiety disorder that can develop in children, adolescents or adults when individuals survive disaster-related experiences. The range of human responses to a catastrophic event may include physical, cognitive and emotional symptoms such as nausea, sleep disturbance, slowed thinking, troubled memories, regressed behavior, anxiety, guilt, depression, anger and a host of other responses.

Retraumatization: Anniversary dates, media coverage, the filing of lawsuits, or similar events in other regions can "retraumatize" a community, contributing to further depression. Some people also have feelings of inadequacy about dealing with the ongoing tragedy. For some trauma victims, these adverse effects fade with emotional support and the passage of time. Others are more deeply affected and experience long-term consequences. These reactions are normal responses to an abnormal event. Although no one can predict who will experience the most severe reaction to trauma, the more direct the exposure to the event, the higher the risk for emotional harm.

Trauma is an acute stress response that an individual experiences when confronted with sudden, unexpected, unusual human experience. Here are some common signals of a stress reaction to trauma:

PHYSICAL	MENTAL	EMOTIONAL	BEHAVIORAL
Chest pain*	Confusion/blaming	Anxiety	Alcohol/drug use
Chills	Disturbed thinking	Depression	Change in speech
Difficulty breathing*	Indecision	Fear	Helplessness
Dizziness	Insomnia	Grief	Increased appetite
Fainting	Loss of time/place	Guilt	Intense startle reflex
Grinding Teeth	Nightmares	Intense anger	Isolation
Headaches	Poor concentration	Irritability	Loss of appetite
Heart races	Poor memory	Mood swings	Misbehavior
Muscle shakes	Poor problem-solving	Nervousness	Outbursts
Nausea	Poor/hyper alertness	Overwhelmed	Pacing
Prolonged staring	Strange images	Panic	Restlessness
Severe sweating	Unable to identify familiar people/things	Shock	Suspicious
Thirst		Uncertainty	Withdrawal
Twitches			
Vomiting			
Weakness			

Needs medical evaluation--contact a physician.

EFFECTS OF TRAUMA ON CHILDREN

Emergencies hit children hard. It is difficult for them to understand and accept that there are events in their lives that cannot be predicted or controlled. They learn that adults cannot fix a disaster and cannot keep it from happening again.

As a result of traumatic experiences some children will show a variety of symptoms of distress. The teacher must first know a child's baseline ("usual") behavior and cultural/ethnic responses before he/she can identify "unusual" or problem behavior in a child.

- Unusual complaints of illness, stomach cramps, chest pain
- Difficulty concentrating, cannot focus
- "Feisty" or hyperactive, silly, giddy
- Any emotional display; crying, "regressed" behavior (less than age appropriate)
- Lethargic, apathetic
- Easily startled, jumpy; sense of fear or worry
- Lack of emotional expression
- Cannot tolerate change; cannot move to next task
- Staying isolated from the group
- Child seems so pressured, anxious that he/she somehow dominates, has to distract others, or is otherwise "needy"
- No eye contact (Note: In some cultures, making eye contact with adults is "defiant behavior")

- Resistance to talking and opening up (however, child might just be shy, may have language or cultural barrier)

Tips for Teachers to Help Distressed Children

Usually a child's emotional response to a disaster will not last long, but some problems may be present or recur for many months afterward and require the services of professionals skilled in talking with people experiencing disaster-related problems. The following may be helpful in working with distressed children:

- ❑ COPE with personal feelings of helplessness, fear or anger. This is an essential first step to being able to effectively help the children.
- ❑ LEARN to recognize the signs and symptoms of distress and post traumatic stress reactions.
- ❑ IDENTIFY children who may need crisis intervention and referral to mental health professionals or other helpers.
- ❑ PUT the emergency or critical incident in context; provide a perspective.
- ❑ COMMUNICATE a positive not helpless attitude.
- ❑ OFFER to spend time with the child or write a note. This lets the child know that he or she is in your thoughts.
- ❑ TALK about personal feelings and listen to those of the child.
- ❑ TALK with the students about the event or the anniversary of the event, as a class activity.
- ❑ ENCOURAGE older children, adolescents in particular not to try numbing or changing their feelings with alcohol or drugs.
- ❑ Children need close physical contact during times of stress to help them reestablish a sense of identity. Games involving physical touch in a structured environment that can be helpful include *London Bridge* and *Duck, Duck Goose*.
- ❑ INVITE the children or adolescents to create a mural on the topic of the traumatic event. It is recommended that this be done in small groups followed by discussion.
- ❑ INVOLVE the children in a group discussion about disaster related experiences. It is important to share your feelings and fears. This helps to legitimize their feelings, helping them feel less isolated.
- ❑ COORDINATE information between home and school. It is important for teachers to know about discussions that take place at home, in particular with fears or concerns that the child has mentioned.
- ❑ RESPOND to the children in a direct, supportive, and consistent manner.

Classroom Activities Following A Tragic Event

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are "open-ended," which means that they cannot be answered by a simple "Yes" or "No". Open-ended questions serve to facilitate verbal discussion. For some children, talking is not helpful. Drawing is another means of expression of feelings. Allow a full range of

expression: some kids draw recognizable “things”, others draw “abstracts”. Emphasize to the children that their work will not be judged, graded or necessarily shown to others. The student is the best source for what’s going on behind the drawing. Ask him or her about it.

Suggested questions to ask/themes to represent:

- Where were you when it (the disaster/event) happened?
- What were you doing?
- Where were your friends? Where was your family?
- What was your first thought when it happened?
- What did you see? What did you hear?
- What sound did it make? What did you smell?
- How did you feel?
- What did other people around you do (during, after)?
- What was the silliest thing you did?
- Were you or anyone else you know injured?
- What happened to pets or other animals around you?
- What dreams did you have after it?
- What reminds you of it? When do you think about it?
- What do you do differently since the event?
- How do you feel now? What makes you feel better?
- How have you gotten through rough times before?
- What would you do differently if it happened again?
- How did you help others? How would you help next time?
- What can you do now to help others?

Special Considerations:

- Allow for silence for some with low language skills, shyness, discomfort, etc. Encourage peer support for these children.
- The teacher should accommodate the child.
- If a child has low English skills, consider asking for a translator or a peer to help the child express in words.
- Create a chance for verbal expression in any language, but allow students who many not want to participate the “right to pass”.

When to refer students for additional assistance

With caring and support from the school community and families, most students will recover from the effects of a crisis. Use the following guidelines to determine whether a student should be referred to a school counselor for further assistance:

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;
- Students who are withdrawn or appear depressed;
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;

- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

EFFECTS OF TRAUMA ON ADULTS

First Reactions May Include:

- Numbness, shock, difficulty believing what has occurred or is in the process of occurring
- Slow or confused physical and mental reactions
- Difficulty in decision making; uncertainty about things; it may be difficult to choose a course of action or to make even small judgment calls

Ongoing Reactions May Include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities
- Desire to get away from everyone - even family/friends
- Emotional liability; becoming irritable or upset more quickly than usual
- Feelings of fatigue, hopelessness, helplessness
- Digestive problems; headaches or backaches
- Difficulty accepting that the emergency has had an impact or difficulty accepting support from friends and the community

Tips for distressed adults:

- ❑ Take time to relax and do things that are pleasant; positive change such as getting away for a few hours with close friends can be helpful
- ❑ Get regular exercise or participate in a sport; activity soothes anxiety and helps with relaxation
- ❑ Keep days as simple as possible; avoid taking on any additional responsibilities or new projects
- ❑ Tap sources of assistance with the workload - ask students, instructional assistants, or volunteers to help grade papers, take care of copying, or help with other time-consuming tasks.

G. WHEN SOMEONE DIES

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an interactive process used to facilitate a student's expression of the feelings and reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

(1) Introductory; (2) Fact; (3) Feeling; (4) Reaction/Teaching; and (5) Closure. This process should conclude with quiet, reflective time.

1. Introductory Phase

- Introduce team members or helpers to discuss why they have been assembled and what is hoped to accomplish.
- Stress the need for confidentiality and ask for a verbal agreement to keep what is said confidential.

2. Fact Phase

- Provide all known relevant facts about the death/incident.
- Confirm the student's understanding of what happened
- Ask if anyone has or wants additional information about the death/incident
- Ask how they learned about it.
- Ask where were they when they first heard about it.
- Ask if anyone is missing from the meeting who needs to attend. Determine who are they concerned about.

3. Feeling Phase (include everyone in the discussion)

- Ask what were their first thoughts when they heard about the death/incident.
- Ask how they are feeling now.
- Ask students to tell the class about the individual(s) who died.
- Ask for some memories of him/her/them.
- Ask how do the students think he/she/they would like to be remembered.

4. Reaction/Teaching Phase

- Explore the physical, emotional and cognitive stress reactions of the group members
- Ask what are some things students usually do when they are really upset or down?
- Take this opportunity to teach a little about the grief process, if appropriate.
- Talk about effective coping techniques.
- Determine if each student has someone else to talk to.

5. Closure Phase

- Provide information about memorial service/funeral if available
- Support creative activities such as writing cards, taking a collection.
- Encourage students to support one another,
- Remind them that it may take a long time before they will feel settled and explain that is normal
- Encourage them to talk with someone in their family about their sadness

Support long-term healing by charting a course that offers support and anticipates the needs of victims and the entire community. Continued healing requires open and responsive communication lines among victims, victims' families and the school.

Support memorials and donations by creating meaningful, inclusive and healing activities and by setting parameters for media coverage to allow privacy for grieving staff and students.

Manage benchmark dates—Anticipate and prepare for anniversaries and benchmark dates and establish clear parameters for media coverage.

Handle physical reminders carefully—Any repairs and rebuilding of damage wrought by violence or natural disaster must carefully consider the input feelings of the victims and their families.

Prepare the class—The following section is designed to assist the teacher or counselor in preparing the class to help a student who has experienced a tragedy such as the death of a friend or family member prior to his/her return to the class.

- ❑ Explain what is known of the loss.
- ❑ Ask if other students have experienced the death of a friend or family member.
- ❑ Are there things people said or did that made you feel better?
- ❑ How do you think our classmate might be feeling?
- ❑ That could you say that might help him/her know you care? This is your chance to guide students responses to helpful comments as you guide them away from less helpful comments.
- ❑ What would you want someone to say to you if you experienced the death of someone close?
- ❑ Are there things you could do that may help them feel better?
- ❑ We can take our cues from the person that will guide our actions. What might some of those cues be?

Assist the student—Talk with the student before returning to class. Discuss what to share with the class and who should tell them.

- ❑ Allow the student to leave class if upset and where the student can go.
- ❑ Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- ❑ Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- ❑ Encourage journal writing for older students, provide drawing materials for younger children.
- ❑ As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- ❑ Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- ❑ Don't expect the student to snap back into the "old self".
- ❑ If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- ❑ Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

Memorials. When anyone from the school community dies, people will often want to find ways to memorialize the student or staff member. Parents and loved ones especially want to know people miss the person and that there is great sadness with the loss. It is important to carefully think through the type of tribute that would be appropriate for the person who has died.

- Check with family members to see what kind of memorial they would prefer.
- Memorials should focus on the life lived, rather than on the death.
- Yearbook memorials should be a regular-sized picture with a simple statement such as “We’ll miss you”.
- Creating a permanent or lasting school memorial for one person sets a precedent; it would be difficult to refuse a similar memorial for another individual.
- Public sympathy may balloon into a spontaneous memorial of artwork and symbolic expressions of loss. Flowers, cards, songs, mementos and other tributes are supportive for the immediate victims and the school community. There may be a need to develop and implement a system for displaying the public generosity and grief.
- There are many other ways to support family and friends of the deceased. Examples include: cards, food, kind words, work parties for relatives, scholarship funds, contributions to a favorite charity, planting a tree and being remembered after the urgent time of the tragedy.

Suicide Response. A school’s general response to a suicide does not differ markedly from a response to any death emergency. However, some issues exclusive to suicide require specific attention.

- Acknowledge the suicide as a tragic loss of life.
- Allow students to attend funeral services and to grieve the loss of a peer without glorifying the method of death. Over-emphasis on a suicide may be interpreted by vulnerable students as a glamorization of the suicidal act, which can assign legendary or idolized status to taking one’s own life.
- Provide counseling support for students profoundly affected by the death.
- Celebrate the life of this student as you would any student who has died, but do not organize school assemblies to honor the deceased student.
- Be cautious about discussing suicide as the cause of death of students even if it is apparent. Police will likely conduct an investigation that may result in days or weeks of uncertainty.
- Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the “apparent” cause of death.

A suicide in the school community can heighten the likelihood, in the subsequent weeks, of “copycat” suicide attempts and threats. Traumatic events can trigger extreme feelings of helplessness and hopelessness long after the initial trauma occurs. These feelings may also lead to thoughts of suicide or suicide attempts. Sometimes a new trauma will leave a survivor or family member with the feeling that they can’t handle the tragedy as well as they think people expect them to. In order to prevent further tragedies, students considered to be

especially susceptible to depression/suicide must be carefully monitored and appropriate action taken if they are identified as high risk.

H. THE "NEW NORMAL"

Victims of a crisis experience a real need to return to normal. However, "normal" as they once experienced it is forever gone and changed. For many, the recognition that such a "normal" is unattainable can be debilitating. As a result, counselors and crisis survivors find the concept of a "New Normal" to be very reassuring and accurate. While they recognize that things will never be the same, they also come to realize that a new stasis or equilibrium has arrived to replace the former "normal." For students and staff alike, the sooner this is recognized, the better.

Special thanks to everyone involved in these emergency management planning efforts.

Together we can, and will, make our schools safer places for our children.