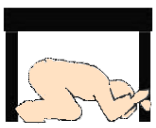
Chualar Union School District

Comprehensive School Safety Plan

SCHOOL EMERGENCY

And

CRISIS RESPONSE PLAN



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Prevention ● Preparedness ● Response ● Recovery

Promulgation Statement

Chualar Union Elementary School District is committed to the safety and security of students, faculty, staff, and visitors on its campus. In order to support that commitment, the School District has conducted a thorough review of Chualar Union Elementary School District emergency prevention, preparedness, response, and recovery procedures relevant to natural and human-caused disasters.

The School Emergency and Crisis Response Plan that follows is the official policy of Chualar Union Elementary School District. We support its recommendations and commit the school's resources to ongoing training, exercises, and maintenance required to keep it current. This plan is a blueprint that relies on the commitment and expertise of individuals within and outside of the school community. Furthermore, clear communication with emergency management officials and ongoing monitoring of emergency management practices and advisories is essential.

Approval and Implementation

The Emergency and Crisis Response Plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

_____ _____
SCHOOL BOARD PRESIDENT DATE

_____ _____
SUPERINTENDENT/PRINCIPAL DATE

Chualar Union Elementary School District

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Recommendations and Assurances

The School Site Council (SSC) recommends this Comprehensive Safety School plan to the district governing board for approval and assures the board of the following:

1. The School Site Council is correctly constituted, and was formed in accordance with district governing board policy and state law.

2. The School Site Council reviewed the content of the Comprehensive Safe School Plan and believes all requirements as outlined in the Chualar Union Elementary School District "Comprehensive Safe School Plan" have been met.

3. The school site council adopted this Comprehensive Safety School Plan on:

   _____.

Attested:

_____	_____	_____
School Board President	Signature of CUSD President	Date
_____	_____	_____
Print name of School Principal	Signature of School Principal	Date

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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 School Emergency and Crisis Response 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 Chualar School Emergency and Crisis 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 Chualar Union Elementary School District to promote coordinated preparedness measures and assist them in standardizing response protocols to improve response to and recovery from an emergency or disaster affecting Chualar Union Elementary school District.

The health and welfare of students and school staff in crisis situations depend on 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 School Emergency and Crisis Response Plan describes actions and response protocols for crisis situations so the Chualar School district can quickly and adequately restore the school community to a safe and orderly learning environment. This Basic Plan outlines Chualar Union Elementary School District's emergency management and operations approach. It has been developed to assist Chualar Union Elementary School District in protecting its students and staff during an emergency situation. This plan takes an all-hazard approach to emergency management and plans for prevention, preparedness, response, and recovery.

B. Four Phases of Emergency Management

This School Emergency and Crisis Plan Model School 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 the resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of an 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 checklists, forms, sample letters, and other supporting documentation. The action checklists and forms can be duplicated as templates or incorporated directly into existing plans.

C. 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: intruders shooting on campus.

- **Level Three (Community) Emergency:** A major disaster, clearly beyond the response capability of school district personnel, where a significant amount of

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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: a 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), or a 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, the release of hazardous materials, flying debris, injuries, and death caused by falling objects and smoke inhalation.

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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 re School Emergency and Crisis Plan scue) respond and assume responsibility. However, schools must be prepared to rely on their own resources until help arrives.

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D. Plan Development, Implementation, and Updates

The School Emergency and Crisis 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 as follows:

- **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/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 the appropriate utilization of facilities, equipment, personnel, procedures, and communications. The Incident Commander is the highest-ranking official in charge of 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 of Chualar Union Elementary School District. 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 community members 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 that may be assigned to them by their superiors or 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 the principal or superintendent releases them.

  b) In those cases, their Workers' Compensation Coverage becomes the responsibility of the 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 for a long 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;

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- First Aid and CPR for all staff.
- Team training to address specific emergency response or recovery activities, such as Student Release, Search and Rescue, and Shelter Management.

♦ **Practice:** Practicing the plan consists of drills, tabletop, functional exercises, and orientation for staff, etc. Schools should generally start with basic orientation and tabletop exercises before engaging in full-scale simulations or drills.

♦ **Personal Emergency Plans:** Staff 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

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Section I – MITIGATION/PREVENTION

A. Reducing Exposure to Hazards and Risks

MITIGATION is defined as proactive action taken to reduce or eliminate the adverse effects of natural and artificial hazards on people and property. MITIGATION aims to decrease or eliminate the need for a response instead of simply increasing response capability. Mitigation begins by conducting a district and school hazard assessment, which requires a self-appraisal of major areas affecting school safety. These areas include the geographic location of buildings, the proximity of potential hazards such as waterways, the availability of buses for possible evacuation, the 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 deterministic and probabilistic evaluative methods in risk and hazard analysis. These two methods can complement one another to provide additional insights into 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

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security concerns, logs of police calls for service, student and faculty handbooks, disciplinary files and local memos of safety concerns

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School/Local Emergency Contact Numbers

Emergency Dispatch – Fire, Ambulance/Paramedics, Police 911

CUESD District Office	679 2504
CUESD School Office	679 2313 ext. 100
CUESD Superintendent/Principal	679-2504 ext. 101
CUESD Food Services	679 2504 ext. 102
CUESD Special Education Services	679 2504 ext. 140

Nearest Hospital / Urgent Care Center:

Salinas Memorial Hospital 300 Canal Street, King City.....831 - 757-4333
Natividad Medical Hospital 1441 Constitution Blvd, Salinas.....831 - 755-4111
Gonzales Medical Group 133 4th St. Gonzales ...831- 675-3601

First Priority: Health and Safety of Students/Staff	**911**
Fire Dept. (Chualar Fire Station)	831-679-2323
Monterey County Office of Education (MCOE)	831-755-0300
Monterey County Office of Emergency Services	831-755-5010
Monterey Co. Health Department – Environmental Health	831-755-4505
Monterey Co. Health Department – Behavioral Health	831-755-4510
Monterey County Animal Control	831-769-8850
*American Red Cross –Monterey-San Benito Counties Chapter	831-424-4824
Salinas Police Department	831-758-7090
California Highway Patrol	831-455-4800
Pacific Gas & Electric (PG&E)	1-888-743-5000
Gonzales Police Department	831-675-5010
Poison Control	1-800-222-1222
Suicide Prevention Service of the Central Coast, 24-hour Suicide Crisis Line 1-800-663-5433	
Office of the Sheriff of Monterey County	831-385-8312….831-755-3753
Emergency Broadcast System	831-755-5010

**In case of an emergency, turn your radio to KSCO 1080 AM

*The Monterey-San Benito Counties Chapter of the American Red Cross can provide financial assistance to help families recover their losses after a disaster.

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**Instructions or procedures for the Public to follow in the case of an emergency or a disaster can be placed on the Emergency Broadcast System (KSCO) by contacting the Monterey County Office of Emergency Services.

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 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, it 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 securing light fixtures to ceilings, installing 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 ensure that the school buildings have functioning locks and controlled access.

THREATS

Mitigation requires the 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 - Rapid visual screening is a simple seismic evaluation focusing specifically on schools. 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 economic 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 accomplished from the street without the benefit of entering 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 a 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 the 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.

Chualar Elementary School District is an active partner in community-wide risk assessment and mitigation planning with the local fire department as they assist the school district 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

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 hazard assessments is to identify and report for correction of any existing conditions that pose a 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
- Teacher

⇨ 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 and Crisis Response 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.
- ❑ Develop procedures for communicating with staff, students, families, and the media.
- ❑ Establish procedures to account for students during a crisis.

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 risks to people or property. A walk-through inspection of each area of each building should be conducted using the School Safety/Hazard Checklist. 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
- Custodial Room
- Storage Room
- Yard (and Playground)
- Multipurpose Room
- Bathrooms
- Boiler Room
- Kitchen/Cafeteria
- Teacher's Lounge
- 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 and rivers 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.

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Hazard Mitigation Checklist

The School Safety/Hazard Assessment Checklist 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 for 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 that 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 Sign-in

A visitor-screening policy 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 a visitor pass
- Designate individuals to ask the person's name, area or room to be visited, and the 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 sign-in expectation.
- 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. 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 peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification, and involvement of others as needed, as well as administrative action.

- **Minor Risk for Harm**
  A student has displayed minor early warning signs, but assessment reveals the 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): a review of school records, parent notification, psychological consult, security notification, and 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, and 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 has 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, and 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.

Among the many violence prevention strategies used are as follows:

- 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
- 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

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- Gun-free school zones
- Home-school linkages
- Law-related education programs
- Locker searches
- Mentoring programs
- Metal detectors
- 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.

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Section II – Preparedness

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, Chualar school, 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.
- 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 the 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.

The 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.

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SEMS AND NIMS COMPARED

The following table compares SEMS and NIMS.

SEMS **Standardized Emergency Management System**	**NIMS** **National Incident 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.	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 SEMS? ● To qualify to receive State reimbursement ● To improve coordination between response agencies ● To coordinate the flow of information and resources ● To improve mobilization, use, and tracking of resources	**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 SEMS **Key Components:** ● ICS 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	**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

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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 Chualar Elementary School District manage resources during an emergency or disaster. The EOC at the district level is also where resource allocations can be made, and responses are tracked and coordinated with the County Office of Education and the county Operational Area Emergency Operations Center, as needed. Strategic objectives should usually be broad, encompassing overall goals such as a) life safety, b) property safety, and 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 a 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 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 school site, 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;

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- MONITOR situation and facilitate major decisions that need to be made;
- IDENTIFY a district contact for release of information to the public.

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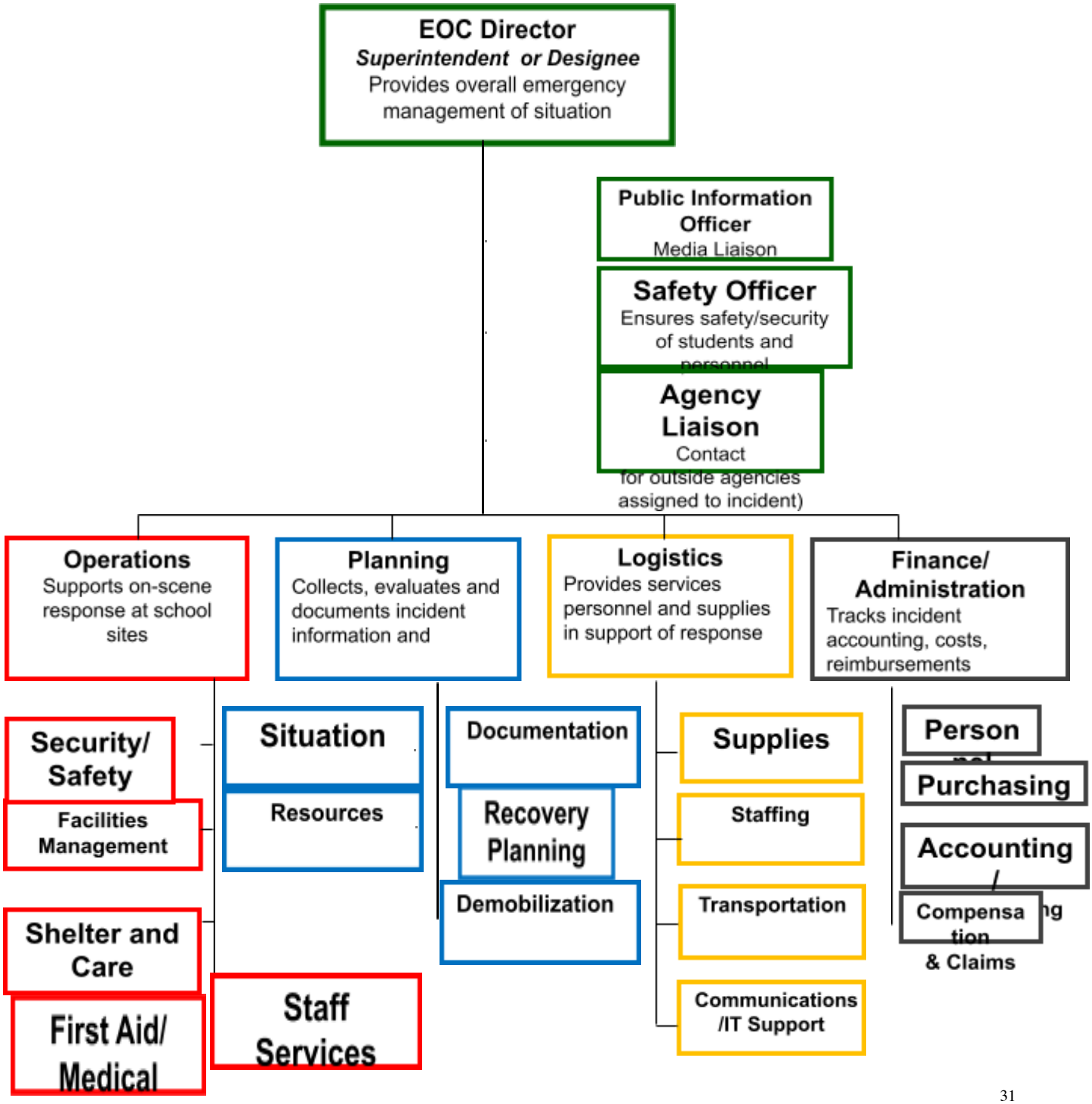
Figure 3 presents a simplified Emergency Operations Center for School Districts, based on NIMS/SEMS and adapted by MCOE. Responsibilities and operational duties are detailed on the following pages.

FIGURE 3 – Emergency Operations Center



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EOC: Roles & Responsib[1]ilities

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 Monterey County Office of Education.
Safety Officer	Ensures activities are conducted in a safe manner; assures the 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 to support 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 the 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 the use of school facilities.
Shelter and Care	Coordinates shelter, food, and water needs for students and staff within the district.
First Aid/Medical	Determines medical and mental health impact on the 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 maps of the district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short and long-term assistance needed to restore the learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	**Coordinates the release of assigned resources and the 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.**

1

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
- ❑ Monterey 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
- ❑ Whiteboard 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, ballpoint pens, and notepads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape

C. INCIDENT COMMAND SYSTEM: SCHOOL SITE

The Incident Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional responses. 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.

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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 the following:

- 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.

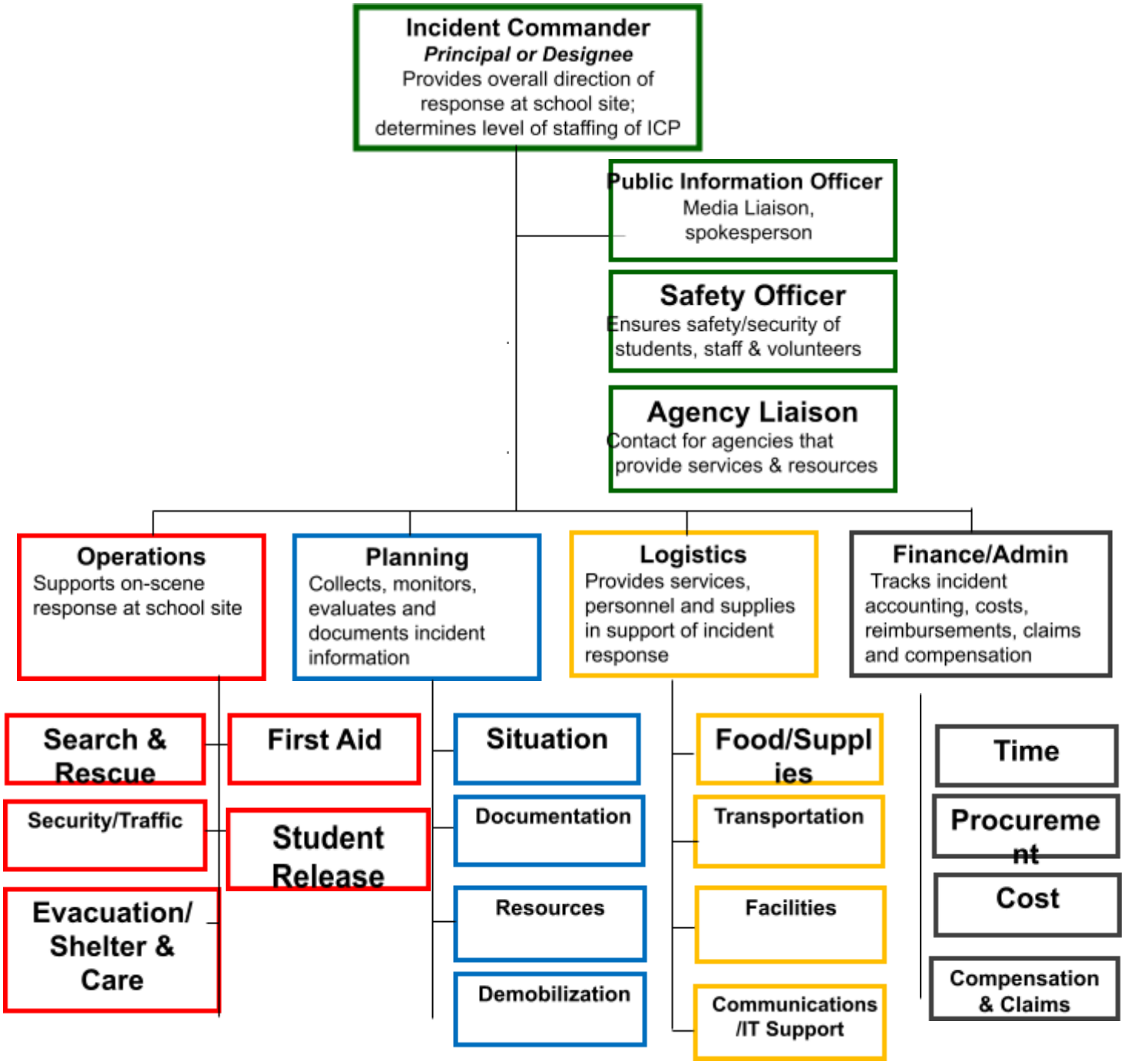
Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communications among emergency responders. This function 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.

Incident Command Organization

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

FIGURE 4 – Incident Command Organization



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Crisis Intervention

ICS-School Site Responsibilities

At the school level, the Superintendent / 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 the development of the school's safety plan and overall management of emergency situations; establishes/manages Command Post; activates ICS; determines 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 the 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 the need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, and 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; coordinate the safe and orderly release of assigned resources and deactivation of incident response at the school site.

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Title	Role, Responsibility
Management: Incident Commander	Responsible for the development of the school's safety plan and overall management of emergency situations; establishes/manages Command Post; activates ICS; determines 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 the 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.
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 the incident; manages vendor contracts. Processes compensation/injury claims related to the incident.

ICS SECTION TOOLBOX

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
- Monterey County Schools Directory

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- 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 notepads
- 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

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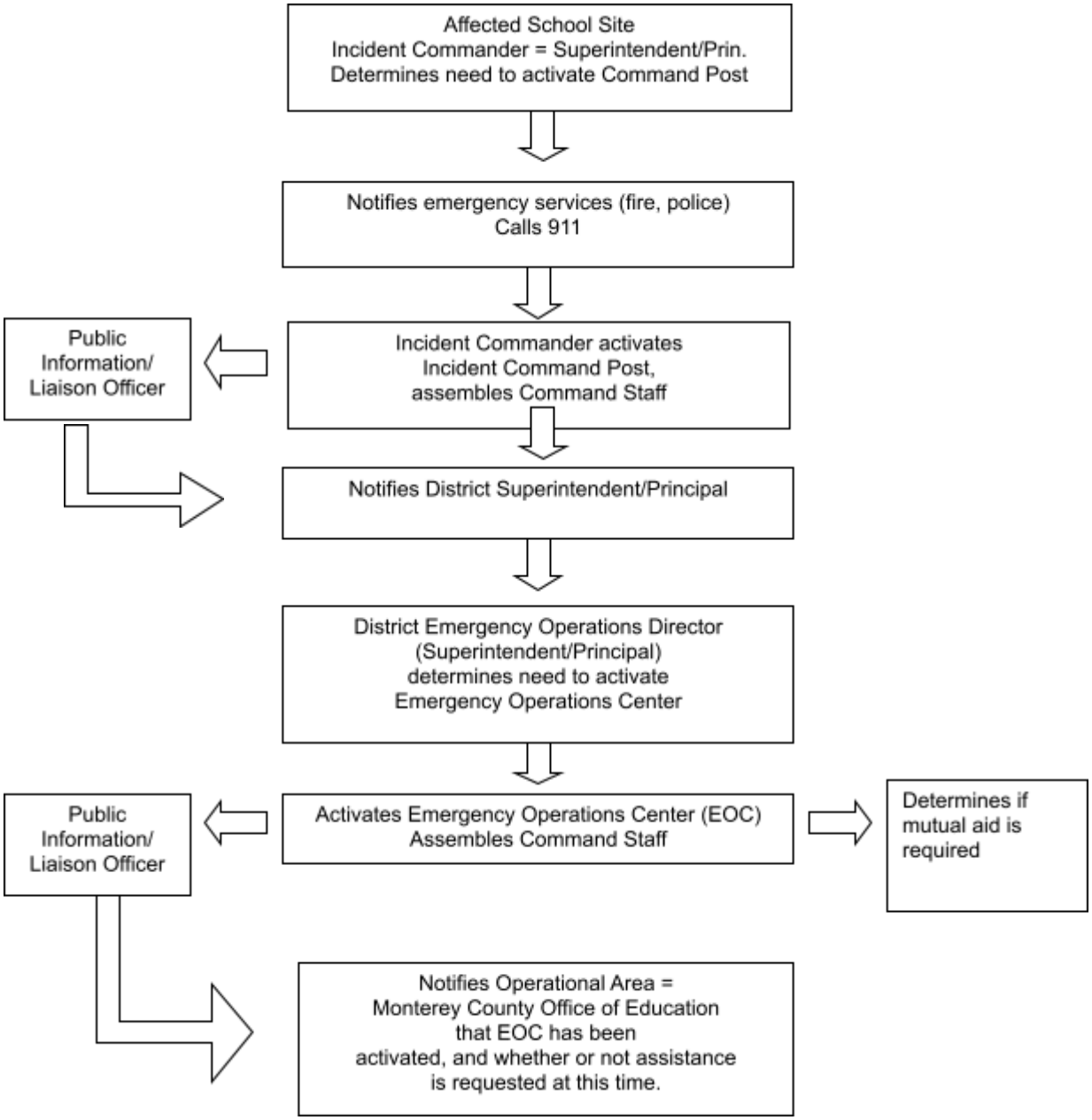
School Incident Response Flow Chart



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ICS—Incident Commander

The Incident Commander directs on-scene operations and is responsible for the 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 Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.

- ❑ Refer media inquiries to District Office
- ❑ If the 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 the facility as a shelter.

Deactivation

- ❑ Receive briefing from a public safety agency to obtain "All Clear."
- ❑ Contact the District Office to obtain authorization for deactivation.
- ❑ Authorize the deactivation of response teams as they are no longer required.
  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

  Provide input to the After-Action Report
  Proclaim termination of the emergency.
  Proceed with recovery operations, if necessary

ICS—Public Information

News media can play a key role in 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.

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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 the situation and obtain a statement from the Incident Commander.
- ❑ Advise arriving media that the site is preparing a press release and the approximate time of its issue.
- ❑ Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

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 — the condition of the 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 the 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 incidents. Correct any misinformation heard.

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.

ICS—Agency Liaison

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 the Incident Commander for a situation briefing.
- ❑ Deter
- ❑ mine the personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on a 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 the 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.

ICS—Safety Officer

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 the Incident Commander for a 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 the equipment and reusable supplies to Logistics.

ICS--Operations

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

- ▪ Site Facility Check/Damage Assessment
- ▪ Security and Utilities
- • Student Supervision and Release
- • Light Fire Suppression

- Search and Rescue
- First Aid and Crisis Intervention

Start-up Actions

- ❑ Check in with the Incident Commander or Command Post for a 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 the staff is available and assigned.
- ❑ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ❑ Check with IC to ensure the 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 arrives, 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 a 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, utilize appropriate safety gear, and document 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.

ICS--PLANNING

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 maps.
- ❑ Provide ongoing analysis of situation and resource status.

Start-Up Actions

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

Operational Duties

- Assume the duties of all Planning positions until the 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.

ICS--Logistics

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

Start-up Actions

- Check in with the Incident Commander for a situation briefing.
- Open supplies containers or other storage facilities.
- Put on a position identifier, such as a 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 the 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 containers, 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.

ICS—Finance/Administration

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

Operational Duties

- ❑ Assume the duties of all Finance/Administration positions until the 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.

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, warnings, written notifications, or intercom orders according to established emergency procedures.
- ❑ Give appropriate action commands during an emergency.
- ❑ Take attendance when the 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 the teacher as directed.

COUNSELORS, SOCIAL WORKERS, PSYCHOLOGISTS: Counselors, social workers, and 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 a disaster threatens their safety.
- ❑ Maintain a line of communication with Operations.
- ❑ Assist as directed by Operations.

DESIGNATED HEALTH ASSISTANTS:

- ❑ Assume a designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment as needed.
- ❑ Supervise the 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 the condition of the 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 food service operations to authorized personnel.
- ❑ Assist as directed by Operations.

BUS DRIVERS:

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

OTHER STAFF:

- ❑ Report to the principal for directions.

OPERATION—Search and Rescue

Objectives: Sweep quickly through the school buildings to identify the location of trapped or injured students and staff. Rescue those who are trapped and injured. Coordinate with the 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 the container (see below).
- ❑ Check at Command Post (ICP) for assignments.
- ❑ Put batteries in the flashlight.

Operational Duties

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- Before entering a building, walk around and inspect the complete exterior of the building. Report structural damage to the team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- If the building is safe to enter, search the assigned area (following map) using an orderly pattern. Check rooms first that are marked for the injured person left behind (e.g., red ribbon on the 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 parts of the building. Use chalk, painter's tape or a grease pencil for the markings indicated below.

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

- When an injured victim is located, transmit the location, number, and condition of the injured to the Command Post. Do not use the 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.

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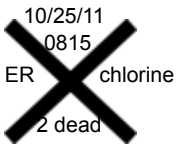
TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

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 the 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 the exact location of damage and triage on the 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.

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

OPERATIONS—FIRST AID

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

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Start-Up Actions

- ❑ Set up a 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 the Medical Team Leader for assignment.

Operational Duties

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

OPERATIONS—SHELTER AND CARE

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

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

Start-Up Actions

- ❑ Identify the team leader
- ❑ Put on a safety vest or position identifier
- ❑ Assess the situation. Remain calm.
- ❑ Take the job description clipboard and radio.
- ❑ Check-in with Operations Chief for a situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If the 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

OPERATIONS—STUDENT RELEASE

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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 the buddy system. The student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leaders.
- ❑ Put on a 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 containers.
- ❑ Secure the area against unauthorized access. Mark gates with signs.
- ❑ Set up a 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 the Request Table. Assign volunteers to assist.
- ❑ Set up the Release Table at some distance from the Request Table.

Operational Duties

- ❑ Follow the 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

- ❑ The requesting adult fills out the Student Release Form, gives it to a staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls the Emergency Card from the 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 outbox.
- ❑ The runner takes the Student Release Form to the Student Assembly Area and walks the requested student to the Student Release Table.
- ❑ Staff matches the student to the requester, asks the parent/requester to sign the student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ Mark the student with a sticker or “X” on hand in a colored marking pen so security personnel can check that the 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 the Request Table can continue processing other parent requests. Document.

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

- ❑ Runner shows Student Release Form to the teacher

- ❑ Teacher marks the box "Sent with Runner."
- ❑ Runner walks the student to the Release Table
- ❑ Runner hands in paperwork to release personnel.
- ❑ Release staff to match the student to the requester and verify proof of identification

If a student is not with the class:

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

PLANNING--SITUATION

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

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

Start-up Actions

- ❑ Check in with the Planning Chief for a situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on a 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 an area-wide map to record information on major incidents, road closures, utility outages, etc.

- Mark the site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of the campus.
- Preserve the map as a 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 the Incident Commander. Refer all other requests to the Public Information Officer.

Closing Down

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

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 the Planning Chief for a situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on a 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 a time log of the Incident, noting all actions and reports. (See sample log in **APPENDIX D.)**
- Record the content of all radio communication with the 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 the staff roster. Compute the 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 the 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.

LOGISTICS--STAFFING

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

Start-Up Actions

- ❑ Check in with the Logistics Chief for a situation briefing.
- ❑ Put on a 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 volunteers, 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 into a Documentation Unit.
- ❑ Return all equipment and supplies.

LOGISTICS—SUPPLIES/FACILITIES

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 the Logistics Chief for a situation briefing.
- Open supplies containers or other storage facilities if necessary.
- Put on a 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 containers, supplies, and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating supplies and equipment.
- Set up a 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.

FINANCE/ADMINISTRATION--TIMEKEEPING

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

Start-Up Actions:

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

Operational Duties

- Meet with the Finance/Administration Chief to determine the 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.

FINANCE/ADMINISTRATION--PROCUREMENT

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

Operational Duties

- ❑ Meet with the Finance/Administration Chief to determine the 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.

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. The 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.

Common Terminology

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

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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 "hotline" 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 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).

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 <u>before</u> 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 an emergency.

- ❑ Inform parents about the school's emergency plan, its purpose, and its objectives. Providing 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.

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.

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- 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 receive accurate information. A follow-up public meeting may help restore the community's confidence in the school's ability to manage emergencies and 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 the school's/district's good record.
- ❑ Speak to reporters in plain English.
- ❑ If the emergency is a death, the 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 a 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 the District Office on the 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 the 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 the 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, backups, 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 in resolving 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 (including 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)

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.

G. 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.

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The development of an annual Emergency Planning Calendar ensures 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.

Section III - Response

Response is the process of implementing appropriate actions while an emergency situation is unfolding. In this phase, schools mobilize the resources needed to address the emergency at hand. In any emergency situation, get help right away. Alert someone immediately—a school administrator, school secretary, district employee, 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, the number of injuries or deaths). In order to complete an assessment on the telephone, the 911 Dispatcher may have many questions to ask depending on 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 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 can't comprehend what is 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 (Chualar Union Elementary School District Officer). 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 the planning of unusual or large events.

Examples of situations that could benefit from the 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 events 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 Checklist

- ❑ Assume the overall direction of all emergency responses based on actions outlined in this Plan. Good judgment, based on 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).
- ❑ 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?
- ❑ 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?
- ❑ Determine whether special transportation arrangements are needed.
- ❑ Prepare an informational letter for parents/guardians to squelch rumors.
- ❑ Arrange for post-disaster trauma counseling for students and staff

Office Staff Checklist

- ❑ Provide assistance to the 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 Checklist

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

Instructional Assistants/Aides

- Assist the teacher as needed.
- Maintain order in the classroom and during evacuation.

Custodians/Maintenance Personnel

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

Bus drivers

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

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DESIGNATED HEALTH ASSISTANTS

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

OTHER SCHOOL EMPLOYEES

- Report to principal/site administrator for directions.

A. EMERGENCY ACTIONS

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 Will be implemented to isolate students and staff from the outdoor environment	**STAND BY** Notifies students and staff that further instructions will follow shortly.

and provide greater protection from external airborne contaminants.	
SPECIALIZED EMERGENCY ACTIONS	
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 Instruct 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 buildings.

EMERGENCY ACTION - ALL CLEAR

ALL CLEAR

It 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 the oral or written word as an alternate means of staff notification.
3. Use the 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

It is the action taken during an earthquake to protect students and staff from flying and falling debris. It is the 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 an earthquake. For your protection, follow DUCK, COVER, AND HOLD ON procedures.**"

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 your back to the windows, place your 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 the shaking stops or for at least 20 seconds. When the earthquake is over, leave the building. Do not run. Avoid routes with architectural overhangs. Do not re-enter the building until declared safe by a competent authority.

Outside

- Instruct students to move away from buildings, trees, and 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 your head between your knees, and cover the back of your neck with your arms and hands.
- Remain in place until the shaking stops or for at least 20 seconds

EMERGENCY ACTION - EVACUATION

EVACUATION

It 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**).

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4. Use messengers with the 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.

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EMERGENCY ACTION - FIRE (ONSITE)

FIRE (ONSITE)

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."

TEACHERS:

- ☐ Evacuate immediately upon hearing the fire alarm.
- ☐ Carry the classroom register or roll sheet when leaving the building.
- ☐ Carry out an emergency blue backpack.
- ☐ Close windows in the classroom.
- ☐ Close, but do not lock doors.
- ☐ Remember, please post a sign at the door if you plan to be out of your classroom for the computer lab, library, or any other school-related activity.
- ☐ Head toward your designated area. (Follow emergency evacuation Plan).
- ☐ As soon as you get to your designated area, take attendance immediately.
- ☐ Be ready to provide student information to the assigned area designee.
- ☐ Proceed to the classroom once you hear the CLEAR signal.

SAFETY NOTES

Open Doors. The first student to reach a door leading to the outside is to open the door and fasten it open or hold the door open until all the students who must use the doorway have passed through. The Teacher closes the door after seeing that all the students have vacated the room.

Help Handicapped Students. One student should be assigned to each physically handicapped student who needs help getting out of the building. When students move from one group to another, a student in each group should be assigned this responsibility if there is a physically handicapped student in the group.

Office Employees:

- ☐ Close windows in the work area.
- ☐ Close, but do not lock office doors.

Custodian:

- ☐ Simulate shutdown of electrical, gas, heating, and ventilating equipment.
- ☐ Close but do not lock doors to equipment rooms.

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- If the Custodian is not on site, a staff member shall be trained to perform the Custodian assignments.

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EMERGENCY ACTION - LOCKDOWN

LOCKDOWN

It 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 by 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 within the building.

ANNOUNCEMENT:

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 the location, the status of the campus, and all available details of the 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, or the 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

It 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:

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 to report it to the 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
- ❑

EMERGENCY ACTION - OFF-SITE EVACUATION

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 the school name and location of the off-site evacuation, the reason for the evacuation, and the 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 the Principal/designee.
- ❑ Remain in place until further instructions are given

EMERGENCY ACTION - REVERSE EVACUATION

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 an 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:

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- ❑ 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.

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EMERGENCY ACTION - STUDENT RELEASE

Student Release

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

At REQUEST TABLE, verify parent ID and authorization.

Direct parent to RELEASE TABLE; radio or send runner for student.

At RELEASE TABLE, verify Student Request Form is signed

Release student to custody of authorized adult.

FOUR STEPS FOR PARENTS

Fill out Student Request Form.

Show photo ID at REQUEST TABLE.

Move to RELEASE TABLE to wait for student.

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

TEACHER and STAFF ACTIONS:

- Evacuate students to a 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 the Incident Commander by holding up a green or red card. Mark undistributed name tags 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 the Command Post.

TEAM ASSIGNMENTS

STUDENT RELEASE TEAM

- Take supplies to designated Request/Release Table locations.
- Set out tables at least 20 feet apart to reduce crowding. For a 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 a whiteboard for special instructions and parent requests.
- Pull cards of absent, injured, and missing students. Note the status on those cards and file at the back of the file box.

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

- Set out parking area directional signs and enlarged site map with a 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 the 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 a whiteboard 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 (the number depends on the campus size)

- Take the Student Request Form to the Student Assembly Area to find the requested student. Alternatively, a walkie-talkie may be used to request a student from the Assembly Area.

- ❑ Retrieve the student and escort him/her to the Student Release Table -OR- return to Student Request Table with status information on those who are not in the Student Assembly Area.

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:

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- o Aircraft Crash 60
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- o Civil Disturbance 71
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- Suicide Attempt 96
- Suspicious Package 97
- Terrorist Attack/War 98
- Threat Level Red 99
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- Utility Failure 102
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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 long term. The guidelines below should be followed by the principal, teaching staff, noon supervisors, janitorial staff, front office personnel, district office personnel, 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
- ❑ 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 to leave, and employ temporary substitute teachers
- ❑ Implement protocols for a student or staff member, if required

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Accident at School

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 forms are available at the school office.

Teachers, Playground Supervisors, and Janitorial staff- Will take action by doing one of the following:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Post general procedures in the clinic explaining when parents are to be notified of minor mishaps.
- 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).

Aircraft Crash

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.

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Aircraft crashes into the school

SCHOOL STAFF ACTIONS:

Notify the Principal.

Move students away from the 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 the 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 school site when emergency response officials have determined it is safe to return to the building.

PRINCIPAL/SITE ADMINISTRATOR OR DESIGNEE ACTIONS:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Notify the District Superintendent, who will contact the Office of Emergency Services.

Arrange for first aid treatment and removal of injured occupants from the 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 the extent of injuries.

Do not re-enter the building until the authorities provide clearance to do so.

Aircraft crashes near school

STAFF ACTIONS:

Notify the Principal.

Move students away from the immediate vicinity of the crash.

Remain inside with students unless subsequent explosions or fire endanger the building.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

Air Pollution Alert

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- 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.
- Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- When notified by the district office or news media of a smog advisory, inform all staff to stay indoors and minimize physical activity.
- Cancel all athletic competitions and practices and any other activities that require strenuous physical activity such as marching band, pep squad etc.
- Instruct employees to minimize strenuous physical activity.
- Cancel any events that require the use of vehicles.

SCHOOL STAFF ACTIONS

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

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Allergic Reaction

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. A designated Health Aide will have a specialized health care plan for specific conditions and should be contacted for any sign of allergic reaction.

SCHOOL STAFF ACTIONS:

- If there is an imminent risk, call 911.
- Send for immediate help (First Aid, CPR, medical) and a medication kit (for known allergies).
- Notify the principal.
- Assist in getting “EPI” (Epinephrine) pens for individuals who carry them (usually in their backpacks) and prescription medications (kept in the front office).
- If an insect stings, remove the stinger immediately.
- Assess the situation and help student/staff members to be comfortable.
- Move student or adult only for safety reasons.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- Keep an “EPI” pen in the school office and notify staff as to the location.

- Emergency health cards 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.

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 effects 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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Initiate SHELTER IN PLACE.
- Shut off HVAC units.
- Move to a central location where windows and doors can be sealed with duct tape.

- Call 911. Provide location and nature of the emergency and school actions taken.
- Notify the District Superintendent of the situation.
- Complete the Biological and Chemical Release Response Checklist
- Remain inside the building until the Department of Health or Fire Department determines it is safe to leave.
- Arrange for psychological counseling for students and staff.

INSIDE THE BUILDING

STAFF ACTIONS:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

- Wash affected areas with soap and water.
- Immediately remove and contain contaminated clothing

- Do not use bleach on potentially exposed skins.
- Remain in a safe, but separate area, isolated from those who are unaffected, until emergency response personnel arrive.

Bomb Threat

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:

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of the school, the name of the 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.

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

SEARCH TEAM ACTIONS:

- Use 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).
- If a suspicious item is found, make no attempt to investigate or examine the object.

STAFF ACTIONS:

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

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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: ( ) Male ( ) Female ( ) Adult ( ) Juvenile

Estimate age of caller: _____ **Other notes:** _____

Voice characteristics: ( ) Loud ( ) Soft ( ) Deep ( ) High Pitched

( ) Raspy ( ) Pleasant ( ) Intoxicated ( ) Nasal

Other

_____

Speech: ( ) Rapid ( ) Slow ( ) Disguised ( ) Normal

( ) Laughing ( ) Slurred ( ) Lisp ( ) Stutter

Other

_____

Manner: ( ) Calm ( ) Angry ( ) Irrational ( ) Excited

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Crying

() Coherent () Incoherent () Deliberate ()

() Emotional () Righteous () Laughing () Foul

Language: () Excellent () Good () Fair () Poor

Use of certain phrases:

_____

Accent: () Local () Foreign () Regional () Other

_____

Background Noises:

() Airplane () Animals () Industrial Machines
() Static () Motors () Office Machines
() Quiet () Music () Party Scene
() Street Traffic () Trains () PA System
() TV () Voices () Other _____

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Bus Accident

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, based on the nature of the emergency, age of children, location of bus and other unique circumstances.

BUS DRIVER:

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

STAFF ACTIONS AT THE SCENE:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify law enforcement.
- Notify parents/guardians of all students on the bus as soon as accurate information is available.
- 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.
- Notify the school and community about the incident and the status of injured students and/or staff. Prepare news releases for the media, if appropriate.

<u>Earthquake during bus trip</u>

BUS DRIVER ACTIONS:

- Issue DUCK, COVER, and HOLD ON instructions.
- Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
- Set the brake, turn off the ignition and wait for the shaking to stop.
- Check for injuries and provide first aid, as appropriate.
- Contact the school administrator and bus dispatch to report location and condition of students and the bus.
- Do not attempt to cross bridges, overpasses or tunnels that may have been damaged.
- If instructed to continue route,
- Enroute to school, continue to pick up students.
- Leaving school, continue dropping off students, provided there is a responsible adult at the bus stop.
- If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route. Upon arriving at the shelter, notify the school administrator.
- Remain with students until further instructions are received from the site administrator.
- Account for all students and staff throughout the emergency

Flood during bus trip

BUS DRIVER ACTIONS:

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

Chemical Accident (offsite)

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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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the 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 gasses)
  - Name of substance, if known
  - Injuries, if any
- Notify Maintenance/Building and Grounds Manager.
- Determine whether to implement **SHELTER IN PLACE, EVACUATION** and/or student release.
- Post a notice on the school office door stating location of alternate school site
- Notify District Superintendent of school status and location of alternate school site.

STAFF ACTIONS:

- If in **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 to seal air leaks.
- 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.
- If an **EVACUATION** is implemented, direct all students to report to the nearest designated building or assembly area.
- Upon arrival at a safe site, take attendance to be sure all students have been evacuated and accounted for. Notify the principal/site administrator of any missing students.

Chemical Accident (onsite)

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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.

SCHOOL STAFF DISCOVERING SPILL:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Notify the 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
- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- If necessary, proceed with the school **EVACUATION** using primary or alternate routes, avoiding exposure to the chemical fumes.
- Post a notice on the school office door stating location of alternate school site.
- Notify District Superintendent of school status and location of alternate site.
- 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

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

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CIVIL DISTURBANCE

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

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Set up a communication exchange with the students, staff and principal. Try to restore order.
- If unable to calm students and violent or uncontrolled behavior is probable, notify police of situation and request assistance

Outside of School

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Move any students who are outside into the school building. If unable to do so, have students lie down and cover their heads.

- 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.
- Cancel all outside activities.
- Maintain an accurate record of events, conversations and actions.

Criminal Act

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:

- Notify the police (dial 911).
- Identify all the parties involved (if possible). Identify the witnesses, if any.
- 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.
- If an individual is armed with a weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from his/her possession. Allow police to do so.
- If the incident involves a student, notify the parents or guardians.
- Question the victim with another staff member present. Focus on the information necessary to pursue disciplinary action against the perpetrators.
- Let trained police obtain specific details about the crime, following student interview protocols.

STAFF ACTIONS:

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

Death of a Student

A student's death may be the result of a suicide, homicide, car accident, illness or other causes. It may have a profound effect on the school and may be one of the most difficult situations an administrator will face. A communications strategy developed in advance of

such a tragedy will help the administrator know what to say to the student's family and the school community.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911 and the District Office. Verify the death and obtain as much information about it as possible.
- Contact the student's family or visit the home to offer condolence and support. Obtain information about the funeral/memorial service. Respect their wishes.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- 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.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- 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.
- Develop a plan for notifying other students and sharing information about availability of support services. Do not use the public address system.
- Go to each of the student's classes and notify his/her classmates in person.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- 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.
- Make arrangements with the family to remove the student's personal belongings from the school.
- 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:

- Allow students who wish to meet in a counseling office or other appropriate place to do so. Encourage students to report any other students who might

need assistance. Arrange with a facilitator/counselor to individually escort each student to the counseling support site.

Death of a Staff Member

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify the death and obtain as much information about it as possible. Contact the Coroner's Office.
- Protect the privacy of the family; the school neither gives nor confirms information to the media or others without consent.
- 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.
- Contact the decedent's family to offer condolence and support. Obtain information about the funeral/memorial service. Respect the wishes of the family.
- Meet with the front line staff/crisis team as soon as possible so that everyone understands the response plan.
- Determine whether additional resources are needed and make appropriate requests.
- Develop a plan for notifying students and sharing information about availability of support services. Do not use the public address system.
- 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.
- Facilitate classroom and small group discussions for students.
- Prepare a parent/guardian information letter and distribute it to students at the end of the day.
- Determine who from the decedent's family will secure the personal belongings. 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.
- Meet with your staff/crisis team to debrief at the end of the day and determine what additional resources might be needed.
- Thank all those who assisted.

- Continue to monitor staff and students for additional supportive needs.

Dirty Bomb

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:

- 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.
- Call 911. Provide location and nature of the emergency and school actions taken.
- Set up a decontamination station where students and staff may shower or wash with soap and water.
- Prepare a list of those who are in the affected area to provide to emergency response personnel.
- Turn on a battery-powered commercial radio and listen for instructions.
- Notify the District Superintendent of the situation.
- Arrange for medical attention for those injured by the explosion.
- Arrange for psychological counseling for students and staff.

STAFF ACTIONS:

- Cover nose and mouth with a cloth to reduce the risk of breathing in radioactive dust or smoke.
- 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.
- Avoid touching any objects thrown off by the explosion—they might be radioactive.
- Follow standard student assembly, accounting and reporting procedures.

- Immediately remove the 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 bags away from the population where others will not touch it until authorities provide further instructions.
- Supervise decontamination station where students and staff may shower or wash with soap and water. Do not come into contact with water runoff.
- 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:

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

STAFF ACTIONS:

- Keep students calm. Instruct students to **DUCK and COVER**.

EARTHQUAKE

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

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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 a search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one reenters.
- Notify the District Office of school and personnel status.
- Determine who will inform the public information media as appropriate.
- Do NOT re-enter the building until it is determined to be safe by the 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 the 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. Bing attendance roster and emergency backpacks.
- Check attendance at the assembly area. Report any missing students to the 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 the building until it is determined to be safe.

Outside Building

STAFF ACTIONS:

- Move students away from buildings, trees, overhead wires, and poles. Get under a table or other sturdy furniture with back to windows. If not near any furniture, drop to your knees, clasp both hands behind your neck, bury your

face in your arms, make your body as small as possible, close your eyes, and cover your ears with forearms. If notebooks or jackets are handy, hold them overhead for added protection. Maintain position until shaking stops.

- After shaking stops check for injuries, and render first aid.
- Check attendance. Report any missing students to principal/site administrator.
- Stay alert for aftershocks.
- Keep a safe distance from any downed power lines.
- Do NOT re-enter the building until it is determined to be safe.
- Follow instructions of the principal/site administrator.

EXPLOSION

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

- Determine whether the 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**.
- Notify the local Fire Department and (call 911). Provide school name, address, exact location within the building, your name and phone number and nature of the emergency.
- Secure area to prevent unauthorized access until the Fire Department arrives.
- Advise the District Superintendent of school status.
- Notify emergency response personnel of any missing students.
- Notify the utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within the building, your name and phone.
- Direct a systematic, rapid and through approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas

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(shrubbery, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).

- 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:

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

FIRE (ONSITE)

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".

TEACHERS:

- Evacuate immediately upon hearing the fire alarm.
- Carry classroom register or roll sheet when leaving the building.
- Carry out the emergency blue backpack.
- Close windows in the classroom.
- Close, but do not lock doors.
- Remember; please post a sign at the door if you plan to be out of your classroom for computer lab, library, or any other school related activity.
- Head toward your designated area. (Follow emergency evacuation Plan).
- As soon as you get to your designated area, take attendance immediately.
- Be ready to provide student information to the assigned area designee.
- Proceed to the classroom once you hear the CLEAR signal.

SAFETY NOTES

Open Doors. The first student to reach a door leading to the outside is to open the door and fasten it open or hold the door open until all the students who must use the doorway have passed through. The Teacher closes the door after seeing that all the students have vacated the room.

Help Handicapped Students. One student should be assigned to each physically handicapped student who needs help in getting out of the building. When students move from one group to another, a student in each group should be assigned this responsibility if there is a physically handicapped student in the group.

Office Employees:

- Close windows in the work area.
- Close, but do not lock office doors.

Custodian:

- Simulate shut down of electrical, gas, heating, and ventilating equipment.
- Close, but do not lock doors to equipment rooms.
- If the Custodian is not on site, a staff member shall be trained to perform the Custodian assignments.

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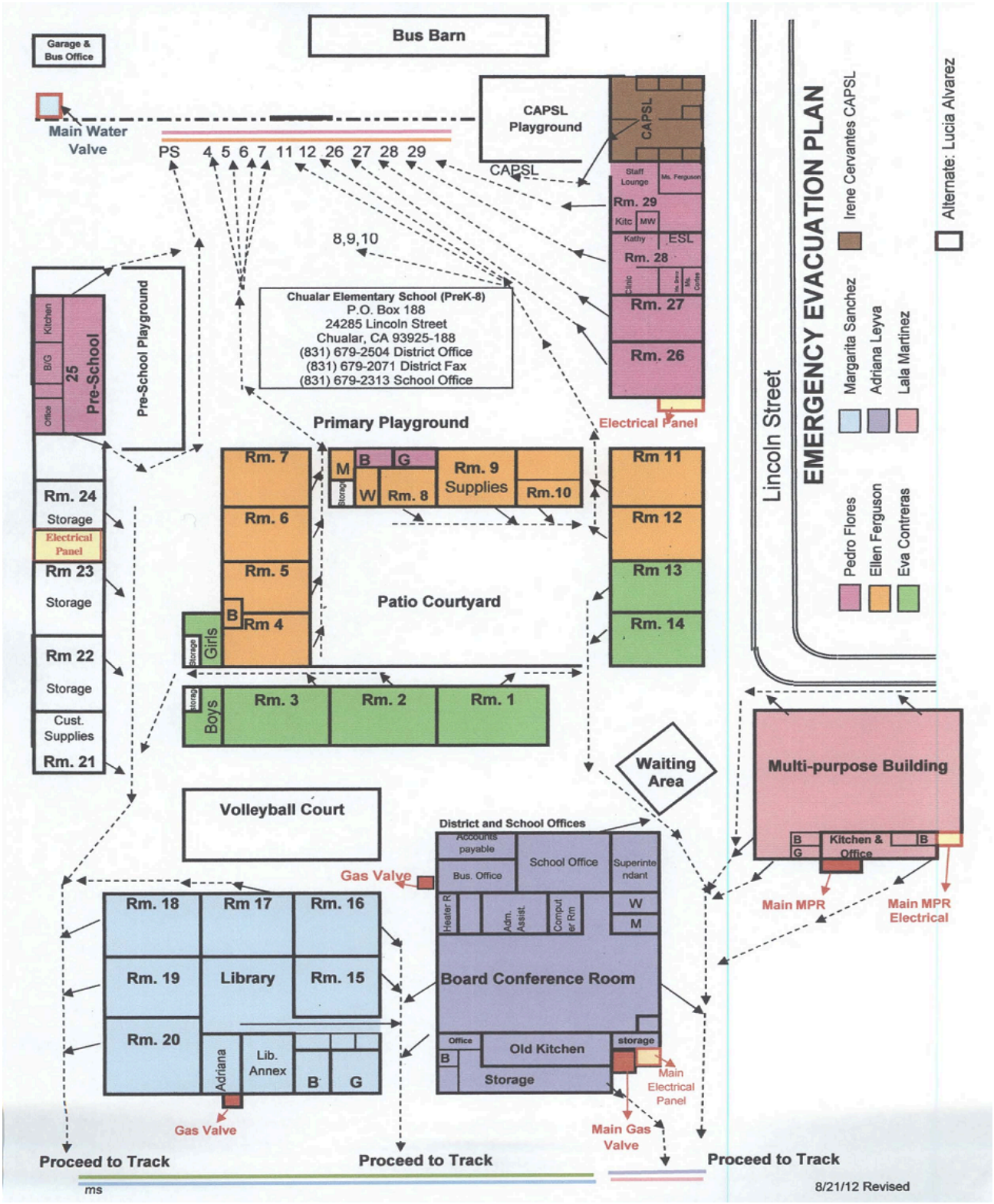
EMERGENCY EVACUATION PLAN



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FLOOD

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:

- Issue **STAND BY** instruction. Determine if evacuation is required.
- Notify the local police department of intent to **EVACUATE**, the location of the safe evacuation site and the route to be taken to that site.
- Delegate a search team to assure that all students have been evacuated.
- Issue **DIRECTED TRANSPORTATION** instruction if students will be evacuated to a safer location by means of buses and cars.
- Post a notice on the office door stating where the school has relocated and inform the District Office.
- Notify the District Superintendent of school status and action taken.
- 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:

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

BUS DRIVER ACTIONS:

- 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.

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Gas Odor/Leak

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:

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

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- If a gas leak is internal, evacuate the building immediately.

  On-site lead custodian inspect the gas odor / leak.
- Notify the utility company.
- Determine whether to move to an alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide a bus to transport students to partner school or shelter students on buses.

Hazardous Materials

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**.

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PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, if necessary.
- If there is a threat of airborne toxicity, shut-off the ventilation system in affected area.
- 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.
- Isolate anyone suspected of being contaminated with a substance that could be transferred to others until public safety personnel carry out decontamination procedures.
- If time is available, initiate **DIRECTED TRANSPORTATION**. Move students and staff away from the path of hazardous materials.
- Notify District Superintendent.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Do not allow the return of students to the school grounds or buildings until public safety officials declare the area safe.
- Upon return to school, ensure that all classrooms are adequately aired.

TEACHER ACTIONS:

- Report names of missing students to the office.
- Do not take unsafe actions such as returning to the building before it has been declared safe.

Hostage Situation

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.

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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 the 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.

INTRUDER

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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. A sample is provided below:

> **All visitors entering school grounds on school days between 7:30 a.m. and 2:35 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:

- Initiate **LOCKDOWN**.
- Request intruder to leave campus. Remain calm. Be courteous and confident. Keep distance from the intruder. Speak in a 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."
- As soon as the conversation or actions of the individual become threatening or violent, call 911 immediately. Provide description and location of intruder.
- Keep the subject in view until police or law enforcement arrives.
- Take measures to keep the subject away from students and buildings.
- 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.
- When scheduling a meeting with an individual known to be aggressive, arrange for another staff member or student resource officer to be present.
- Be available to deal with the media and bystanders and keep the site clear of visitors.

STAFF ACTIONS:

- Notify the principal/site administrator. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- Keep the intruder(s) in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- Isolate intruder(s) 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.

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IRRATIONAL BEHAVIOR

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:

- Keep the individual under continuous adult supervision.
- Keep the individual on campus until the parent/guardian has been notified.
- Arrange appropriate support services for the necessary care of the individual(s).
- 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).
- School professionals (psychologists, counselors, social workers, and the designated health aide) should recommend the next steps to the principal. The next steps may include:
  - Provide parents/guardians with the names and phone numbers of mental health resources
  - Recommend that the parents make immediate contact with a therapist.
  - Request that parents/guardians sign release forms to allow two-way communication between the school and the treating agency.
- Make a follow-up check with the treating agency, family, and student to ensure appropriate care is arranged.
- Provide follow-up collaborative support for the student and parents (as indicated) within the school
- Develop a safety plan prior to the student's return to school.

STAFF ACTIONS:

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

- Protect the individual from injury.

KIDNAPPING

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Verify information with the source of the abduction report.
- Contact law enforcement (call 911) for assistance.
- 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).
- Provide suspect information to the police, if known.
- Contact the parents/guardian of the student involved and establish a communication plan with them.
- Obtain the best possible witness information.
- Conduct a thorough search of the school/campus/bus.
- Relay current information to police, parents and essential school staff.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise the law enforcement dispatcher of the staff member key contact's name and number.
- Provide the key contact with access to school records.
- 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.
- When the child is found, contact all appropriate parties as soon as possible.

STAFF ACTIONS:

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

MEDICAL EMERGENCY

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

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911 if appropriate. Provided:
  - 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 the injured person.
  - Caller's name and phone number.
  - Do not hang up until advised to do so by the dispatcher.
- Assign a staff member to meet the rescue service and show the medical responder where the injured person is.
- Assemble emergency care and contact information of the victim.
- Monitor the medical status of the victim, even if he or she is transported to the hospital.
- Assign a staff member to remain with the individual, even if he or she is transported to the hospital.

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.

- Notify the parents/guardian if the victim is a student. Describe the type of illness or injury, medical care being administered, and the location where the student has been transported.
- Advise staff of the situation (when appropriate). Follow-up with parents.

STAFF ACTIONS:

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

Missing Student

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:

- Call 911 and explain the situation.
- Appoint staff to surveillance points; ask staff to note license plate numbers and look for any unusual activity.
- Conduct an immediate search of the school campus/bus, as appropriate.
- Gather information about student to provide to law enforcement authorities:
  - photo
  - home address
  - parent contact numbers
  - class schedule
  - special activities
  - bus route /walking information
- Notify parents/guardians if the student is not found promptly.
- If a case involves abduction, begin gathering witness information for the police. Interview friends, last person to see the student.
- 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?

- 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.
- Designate a staff member as a key contact and personally answer the phone line (no voicemail) to receive and provide updated status as it becomes available.
- Advise law enforcement dispatcher of the staff member key contact's name and number.
- If missing during bus transportation, provide law enforcement with the child's bus stop location and nearest other bus stops.
- Have the driver keep in communication with the transportation dispatcher. Have transportation dispatcher coordinate efforts and information with the law enforcement dispatcher
- Exchange phone numbers (household, cell phone, school key contact) with parents/guardians.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

STAFF ACTIONS:

- Confirm that the student attended school that day. Notify the Principal.
- Provide description of the student, including height, weight, clothing worn that day, backpack, where last seen and when.
- 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.
- 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.

Motor Vehicle Crash

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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:

Notify the police and fire department (call 911).

Determine immediate response procedures, which may include EVACUATION, OFF-SITE EVACUATION or DIRECTED TRANSPORTATION.

Arrange for first aid treatment and removal of injured occupants from the building.

Secure area to prevent unauthorized access until the public safety officials (police, sheriff, fire department) arrive.

Ensure that students and staff remain at a safe distance from the crash.

- Account for all building occupants and determine the extent of injuries.

Notify District Superintendent.

STAFF ACTIONS:

Notify the Principal.

Move students away from the immediate vicinity of the crash.

EVACUATE students to a safe assembly area away from the crash scene. Take class roster/nametags and emergency backpack.

Check the 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 school site when emergency response officials have determined it is safe to return to the building.

Pandemic Influenza

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 the spread of the virus.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF and STUDENT ACTIONS:

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

POISONING/CONTAMINATION

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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:

Call 911.

Isolate suspected contaminated food/water to prevent consumption. Restrict access to the area.

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.

Provide a list of potentially affected students and staff to responding authorities.

Provide staff with information on possible poisonous materials in the building.

Notify the District Superintendent of the situation and number of students and staff affected.

Confer with the Department of Health and Human Services before the resumption of normal school activities.

Prepare communication for families advising them of the situation and actions taken.

STAFF ACTIONS:

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

PREVENTATIVE MEASURES:

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

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Public Demonstration

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:

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

STAFF ACTIONS:

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

Sexual Assault

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:

Call 911 if the assault is physical.

Close off the area to everyone.

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

STAFF ACTIONS:

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

SHOOTING

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:

- Remain calm. Do not confront the shooter(s).
- Assess the situation:
  - Is the shooter in the school?
  - Has shooter been identified?
  - Has the weapon been found and/or secured?
- Depending on the situation, initiate **LOCKDOWN** or **EVACUATION**, as appropriate.

- 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**).
- Identify command post for police to respond. Assist police in entering the school; provide officers with critical information.
- Ensure injured students and staff receive medical attention.
- If shooter has left, secure all exterior doors to prevent re-entry.
- If a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- Keep crime scene secure. Organize **OFF-SITE EVACUATION**, if necessary, or prepare to continue with classes.
- Isolate and separate witnesses.
- 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)
- Refer media inquiries to designated Public Information Officer.
- Prepare letter for students to take home to their families.
- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief staff and school police officers.
- 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.

STORM/SEVERE WEATHER

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. The Monterey County Office of Education (MCOE) provides all districts with detailed information pertaining to local inclement weather and its impact on local communities. The MCOE works closely with the Office of Emergency Services to receive the latest weather forecast and remediation efforts. All district Superintendents are in constant communication with the County Superintendent who provides them with the most current information to make the best local decisions.

Severe Storm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Monitor weather forecasts and weather-related communications to determine onset of storm conditions that may affect school operations.
- Report to site by 6 a.m. to check for power outages, flooding, etc.
- Determine whether school will be closed or remain open.
- Notify the superintendent of school status.
- Assign staff to activate staff and parent phone trees
- Post school status on school website.

- Notify utility companies of any break or suspected break in utility lines.
- Take appropriate action to safeguard school property.
- Upon passage of the storm, return to normal routine.

Windstorm

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

STAFF ACTIONS:

- Evacuate any classrooms bearing full force of wind. Evacuate to the lower floor of the school building near the inside walls.
- Initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- Take attendance. Report any missing students to the principal/site administrator.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.

Student Riot

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.

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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 the 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 members 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.
- Notify parents about the incident, as appropriate.
- After ensuring physical safety of those involved, provide crisis intervention or counseling to meet psychological needs of students and staff.

SUICIDE ATTEMPT

Chualar Union Elementary School District

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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:

- Call an ambulance in the event of overdose or injury requiring medical attention.
- Call 911 if an immediate threat exists to the safety of the student or others.
- Calmate student by talking and reassuring them until police arrive. Try to have the student relinquish devices for and means of harming him/herself. 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.
- Cancel all outside activities.
- 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.
- If allegations warrant, refer the student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.

STAFF ACTIONS:

- Inform the Principal of what was written, drawn, spoken and/or threatened.
- Move other students away from the immediate area, but remain with the troubled student until assistance arrives.
- 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.

Steps for Suicide Intervention

Stabilize individual
Assess risk
Determine services needed
Inform
Follow-up

- 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.

Suspicious Package

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:

- Call 911.
- Make a list of all persons who came into contact with the package. Include work and home phone numbers for any necessary follow-up.
- Prevent others from coming into the area.
- Ask everyone who has been in contact with the package to remain until instructed to leave by Public Safety or Public Health responders.
- If powder spills out, shut the ventilation system, heating system, or air
- Public health and safety staff will determine the need for decontamination and initiation of prophylaxis treatment.
- 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:

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

STAFF ACTIONS if package is leaking:

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

Terrorist Attack/War

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:

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

STAFF ACTIONS:

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

Enemy Attack Without Warning

STAFF ACTIONS:

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

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Threat Level Red

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:

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

OFFICE STAFF ACTIONS:

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

Threats / Assaults

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 be received by written note, email communication, phone call or orally. The procedure below applies to an oral threat.

PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- 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.

- Notify the police (dial 911), if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- 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.
- 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.
- 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.
- Facilitate a meeting with student(s) and family to review expectations.
- Facilitate a staff meeting to review plans for keeping school safe. Enlist the support of community service providers.

STAFF ACTIONS:

- 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.
- Inside the classroom, institute **LOCKDOWN**. Close all curtains and blinds.
- Disconnect the school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.
- Remain with students until **ALL CLEAR** is given.

TSUNAMI

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.

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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 the 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 the superintendent of school status.
- Assign staff to activate staff and parent phone trees.

- 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.
- 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.
- Photograph the damage, both of the building and its contents, for insurance claims.

STAFF ACTIONS:

- If there is a coastal earthquake, initiate **TAKE COVER** with students in the shielded areas within the building. Stay away from windows.
- 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.
- Take attendance. Report any missing students to principal/site administrator.
- 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.
- Return to school only if authorities advise it is safe to do so.

Utility Failure

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:

- Notify the utility company. Provide the following information.
  - Affected areas of the school site.
  - Type of problem or outage.
  - Expected duration of the outage, if known.
- Determine length of time service will be interrupted.

- Determine desired action, which may include relocation of students and staff, notification of parents, and alternate food service.
- If disruption in service will severely hamper school operation, notify students and staff by appropriate means.
- Use messengers with oral or written word as an alternate means of faculty notification.
- Notify the District Office of loss of service.

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: _____

WEAPON

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 a police officer to thoroughly search the student with another adult witness present. Police officer should take possession of and secure any weapon located.
- 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.
- Search student's belongings, including--but not limited to --backpack, purse, locker, and auto, if applicable.

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- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take a photo of the weapon to be included in the expulsion proceedings.
- Secure a detailed written statement from witnesses including staff.
- Provide post-event trauma counseling for students and staff, as needed.
- Provide informational updates to staff, students, and their families during the next few days to squelch rumors.

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SECTION IV – Recovery Organization

A. Recovery Organization

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.**

Management

- MAKE 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 reports of material losses 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.

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

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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.

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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

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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.

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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.

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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.

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- 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.

Five Phases of Response

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.

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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.

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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.

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- 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

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APPENDIX A - CHECKLISTS

Annual Emergency Review Checklist A-2

School Safety/Hazard Assessment Checklist A-3

Classroom Safety/Hazard Assessment Checklist A-5

ANNUAL EMERGENCY REVIEW CHECKLIST

School _____
School Year _____

Date	Activity	Responsible Person	Date Completed
August	School Facilities/Grounds Hazard Assessment	_____	_____
August	Review School Buildings	_____	_____
August	Review Evacuation Routes	_____	_____
September	Update Emergency Phone Numbers and Resources	_____	_____
September	Inventory of Special Staff Skills	_____	_____
September	Survey of Neighborhood Resources	_____	_____
September	Assign Staff Emergency Functions	_____	_____
September	Send Message to Parents	_____	_____
September	Update Bus Routes to Identify Potential Hazards	_____	_____
September	Orientation to new staff	_____	_____

Prepared By _____ Date _____

_____

School Safety/Hazard Assessment Checklist

School _____
School Year _____

	YES	NO	RECOMMENDATIONS
1. School grounds are fenced.			
2. Signs posted for visitors to report to the office and sign in			
3. Restricted areas are clearly marked			
4. Shrubs and foliage are trimmed for a good line of sight.			
5. Bus loading and drop-off zones are clearly identified.			
6. Access to the bus loading area is restricted to other vehicles during loading/unloading.			
7. Staff is assigned to bus loading/ drop-off areas.			
9. Parent drop-off and pick-up areas are clearly defined.			
10. Lighting around the building is adequate.			
11. Lighting is provided at entrances and other possible access points.			
12. Directional lights are aimed at the building.			
13. The school ground is free from trash or debris.			
14. The school is free of graffiti.			
15. Play areas are fenced.			
16. Visual surveillance of bicycle racks is possible.			
17. Visual surveillance of parking lots is possible.			
18. Parking lot is lit properly; all lights are functioning.			
19. Doors are locked when classrooms are vacant.			
20. Security locks protect high-risk areas.			
a. Main Office			
b. Cafeteria			
c. Computer Lab			
d. Industrial Arts rooms			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
j. Emergency cache storage facility			
21. Unused areas of the school can be closed off during after-school activities			
22. Restricted areas are properly identified.			
23. School has written regulations restricting students' and visitors' access to buildings and grounds.			

SCHOOL INTERIOR	YES	NO	RECOMMENDATIONS
1. The school has a central alarm system.			
2. The entrance is visible from the main office.			
3. The entrance for visitors is clearly marked and designated.			
4. Multiple entries to the building are controlled and supervised.			
5. Administrative staff maintains a highly visible profile.			
6. Visitors are required to sign in			
7. Visitors are issued passes			
8. Proper identification is required of vendors and repairers or technicians.			
9. All staff (full-time, part-time, and bus drivers) are issued an ID card that is worn in a visible manner			
11. Hallways and bathrooms are supervised by staff.			
12. Bathroom walls are free of graffiti.			
13. Doors accessing internal courtyards are securely locked from the inside.			
14. Exit signs are clearly visible and pointing in the correct direction.			
15. Computers are plugged into protected circuit breakers; plugs are not daisy-chained.			
16. Access to electrical panels is restricted.			
17. Mechanical rooms and other hazardous areas are kept locked using a key-only access locking system.			
18. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.			
19. School maintains a record of all maintenance on doors, windows, lockers, and other areas of the site.			
20. Students are restricted from entering vacant classrooms alone.			
21. Friends, relatives, and non-custodial parents are required to have written permission to pick up a student from school.			

22. There are written regulations regarding access and control of school personnel using the building after hours.			
23. Faculty members are required to lock classrooms upon leaving.			
24. A person is designated to perform the following security checks at the end of the day:			
a. All classrooms are locked.			
b. All restrooms are empty.			
c. All locker rooms are empty.			
d. All exterior entrances are locked.			
e. All night lights are working.			
f. The alarm system is set.			
27. The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation			
28. Law enforcement personnel monitor school grounds after school hours.			
29. All school equipment is permanently marked with an identification number.			
30. An up-to-date inventory is maintained for all expendable school supplies.			
31. School storage is available for valuable items: a. During school hours b. After school			
32. The school has regular maintenance and/or testing of the security alarm system at least annually.			
33. Classrooms are numbered.			
34. Classroom locks can be operational from the inside.			
35. The public address system works properly.			
a. It can be heard and understood outside.			
37. Communication means used during emergencies (Check all that apply)			
a. Two-way radios			
b. Cell phones			

APPENDIX B-NIMS/SEMS

District Emergency Operations Center: Roles and Responsibilities B-2

School Incident Command System: Roles and Responsibilities B-3

Emergency Operations Center: District/Front Office-Role & Responsibility

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 Monterey County Office of Education.**
Safety Officer	**Ensures activities are conducted safely; assures the safety of all personnel (students, staff, volunteers, and responders.**
Public Information Officer (PIO)	**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 to support the 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 the plan in an emergency; document activities**
Security/Safety	**Coordinates security needs for the district; work with local and county public safety officials.**
Facilities Management	**Assesses safety and integrity of buildings; arrange site repairs and debris removal; restores utilities; coordinates the use of school facilities.**
Shelter and Care	**Coordinates shelter, food, and water needs for students and staff throughout the district.**
Medical	**Determines medical and mental health impact on the school population; ensures medical updates and inquiries are provided to 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 the district.**
Documentation	**Collects and archives all incident documents.**
Resources	**Tracks equipment and personnel assigned to the incident, including volunteers.**
Recovery Planning	**Identifies short and long-term assistance needed to restore the learning environment; supervises recovery operations until EOC is deactivated.**
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.**

Incident Command System: District/Front Office Role & Responsibility

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 the development of the school's plan and overall management of emergency situations; establishes/manages Command Post; activates ICS; determines 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 the 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 the 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 the need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, and 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 incidents; manages vendor contracts. Processes compensation/injury claims related to incidents.**

APPENDIX C - FORMS

Staff Skills Survey for Emergency Management Planning C-2

Special Staff Skills and Equipment C-3

SCHOOL STAFF SKILLS SURVEY

School _____ School Year ____

As part of the development of the School Emergency Management Plan, and in accordance with district policy, please complete the following survey and return it to the school office. The information provided will be used to update our Emergency Management Plan in order to be fully prepared for an emergency situation on campus.

NAME: _____ DATE _____

HOME PHONE_____ EMAIL _____

I. Emergency Response:

Please identify from the following areas in which you have expertise or training:

- ❑ **First Aid**
- ❑ **Search and Rescue**
- ❑ **Counseling/Mental Health**
- ❑ **CPR**
- ❑ **Hazardous Materials**
- ❑ **Firefighting**
- ❑ **Emergency Medical**
- ❑ **Media Relations**
- ❑ **Incident Debriefing**

Please explain or clarify items checked

_____

_____

II. Special Considerations:

Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- ❑ **Multilingual, list language(s)**

  _____

- ❑ **Experience with disabilities**

  _____

- ❑ **Ham radio or CB radio experience**

  _____

- ❑ **Knowledge of community resources**

  _____

- ❑ **Other knowledge or skills**

  _____

- ❑ **Other knowledge or skills**

  _____

- ❑ **Check if you have a cell phone that could be used in an emergency**
- ❑ **Check if you have a 2-way radio that could be used in an emergency**

III. Disaster Service Workers

California Government Code Section 3100 specifies that public employees are declared to be Disaster Service Workers subject to such disaster service activities as may be assigned to them by their superiors or by law. As such, school employees are considered Disaster Service Workers, responsible for the students during and after the emergency. If a disaster occurs during school hours, you may be required to remain at school for 72 hours or longer.

Special Staff Skills and Equipment

School _____
School Year _____

EXPERIENCE/EQUIPMENT	NAME OF EMPLOYEE
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	

Prepared By _____ Date Prepared _____

APPENDIX D- SAMPLE PARENT LETTERS

Tips for School Families – When to Miss School

D-2

Parent Information Letter - Student Health

D-3

Parent Information Letter - Incident Update

D-4

Parent Information Letter - Death of a Student

D-5

Tips for School Families - When to Miss School

If your child says she/he doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?" Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition,* offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.

SYMPTOM	Keep your child home if
FEVER	**He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100, but she is achy, pale, or tired.**
STOMACH ACHE	**He/she has had two or more episodes of vomiting or diarrhea or has had one in the past 24 hours and feels tired or ill.**
SNEEZING OR RUNNY NOSE	**He/she sneezes a lot, and his/her nose won't stop running.**
SORE THROAT	**He/she has a tender, swollen glands and a fever of 100 or higher.**
COUGH	**He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.**
EAR ACHE	**His/her pain is constant or severe—a sign of otitis media.**
RASH	**The rash blisters, develops pus or is uncomfortable, which signals chicken pox or impetigo.**

Sick children seldom, if ever, gain anything by attending school. They are much better off at home, where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their families, and the school staff from infection.

A child must be kept home for at least 24 hours after a fever and 24 hours after starting antibiotics.

_____

_____

School Secretary **Phone Number**

Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students, and we want to maintain a healthy school environment for your children.

From experience, we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home, where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their families, and school staff.

Your child may be contagious if you observe the following symptoms:

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

Your child should be kept at home. If these signs persist, contact your physician.

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics.

Prompt care and isolation of a sick child will minimize the total time school days lost by your child and/or other children. Regular attendance at school is necessary for your child to receive full benefits from the school.

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your doctor if you have questions.

Sincerely,

_____ _____

School Secretary Phone Number

Sample Parent Information Letter – Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (specify event, whether death, fire, etc.) which has deeply affected us. Let me briefly review the facts (give a brief description of the incident and known facts).

We have implemented our school's Emergency Management Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger, and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time, all regular schedules and routines will resume. (Specify needed information such as memorial services, possible changes in classroom locations, alterations in school operating hours, etc.).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress that may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child or steps being taken by the school to address this (loss, tragedy, etc.).

Sincerely,

Principal
(Phone)

Sample Parent Information Letter – Death of a Student or Staff Member

(DATE)

Dear Parent/Guardian:

We are saddened to learn of the death of our (teacher or student), (name of teacher or student), who died on (date). We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child's behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem preoccupied, argumentative, less cooperative or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. (Reference any handout that you may decide to enclose.)

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [Student Services Department] will be glad to answer any questions or provide support and guidance as needed. Please call (name of Counselor/Intervention Advisor) at (telephone number).

(Insert information on funeral arrangements, if known)

Sincerely,

[Principal's Name] [Name of Counselor/Intervention Advisor]

APPENDIX E-GLOSSARY

Emergency Actions E-2

Acronyms E-3

Glossary E-4

EMERGENCY ACTIONS

ALL CLEAR	Signifies the end of the ACTION that was initiated.
DUCK, COVER AND HOLD ON	Used during earthquakes or other imminent danger to the building or immediate surroundings. Students and staff should immediately drop to the floor, get under a desk, chair, or table and hold on. Desks should be arranged so that they do not face windows.
EVACUATION/LEAVE BUILDING	The orderly movement of students and staff along prescribed routes from inside school buildings to another area when conditions outside are safer than inside.
LOCKDOWN **(also called SECURE ROOM)**	Lockdown is used when there is an immediate or imminent threat to the occupants of a school building. The concept of lockdown involves a "no one in, no one out" scenario. Teachers and other staff members should immediately lock the doors of the rooms they are in and have students lie on the floor. Close any shades or blinds if it appears safe to do so. Teachers and students remain on the floor until a staff member they recognize assures them that the situation has been resolved and it is safe to unlock doors.
REVERSE EVACUATION	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
SHELTER IN PLACE	When conditions outside the building are unsafe, staff and students remain in the rooms or move to the hallway or the other side of the building. Commonly used during external chemical release and hazardous materials spills, shelter in place may involve sealing windows and doors and shutting down air conditioning systems to prevent exposure to outdoor airborne contaminants.
STAND-BY	If outside, teachers are to return students to their classrooms. If inside, teachers will keep students in classrooms pending further instructions. Stand-by must be followed by another ACTION or return to normal school.
TAKE COVER	Move to and take refuge in the best-shielded areas within the school buildings.

Acronyms

EMT	Emergency Medical Technician
EOC	Emergency Operation Center
FEMA	Federal Emergency Management Agency
ICP	Incident Command Post
ICS	Incident Command System
MOU	Memorandum of Understanding
NERT	Neighborhood Emergency Response Training
NIMS	National Incident Management System
OES	Office of Emergency Services
PDTS	Post Disaster Traumatic Stress
PIO	Public Information Officer
RIMS	Regional Information Management System
ROC	Recovery Operations Center
SAR	Search and Rescue
SERT	Schools Emergency Response Training
SEMS	Standardized Emergency Management System
SLEP	School/Law Enforcement Partnership
SOPs	Standard Operating Procedures
TENS	Telephone Emergency Notification System
USAR	Urban Search and Rescue

GLOSSARY

From the NIMS Incident Command System Forms Glossary: ICS 010-1

Source: *http://www.nimsonline.com/download_center/#ics*

AGENCY	A division of government with a specific function, or a non-governmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or providing resources and/or assistance).
CACHE	A predetermined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.
COMMAND	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
COMMAND POST	(See Incident Command Post)
COMMAND STAFF	Consists of the Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander and may have an assistant(s) as needed.
COMMUNICATIONS UNIT	An organizational unit in the Logistics Section is responsible for providing communication services during an incident. A Communications Unit may also be a facility (e.g., trailer or mobile van) used to provide the major part of an Incident Communications Center.
COST UNIT	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
DIRECTOR	The ICS title for individuals responsible for the supervision of a branch.
DISPATCH	The implementation of a command decision to move resources from one place to another.
DELAYED TREATMENT	This is the second priority in patient treatment. These people require aid, but injuries are less severe.
DOCUMENTATION UNIT	Functional unit within the Planning Section is responsible for collecting, recording, and safeguarding all documents relevant to the incident.
EMERGENCY OPERATIONS CENTER (EOC)	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
EMERGENCY OPERATIONS PLAN	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
EMERGENCY TRAFFIC	A term used to clear designated channels used at an incident to make way for important radio traffic for a firefighter emergency situation or an immediate change in tactical operations.

EVACUATION	The removal of potentially endangered persons from an area threatened by a hazardous incident. Entry into the evacuation area should not require special protective equipment.
EXCLUSION ZONE	The innermost of the three zones of a hazardous materials site where contamination does or could occur. Special protection is required for all personnel while in this zone.
EXPANDED MEDICAL EMERGENCY	Any medical emergency that exceeds normal first response capabilities.
FACILITIES UNIT	Functional unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, and sanitary facilities.
FINANCE/ ADMINISTRATION SECTION	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation, and claims.
FIRST RESPONDERS	Personnel who have the responsibility to initially respond to emergencies, such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
FULL-SCALE EXERCISE	Evaluates the operational capability of emergency response management systems in an interactive manner. Includes the mobilization of emergency personnel and resources required to demonstrate coordination and response capability. Tests total response capability as close to a real emergency as possible.
FUNCTION	Refers to the five major activities in ICS, i.e., Management, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function.
FUNCTIONAL EXERCISE	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles, and responsibilities.
HAZARDOUS MATERIAL	Any material that is explosive, flammable, poisonous, corrosive, reactive, or radioactive, or any combination, and requires special care in handling because of the hazards it poses to public health, safety, and/or the environment.

IMMEDIATE TREATMENT	A patient who requires rapid assessment and medical intervention for survival.
INCIDENT	An occurrence, either human caused or by natural phenomena, that requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources
INCIDENT ACTION PLAN	Contains objectives reflecting the overall incident strategy, specific tactical actions and supporting information for the next operational period. The Plan may have a number of forms as attachments (e.g., Traffic Plan, Student Release Plan, Communications Plan, site map.
INCIDENT COMMAND POST (ICP)	The location where the primary command functions are deployed.

INCIDENT COMMAND SYSTEM (ICS)	A standardized on-scene emergency management concept, specifically designed to allow its users to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries.
INCIDENT COMMANDER	The individual is responsible for the management of all incident operations at the incident site.
INCIDENT MANAGEMENT TEAM	The Incident Commander, appropriate Command, and General Staff personnel assigned to an incident.
INITIAL RESPONSE	Resources initially committed to an incident.
JURISDICTION	The range or sphere of authority. Public agencies have jurisdiction over an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political, geographical (e.g., city, county, state, or federal boundary lines), or functional (e.g., police department, health department, etc.).
JURISDICTIONAL AGENCY	The agency having jurisdiction and responsibility for a specific geographical area or a mandated function.
LIAISON OFFICER	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
LOGISTICS SECTION	Responsible for providing facilities, services, and materials for the incident.
MESSAGE CENTER	Part of the Incident Communications Center and co-located or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.

MITIGATION	Any action employed to contain, reduce or eliminate the harmful effects of a hazard.
MOBILIZATION	The process and procedures used by all organizations, federal, state, and local, for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.
MULTIJURISDICTION INCIDENT	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation
MUTUAL AID AGREEMENT	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request by furnishing personnel and equipment.
OPERATIONAL PERIOD	The period of time scheduled for the execution of a given set of operational actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although not over 24 hours.
OPERATIONS COORDINATION CENTER (OCC)	Primary facility where multi-agency coordination of operations occurs. It houses the staff and equipment necessary to perform the multi-agency emergency functions.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biological hazards that may be encountered at a hazardous materials incident.
PLANNING SECTION	Responsible for the collection, evaluation, and dissemination of tactical

	information related to the incident and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation and on the status of resources assigned to the incident.
PROCUREMENT	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
PUBLIC INFORMATION OFFICER	A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Public Information Officer per incident.
REFUGE AREA	An area identified within the Exclusion Zone, if needed, for the assemblage of contaminated individuals in order to reduce the risk of further contamination or injury. The Refuge Area may provide for gross decontamination and triage.
RESOURCES	Personnel and equipment available, or potentially available, for assignment to incidents. Resources are described by kind and type, e.g., ground, water, air, etc., and may be used in tactical support or overhead capacities during an incident.
RESOURCES UNIT	Functional unit within the Planning Section is responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.

SAFETY OFFICER	A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.
STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)	A system utilizing ICS principles, including the five elements of Management, Operations, Planning, Logistics, and Finance/ Administration. SEMS is used in California at five levels: Field Response, Local Government, Operational Areas, Regions, and State.
STAGING AREA	Locations are set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
SUPPLY UNIT	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
TABLETOP EXERCISE	Simulates an emergency situation in an informal, stress-free environment. Designed to elicit discussion as participants examine and resolve problems based on existing emergency management plans.
TRIAGE	The screening and classification of sick, wounded, or injured persons to determine priority needs in order to ensure the efficient use of medical personnel, equipment, and facilities.
UNIFIED COMMAND	A unified team effort in the ICS that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident

	objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.

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