



NOVATO UNIFIED SCHOOL DISTRICT

# ***EMERGENCY PREPAREDNESS SAFETY PLAN***

2024-2025

**Novato Unified School District**

1015 7<sup>th</sup> Street

Novato, CA 94945

415 493-4201

- Hamilton School TK-8
- Loma Verde Elementary School
- Lu Sutton Elementary School
- Lynwood Elementary School
- Olive Elementary School
- Pleasant Valley Elementary School
- Rancho Elementary School
- San Ramon Elementary School
- San Jose Middle School
- Sinaloa Middle School
- Novato High School
- San Marin High School
- Novato Charter School
- Hill Education Center – Marin Oaks High School and NOVA

**November 18, 2024**

Standardized Emergency Management System (SEMS) National

Incident Command System (NIMS)

Title IV Safe and Drug Free School Compliant

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**SEPARATE DOCUMENTS**

- H. Threat Determination Manual
- I. Threat Determination Supplement – Step 8
- J. Crisis Response – Suicide Prevention and Postvention Protocols Vers. 3.6

# I – RESPONSE

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

-- Arnold H. Glasow

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

## A. CALLING 911

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

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

### WHEN CALLING 911

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

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

### WHEN REPORTING AN EMERGENCY

- Remain calm and speak slowly and clearly while explaining the type of emergency you are reporting.
- Provide your name, location of the incident and your location, if different from the scene of the emergency.

Though the technology exists which presents address and phone number data immediately to the 911 Dispatcher it is not available in all locations. The 911 Operator is trained to confirm and verify the phone number and address for EVERY call received. The dispatcher will ask questions

concerning the type of emergency being reported. The answers you provide will be relayed to the responding emergency personnel.

- Answer all questions asked by the 911 Dispatcher, even those that seem repetitious.
- Stay on the line while the 911 Dispatcher processes the call. You may need to provide additional information or to receive instructions from the 911 Dispatcher. Do not hang up until the Dispatcher says to do so.
- ☐ No matter what the situation, try to remain calm. Be sure to speak slowly and clearly.

### **CALLING 911 FROM A CELL PHONE**

911 calls from cellular phones are answered by local agency. It is important to know your cell phone number, and be aware of your surroundings so you can tell the dispatcher where you are. Ideally, street names and addresses should be provided. Since many cell phone calls are made from moving vehicles, callers should inform the dispatcher when they change locations.

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

## **B. ACTIVATING THE EMERGENCY OPERATIONS CENTER**

**The decision to activate the Emergency Operations Center or Incident Command Post rests with the Incident Commander (school site) / EOC Director (District Office). The decision should be based on whether or not there is a need to coordinate a response to an emergency situation.**

If there are few or no decisions to make, there may be no need to activate the Emergency Operations Center (EOC). However, consider activating the Incident Command structure whenever assistance making decisions or carrying out actions to respond to a crisis or emergency would be helpful. This is not limited to physical disasters. Situations involving a heightened emotional state of students or staff may benefit from the use of the Incident Command System (ICS) to manage the crisis. The ICS can also be used as a management tool to handle planning of unusual or large events.

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

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

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



## **C. SCHOOL PERSONNEL EMERGENCY CHECKLISTS**

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

### **PRINCIPAL/SITE ADMINISTRATOR**

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

### **OFFICE STAFF**

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

## **TEACHERS (INCLUDING SUBSTITUTE TEACHERS)**

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

## **INSTRUCTIONAL ASSISTANTS/AIDES**

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

## **CUSTODIANS/MAINTENANCE PERSONNEL**

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

## **BUS DRIVERS**

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

## **NURSES/HEALTH ASSISTANTS**

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

## **OTHER SCHOOL EMPLOYEES**

- ❑.... Report to principal/site administrator for directions.

## D. EMERGENCY ACTIONS = ALERT LEVEL PROCEDURES

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

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

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

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## EMERGENCY ACTION

## DUCK, COVER AND HOLD ON

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

- Earthquake
- Explosion

### ANNOUNCEMENT:

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

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

### STAFF AND STUDENT ACTIONS:

#### Inside

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

#### Outside

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

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## EMERGENCY ACTION

## LOCKDOWN

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

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

### ANNOUNCEMENT:

1. Make an announcement in person directly or over the public address system and/or sound the special lockdown alarm tone:

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

### 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.
- ❑ 1) Call 911, 2) call North Bay Security (415) 235-2340 or (415) 572-4196, and 3) call the District Office/Superintendent (415) 897-4211. Provide location, status of campus, all available details of situation.
- ❑ When a school official or authorized official unlocks the door from the outside, it is safe to leave the room.
- ❑ If appropriate, send home with students a brief written description of the emergency, how it was handled and what steps are being taken in its aftermath.

### STAFF ACTIONS:

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

### STUDENT ACTIONS:

- ❑ Move quickly and quietly to the closest safe classroom.

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

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## EMERGENCY ACTION

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## EVACUATION

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**EVACUATION** is implemented when conditions make it unsafe to remain in the building. This ACTION provides for the orderly movement of students and staff along prescribed routes from inside school buildings to a designated outside area of safety.

**EVACUATION** is considered appropriate for, but is not limited to, the following types of emergencies:

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

See next page for how to assist those with disabilities during an evacuation.

See also: **OFF-SITE EVACUATION**, which is implemented when it is not safe to remain on the school campus and **REVERSE EVACUATION**, when it is unsafe to remain outside.

### ANNOUNCEMENT:

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

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

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

### PRINCIPAL/SITE ADMINISTRATOR:

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

## **STAFF ACTIONS:**

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

## **HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION**

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

### **To alert visually impaired individuals**

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

### **To alert individuals with hearing limitations**

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

### **To evacuate individuals using crutches, canes or walkers**

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

### **To evacuate individuals using wheelchairs**

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

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## EMERGENCY ACTION

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## SHELTER IN PLACE

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

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

### ANNOUNCEMENT:

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### TEACHER and STAFF ACTIONS:

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

### STUDENT ACTIONS:

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



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## EMERGENCY ACTION

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## 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 (**enter location**). Students are to remain with their teacher."

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

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

### STAFF ACTIONS:

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

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## EMERGENCY ACTION

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## 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. This is a REVERSE EVACUATION. Students are to return to their [current or previous] classroom."**

### PRINCIPAL/SITE ADMINISTRATOR:

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

### STAFF ACTIONS:

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

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## EMERGENCY ACTION

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## 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

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

### FOUR STEPS FOR PARENTS

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

### INCIDENT COMMANDER (PRINCIPAL/SITE ADMINISTRATOR) ACTIONS:

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

### TEACHER and STAFF ACTIONS:

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

## **TEAM ASSIGNMENTS**

### **STUDENT RELEASE TEAM**

- ❑ Take supplies to designated Request/Release Table locations.
- ❑ Set out tables to establish student alphabetized lane lines at least 20 feet apart to reduce crowding. For large student body, establish several lane lines at the Request Table for speedier processing.
- ❑ Post signs and set out file boxes of Student Emergency Cards for each line. Identify volunteer runners and review where to find students.
- ❑ Wear identifying vests or hats.
- ❑ Distribute clipboards with Student Request Forms to parents in line.
- ❑ Set out white board for special instructions and parent requests.
- ❑ Pull cards of absent, injured and missing students. Note status on those cards and file at back of file box.

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

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

### **PARENT INFORMATION REPRESENTATIVE (Staff or trained volunteer):**

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

### **CRISIS INTERVENTION COUNSELOR (Health practitioner)**

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

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

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

***Not to be used for Intruder or Active Shooter***

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

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

**ANNOUNCEMENT:**

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

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**STAFF ACTIONS:**

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

## **E. DISTURBANCE/EMERGENCY PROTOCOLS (REVISED 06/22)**

This section establishes procedures to be followed that will minimize or nullify the effects of disturbances/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 a disturbance/emergency.

### **INCIDENTS OF VIOLENCE ON CAMPUS**

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

#### **IMMEDIATELY AND WITHIN 24 HOURS**

- ❑ Begin gathering 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 Superintendent's Office 1(415) 897-4211 to report the critical incident
- ❑ Assess the need for support and counseling for those directly and indirectly involved
- ❑ Manage the media (Public Information Officer/Principal)
- ❑ Provide factual information to staff, students and the school community
- ❑ Ensure that the privacy of students and staff is maintained
- ❑ Coordinate transportation

#### **WITHIN 48-72 HOURS**

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

#### **WITHIN THE FIRST MONTH**

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

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# EMERGENCY PROTOCOL ACCIDENT/INJURY AT SCHOOL

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If an injury occurs on campus resulting in the student being transported to a hospital or being picked up by a parent/guardian, a written report of the incident will be completed. Accident Report and Behavioral Incident Report forms are available at the school office.

## STAFF ACTIONS:

- Report injury to principal and school office.
- Provide for immediate medical attention, including performing necessary life-sustaining measures (CPR, etc.), until trained Emergency Medical Services technicians arrive, if necessary.
- For relatively minor events, take students to school office or school nurse 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, guardians as appropriate to seek appropriate follow-up services, if needed.

In the event of a major injury, notify the Superintendent's Office 1(415)897-4211 as soon as practical.

## OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:

- 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).
- Provide each teacher with information about students in his/her classroom having special medical or physical needs; such conditions might include allergies, fainting, seizures, or diabetes; include procedures that the teacher may follow in these specific emergencies.

## ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

## EMERGENCY PROTOCOL

## ACTIVE SHOOTER/INTRUDER

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

**All visitors entering school grounds on school days between 7:30 a.m. and 4:30 p.m. must register at the Main Office. Failure to do so may constitute a misdemeanor.**

*-- California Penal Code Title 15, Chapter 1.1 § 627.2*

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

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:
  - Where is the shooter on campus?
  - Has shooter been identified?
  - Has the weapon been found and/or secured?
- Depending on the situation, initiate **LOCKDOWN**.
- Call 911, North Bay Security 1(415)235-2340 or 1(415)572-4196, Superintendent's Office 1(415)897-4211. 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 a firearm is known to exist, do not touch it. Allow a law enforcement officer to take possession of the weapon.
- 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)

Prepare written statements for telephone callers and media. Refer media inquiries to designated Public Information Officer.

- Refer media inquiries to designated Public Information Officer at the District Office 1(415)897-4259.



Site administrators work with Superintendent's Office on communications to families and community.

- Arrange for immediate crisis counseling for students and staff.
- Provide liaison for family members of injured students and staff members.
- Debrief school staff.
- In conjunction with the District Office, provide informational updates and counseling, if appropriate, to staff, students and their families during the following days.

**STAFF ACTIONS:**

- If gunfire is heard, contact the school office to implement **LOCKDOWN** immediately. Do not wait for the **LOCKDOWN** announcement.
- Call 911.
- Take immediate action to prevent casualties. **If it is safe** to clear hallways, bathrooms and open areas, direct students to safety.
- Remain calm and quiet in the secured area away from doors and windows.  
**DO NOT OPEN DOORS ONCE THEY'RE LOCKED.** No one out, no one in until physically released by administration, North Bay Security or the Novato Police Department.  
**Do not open door if prompted by fire alarm or PA announcement.**

**Once situation is stabilized:**

- Account for students.
- Provide first aid for victims, if possible.
- Assist police officers – provide identity, location and description of individual and weapons.

**STUDENT ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

**Students and staff only released by Administrators, North Bay Security Group, Novato Police Department Personnel**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

### **Aircraft crashes into the school**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Determine immediate response procedures, which may include **EVACUATION, OFF-SITE EVACUATION** or **DIRECTED TRANSPORTATION**.
- Notify District Superintendent 1(415)897-4211, who will contact the Office of Emergency Services.
- Arrange for first aid treatment and removal of injured occupants from building.
- Ensure that students and staff remain at a safe distance from the crash.
- Account for all building occupants and determine extent of injuries.
- Do not re-enter building until the authorities provide clearance to do so.

#### **STAFF ACTIONS:**

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

## Aircraft crashes near school

### STAFF ACTIONS:

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911.
- Initiate **SHELTER IN PLACE**, if warranted.
- Initiate **REVERSE EVACUATION** for students and staff outside or direct them to designated area until further instructions are received.
- Ensure that students and staff remain at a safe distance from the crash.
- Notify District Superintendent 1(415)897-4211, who will contact the Office of Emergency Services.
- Fire department officials will secure area to prevent unauthorized access. Do not enter affected areas until the appropriate authorities provide clearance to do

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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**EMERGENCY PROTOCOL****ALLERGIC REACTION**

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**OTHER PREVENTATIVE/SUPPORTIVE ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY PROTOCOL

## ANIMAL DISTURBANCE

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Isolate the students from the animal. Notify the Superintendent's office 1(415)897-4211.
- If the animal is outside, keep students inside and institute a **SHELTER IN PLACE**.
- If the animal is inside, initiate an **EVACUATION** outside to a protected area away from the animal and isolate animal if possible.
- Contact the Marin Humane Society 1(415) 883-4621 for assistance in removing the animal, or 911 depending on the severity of the issue.
- If the animal injures anyone, seek medical assistance.

Notify parent/guardian and recommended health advisor.

### STAFF/TEACHER ACTIONS:

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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# **EMERGENCY PROTOCOL BIOLOGICAL AGENT RELEASE**

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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 symptoms often 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 principal.
- Move students away from 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 medical attention.
- Follow Site student evacuation, accounting and reporting procedures.

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **SHELTER IN PLACE**.
- Shut off HVAC units.
- Move to 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 District Superintendent 1(415)897-4211 of the situation.
- Turn on a battery-powered commercial radio and listen for instructions.
- 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 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 PROTOCOL personnel.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Initiate **EVACUATION** of building or **OFF-SITE EVACUATION** to move students away from immediate vicinity of danger.
- Move up-wind from the potential danger.
- Call 911. Provide exact location and nature of emergency.
- Designate security team to isolate and restrict access to potentially contaminated areas.
- Wait for instructions from emergency responders-- Health or Fire Department.
- Notify 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 safe, but separate area, isolated from those who are unaffected, until EMERGENCY PROTOCOL personnel arrive.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**PERSON RECEIVING THREAT BY TELEPHONE:**

- Listen. Do not interrupt 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 prearranged signal to call 911.
- Notify 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 item by immediately placing it in an envelope so that fingerprints may be detected. Notify law enforcement as soon as possible.
- Notify principal or site administrator.
- Caution students against picking up or touching any strange objects or packages.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911.
- Call North Bay Security 1(415)235-2340 or 1(415)572-4196.
- Notify the District Superintendent 1(415)897-4211 of the situation.
- Instruct staff to turn off cellular phones or two-way radios. Do not use devices during a 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 students and staff to designated areas.
- Do not return to the school building until it has been inspected and determined safe by proper authorities.

**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.
- If a suspicious item is observed, make no attempt to examine the object and immediately notify site administrator or law enforcement.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

# EMERGENCY PROTOCOL 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  
 Coherent  Incoherent  Deliberate  Crying  
 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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## EMERGENCY PROTOCOL 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 immediate area to leave the area.
- Close doors and restrict access to affected area.
- Notify principal/site administrator.
- DO NOT eat or drink anything or apply cosmetics.

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- Call 911, North Bay Security 1(415)235-2340 or 1(415)572-4196 and the Superintendent's office 1(415)897-4211. Provide the following information:
  - Call Maintenance & Operations 1(415)798-1683
  - School name and address, including nearest cross street(s)
  - Location of the spill and/or materials released
  - Characteristics of spill (color, smell, visible gases)
  - Name of substance, if known
  - Injuries, if any
- 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 1(415)897-4211 of school status and location of alternate school site.

### STAFF ACTIONS:

- If **SHELTER-IN-PLACE**, close all doors and windows, shut off ventilation, and monitor the radio. If necessary, use tape, rags, clothing or any other available material of seal air leaks.
- 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 **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area.
- Upon arrival at safe site, take attendance to be sure all students have been evacuated and accounted for. Notify principal/site administrator of any missing students.

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_

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## **EMERGENCY PROTOCOL    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.

### **PERSON DISCOVERING SPILL:**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems. Call 911, North Bay Security 1(415)235-2340 or 1(415)572-4196 and the Superintendent's office 1(415)897-4211. 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
- If necessary, proceed with 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 **EVACUATION** is implemented, direct all students to report to nearest designated building or assembly area. Take class roster and emergency backpack and student kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Upon arrival at evacuation site, take roll and report attendance to 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.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

# Novato USD Administrative Regulation

## Child Abuse Prevention & Reporting

AR 5141.4

### Students

Revised 9/21/2021

# REPORTING CHILD ABUSE

## Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a school employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)
5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)
6. Homelessness or classification as an unaccompanied minor (Penal Code 11165.15)

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

### **Reportable Offenses**

A mandated reporter shall make a report using the procedures provided below whenever, acting in a professional capacity or within the scope of employment, the mandated reporter has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under age 14 shall notify a peace officer. (Penal Code 152.3, 288)

### **Responsibility for Reporting**

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a

child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

### **Reporting Procedures**

#### **1. Initial Telephone Report**

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a school district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Marin County Health and Human Services  
3250 Kerner Blvd.  
San Rafael, CA 94901  
415-499-7153

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

#### **1. Written Report**

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the

child

- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

### 3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

## **Training**

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use an online training module that is in alignment with the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. In addition, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)



The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

In addition, at least once every three years, school personnel may receive training in the prevention of child abuse, including sexual abuse, on school grounds, by school personnel, or in school-sponsored programs. (Education Code 44691)

### **Victim Interviews by Social Services**

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible.
2. The selected person shall not participate in the interview.
3. The selected person shall not discuss the facts or circumstances of the case with the child.
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.
- 5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

### **Release of Child to Peace Officer**

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

### **Parent/Guardian Complaints**

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring at a school site to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

## **Notifications**

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. The district also shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment. Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment. (Penal Code 11166) No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Notify North Bay Security Group and the Superintendent’s office 1(415)897-4211 if Novato Police Department needs to be notified (415-235-2340, 415-572-4196)
- Call 911 when appropriate.
- Identify all parties involved (if possible). Identify 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.
- Start investigation procedures
- 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 and protect 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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- 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, notify teachers and staff members about the occurrence. Notify teachers prior to notification of students.
- Coordinate with 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.
- If appropriate 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.
- Debrief 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 counseling office or other appropriate place to do so. Encourage students to report any other students who might need assistance. Arrange with facilitator/counselor to individually escort each student to the counseling support site.

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## **EMERGENCY PROTOCOL DEATH of a STAFF MEMBER**

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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 Human Resources 1(415)897-4220, to 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 group text email 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.
- Coordinate with 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.
- Implement 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 belongs. Make arrangements to remove the personal belongings from the school after school hours. Do not clean out personal belongings in the presence of students or staff.
- 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.

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

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 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 District Superintendent's office 1(415)897-4211 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.
- Account for all students and staff.
- Once inside the shelter area, immediately remove outer layer of clothing and cloth used to cover mouth seal in a plastic bag, if available. Removing outer clothes may get rid of up to 90% of radioactive dust. Put

plastic bag away from the population where others will not touch it until authorities provide further instructions.

- 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 HVAC system.
- Move to 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 District Superintendent's office 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**.
- Turn off fans and air conditioning systems. Seal windows and air vents with duct tape. Close all curtains and blinds.
- Do not consume water or unpackaged food that was out in the open. Wash the outside of any container before opening it.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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

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

### Inside Building

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Direct inspection and assessment of school buildings. Report building damage and suspected breaks in utility lines or pipes to fire department responders and the Superintendent's office 1(415)897-4211.
- Send search and rescue team to look for trapped students and staff.
- Post guards a safe distance away from building entrances to assure no one re-enters.
- Notify District Office of school and personnel status. Determine who will inform public information media as appropriate.
- Do NOT re-enter building until it is determined to be safe by appropriate facilities inspector.
- Determine whether to close school. If school must be closed, notify staff members, students and parents.

#### **STAFF ACTIONS:**

- Give **DROP, COVER and HOLD ON** command. Instruct students to move away from windows, bookshelves and heavy suspended light fixtures. Get under table or other sturdy furniture with back to windows.
- After shaking stops, **EVACUATE** building. The focus should be on doing the most good for the most people. Do not hold up the class from evacuating while administering first aid to someone. If the injured person can be evacuated, then bring them out and render first aid once clear. If the person can't be included in the evacuation, then note the number and location of injured and report to Search & Rescue once your group is safely evacuated. Avoid evacuation routes with heavy architectural ornaments over the entrances. Do not return to the building. Bring attendance roster and emergency backpack.

Staff that are outside, after the shaking stops should immediately direct students to the evacuation/rally point. Assist injured victims that can be moved to evacuation site. Report to Search & Rescue the number and location of victims that can't be moved.



- Check attendance at the assembly area. Report any missing/injured students to principal/site administrator.
- Check for injuries and render First Aid.
- Warn students to avoid touching electrical wires and keep a safe distance from any downed power lines.
- Stay alert for aftershocks
- Do NOT re-enter building until it is determined to be safe.

**Outside Building**

**STAFF ACTIONS:**

- Move students away from buildings, trees, overhead wires, and poles. Get under table or other sturdy furniture with back to windows. If not near any furniture, drop to knees, clasp both hands behind neck, bury face in arms, make body as small as possible, close eyes, and cover ears with forearms. If notebooks or jackets are handy, hold over head for added protection. Maintain position until shaking stops.
- After shaking stops, check for injuries, and render first aid. Direct students to evacuation points.
- 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 building until it is determined to be safe.
- Follow instructions of principal/site administrator.

**During non-school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_

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 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**.
- 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 1(415)897-4211 of school status.
- Direct a systematic, rapid and thorough approach to search the building and surrounding areas. Check classrooms and work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubby, trash cans, debris boxes) and power sources (computer rooms, gas valves, electric panels, telephone panels).
- Notify emergency response personnel of any missing or injured students.
- Notify utility company of breaks or suspected breaks in utility lines or pipes. Provide school name, address, location within building, your name and phone.
- Determine if Student Release should be implemented. If so, notify staff, students and parents.
- 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 explosion occurred inside the school building, **EVACUATE** to outdoor assembly area. Keep students and staff at a safe distance from the building(s) and away from fire-fighting equipment. (Note: Check assembly areas for utility line exposure.)
- Check to be sure all students have left the building site. Remain with students throughout evacuation process.
- Upon arrival at 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 explosion occurred in the surrounding area, initiate **SHELTER IN PLACE**. Keep students at a safe distance from site of the explosion.

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Determine if **EVACUATION** of school site is necessary. If yes, determine offsite location in coordination with Superintendents office 1(415)897-4211.
- Contact District Office 1(415)897-4211, in conjunction with local fire department (call 911) to determine the correct action for your school site.
- If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. If needed, contact bus dispatch for **OFF-SITE EVACUATION** and **DIRECTED TRANSPORTATION** by bus.
- Direct inspection of premises to assure that all students and personnel have left the building.
- Post a notice on the office door stating the temporary new location.
- Monitor radio station for information.
- If Fire reached the campus, do not return to the building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

- If students are to be evacuated, take attendance to be sure all students are present before leaving the building site.
- Stay calm. Maintain control of the students a safe distance from the fire and firefighting equipment.
- Take attendance at the assembly area. Report any missing students to the principal/site administrator and emergency response personnel.
- Remain with students until the building has been inspected and it has been determined safe to return to.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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 confirm that the "fire is out".

**Within School Building**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Sound the fire alarm to implement **EVACUATION** of the building.
- Immediately **EVACUATE** the school using the primary or alternate fire routes.
- Call 911.
- Direct search and rescue team to be sure all students and personnel have left the building.
- Ensure that access roads are kept open for emergency vehicles.
- Notify District Office 1(415)897-4211 of situation.
- Notify appropriate utility company of suspected breaks in utility lines or pipes.
- If needed, notify bus dispatch for **OFF-SITE EVACUATION** by **DIRECTED TRANSPORTATION**.
- Do not allow staff and students to return to the building until the Fire Department declares that it is safe to do so.

**STAFF ACTIONS:**

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

**Near the School**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

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

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Issue **STAND BY** instruction. Determine if evacuation is required. If so, contact the Superintendent's office 1(415)897-4211.
- Call 911 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.
- Monitor radio weather stations \_KCBS 740 AM/106.9 FM\_ for flood information.
- Notify District Superintendent 1(415)897-4211 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 evacuation plan. Take the class roster, emergency backpack and student comfort kits. Take attendance before leaving the campus.
- Remain with 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 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.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_

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.

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- If gas leak is internal, evacuate the building immediately. If gas leak is external, evacuate site to alternate location.
- Call 911.
- Call Maintenance & Operations (415-798-1683)
- Notify utility company.
- Determine whether to move to alternate building location.
- If extended stay outdoors in inclement weather, contact transportation to provide bus to transport students to partner school or shelter students on buses.
- Do not return to the building until it has been inspected and determined safe by proper authorities.

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## **EMERGENCY PROTOCOL      HAZARDOUS MATERIALS**

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

### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Call 911, follow operator instructions.

### **TEACHER ACTIONS:**

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

### **ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS**

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

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Verify information with the source of the abduction report.
- 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 voice mail) 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 principal, providing essential details:
  - Name and description of the student
  - Description of the suspect
  - Vehicle information
- Move students away from the area of abduction.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Assess the victim (ABC – Airway, Breathing, Circulation. Call 911, if appropriate. Provide:

- School name, address including nearest cross street(s) and fastest way for ambulance to reach the building
- Exact location within the building
- Nature of the emergency and how it occurred
- Approximate age of injured person
- Caller’s name and phone number

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

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

**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.

**STAFF ACTIONS:**

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

**ADDITIONAL STEPS FOR THE SCHOOL:**

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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.
- Call North Bay Security Group 1(415) 235-2340 or 1(415) 572-4196.
- 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 case involves abduction, begin gathering witness information for the police. Interview friends, last person to see 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 voice mail) 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 child's bus stop location and nearest other bus stops.
- Have 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/guardian.
- When the child is found, contact all appropriate parties as soon as possible.
- Arrange for counseling of students, as needed.

**STAFF ACTIONS:**

- Confirm that student attended school that day. Notify 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.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY PROTOCOL

## SEXUAL ASSAULT

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

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

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

### PRINCIPAL/SITE ADMINISTRATOR ACTIONS:

- 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 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 emotional effects of the incident on student and staff population. Plan appropriate school events for next day.
- Coordinate statements to media, families and community. Be aware of rumors that may start from this type of incident and address those rumors directly using facts.

### STAFF ACTIONS:

- 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.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## **EMERGENCY PROTOCOL STORM / SEVERE WEATHER**

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

### **Severe Storm**

#### **PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- 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 superintendent of school 1(415)897-4211 of 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 lower floor of school building near 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 principal/site administrator.
- Close all blinds and curtains.

- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Remain with students near an inside wall or on lower floors of the building. Make arrangements for special needs, snacks and quiet recreational activities.

**ADDITIONAL STEPS FOR THE SCHOOL:**

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## EMERGENCY PROTOCOL

## SUICIDE ATTEMPT

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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 ambulance in event of overdose or injury requiring medical attention.
- Call 911 if immediate threat exists to the safety of the student or others.
- Calm student by talking and reassuring until police arrive. Try to have the student relinquish devices for and means of harming self. If individual is armed with any type of weapon, **USE EXTREME CAUTION**. Do not attempt to remove the weapon from the possession of the individual. Allow police to do so.
- 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 student to Child Protective Services. Contact parents/guardians and inform them of actions taken.
- Arrange for medical or counseling resources that may provide assistance.
- Refer to the **Crisis Response – Suicide Prevention and Postvention Protocols in Appendix J**.

### 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.
- Calmly move the student to a pre-arranged, non-threatening place away from other students where a Crisis Intervention Team member and a telephone will be close by.

#### Steps for Suicide Intervention

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

### ADDITIONAL STEPS FOR THE SCHOOL:

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- \_\_\_\_\_



# Novato USD Administrative Regulation

## Suicide Prevention

AR 5141.52

## Students

Revised 9/14/2021

# SUICIDE PREVENTION POLICY & PROTOCOLS

## Staff Development

Suicide prevention training shall be provided to teachers, interns, counselors, and others who interact with students, including, as appropriate, substitute teachers, coaches, expanded day learning staff, crossing guards, tutors, and volunteers. The training shall be offered under the direction of a district counselor, psychologist, and/or social worker who has received advanced training specific to suicide and who may collaborate with one or more county or community mental health agencies.

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Additionally, staff development shall include research and information related to the following topics:

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students who have experienced traumatic events; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth; or local populations vulnerable to depression and suicide .
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe or traumatic stressor or loss, family instability, impulsivity, and other factors
3. Identification of students who may be at risk of suicide, including, but not limited to, warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum, promoting mental and emotional health, reducing the stigma associated with mental illness,

and using safe and effective messaging about suicide

6. The importance of early prevention and intervention in reducing the risk of suicide, importance of engaging in frank conversations about suicide prevention in reducing the risk of suicide
7. School and community resources and services, including resources and services that meet the specific needs of high-risk groups
8. Appropriate ways to interact with a student who is demonstrating emotional distress or is suicidal and procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide, including, but not limited to, appropriate protocols for constant monitoring and supervision of the student, during the time the student is in the school's physical custody, while the immediate referral of the student to medical or mental health services is being processed
9. District procedures for responding after a suicide has occurred
10. Common misconceptions about suicide

The district may provide additional professional development in suicide risk assessment and crisis intervention to district mental health professionals, including, but not limited to, school counselors, psychologists, social workers, and nurses.

### **Instruction**

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum in an age and developmentally appropriate student-centered manner and shall be designed to help students:

1. Identify and analyze warning signs and risk factors associated with suicide, including, but not limited to, understanding how mental health challenges and emotional distress, such as feelings of depression, loss, isolation, inadequacy, and anxiety, can lead to thoughts of suicide
2. Develop coping and resiliency skills for dealing with stress and trauma, and building self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults; school resources, including the district's suicide prevention, intervention, and referral procedures; and/or community crisis intervention resources where youth can get help

5. Develop help-seeking strategies and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention
6. Recognize that early prevention and intervention can drastically reduce the risk of suicide

The Superintendent or designee may develop and implement school activities that raise awareness about mental health wellness and suicide prevention.

### **Student Identification Cards**

Student identification cards for students in grades 7-12 shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number. (Education Code 215.5)

### **Intervention**

The Superintendent or designee shall provide the name, title, and contact information of the members of the district and/or school crisis intervention team(s) to students, staff, parents/guardians, and caregivers and on school and district web sites. Such notifications shall identify the mental health professional who serves as the crisis intervention team's designated reporter to receive and act upon reports of a student's suicidal intention.

Students shall be encouraged to notify a teacher, principal, counselor, designated reporter, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations, communications or act of self-harm, the staff member shall promptly notify the principal, school counselor, school psychologist or designated reporter, who shall implement district intervention protocols as appropriate.

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, discussed, or referred to with third parties, the school based mental health professional may report to the principal or student's parents/guardians when there is reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student or others within the school community. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment, or to report child abuse and neglect as required by Penal Code 11164-11174.3. (Education Code 49602)

A school employee shall act only within authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so.

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Ensure the student's physical safety by keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Secure trained district personnel or contracted community agency on-site (school counselor, school psychologist, school-based mental health provider)
3. Contact specific individuals promptly, including, as appropriate: school counselor, school psychologist, nurse, parent/guardian, support agencies (SRO, law enforcement, etc.), mental health agencies.
4. Document the incident in writing as soon as feasible.
5. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
6. Provide access to school employed mental health professional or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
8. Document the steps taken in the student's record.
9. Develop an effective plan for reintegration of the student into school following the crisis.
  - a. For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school-employed mental health professional, the principal, or designee will meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.
  - b. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
  - c. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
  - d. Removing other students from the immediate area as soon as possible
  - e. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether it is necessary, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

When a suicide attempt has occurred, the principal or designee shall:

1. Ensure the student's physical safety by:
  - a. Securing immediate medical treatment.
  - b. Securing law enforcement and/or other emergency assistance.
  - c. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene.
2. Activate site-based crisis plan for injured student.
3. Contact specific individuals promptly, including, as appropriate: school counselor, school psychologist, nurse, parent/guardian, support agencies (SRO, law enforcement, etc.), mental health agencies.
4. Document the incident in writing as soon as feasible.
5. Follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed.
6. Provide access to school employed mental health professional or other appropriate personnel to listen to and support students and staff who are directly or indirectly involved with the incident at the school.
7. Provide an opportunity for all who respond to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.
8. Document the steps taken in the student's record.
9. Develop an effective plan for reintegration of the student into school following the crisis.
  - a. For students returning to school after a mental health crisis (e.g., suicide attempt or psychiatric hospitalization), a school employed mental health professional, the principal, or designee shall meet with the student's parent or guardian, and if appropriate, meet with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school and determine the need for ongoing support

- b. A school employed mental health professional or other designee will be identified to coordinate with the student, their parent or guardian, and any outside mental health care providers.
- c. The parent or guardian will provide documentation from a mental health care provider that the student has undergone examination and that they are no longer a danger to themselves or others.
- d. The designated staff person will periodically check in with student to help the student readjust to the school community and address any ongoing concerns.

## **Postvention**

The Superintendent or designee shall ensure that each school site adopts an action plan for responding to a suicide death as part of the general Crisis Response Plan. The Death by Suicide Response Action Plan (Suicide Postvention Response Plan) needs to incorporate both immediate and long-term steps and objectives. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

### **Suicide Postvention Response Plan shall:**

1. Identify a staff member to confirm death and cause (school site administrator)
  - a. Identify a staff member to contact deceased's family (within 24 hours)
  - b. Enact the Suicide Postvention Response Plan, include an initial meeting of the district/school Suicide Postvention Response Team
  - c. Notify all staff members (ideally in-person or via phone, not via e-mail or mass notification)
2. Coordinate an all-staff meeting, to include:
  - a. Notification (if not already conducted) to staff about death by suicide
  - b. Emotional support and resources available to staff
  - c. Notification to students about death by suicide and the availability of support services (if this is the protocol that is decided by administration)
  - d. Share information that is relevant and that which you have permission to disclose.
3. Prepare staff to respond to needs of students regarding the following:
  - a. Review of protocols for referring students for support/assessment
  - b. Talking points for staff to notify students
  - c. Resources available to students (on and off campus).
4. Identify students significantly affected by death by suicide and other students at risk of imitative behavior

5. Identify students affected by death by suicide but not at risk of imitative behavior
6. Communicate with the larger school community about the death by suicide
7. Consider attendance at funeral arrangements for family and school community
8. Respond to memorial requests in respectful and non-harmful manner; responses should be handled in a thoughtful way and their impact on other students should be considered
9. Utilize and respond to social media outlets:
  - a. Identify what platforms students are using to respond to death by suicide; b. Identify/train staff and students to monitor social media outlets.
10. Include long-term suicide postvention responses:
  - a. Consider important dates (i.e., anniversary of death, deceased birthday, graduation, or other significant event) and how these will be addressed
  - b. Support siblings, close friends, teachers, and/or students of deceased
  - c. Consider long-term memorials and how they may impact students who are emotionally vulnerable and at risk of suicide. If a memorial is considered, a living memorial such as making donations to a local crisis center, participating in an event that raises awareness about suicide prevention, or providing other opportunities for service activities in the school is recommended.

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school employed mental health professional or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources. (Go to the Reporting on Suicide.Org Web site at [www.reportingonsuicide.org](http://www.reportingonsuicide.org)). Research has proven that sensationalized media coverage can lead to contagious suicidal behaviors.

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.

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## EMERGENCY PROTOCOL

## SUSPICIOUS PACKAGE

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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 package. Do not pass it around to show it to other people.
- Do not bend, squeeze, shake or drop package.
- Put 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 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 principal or Site Administrator.

### ADDITIONAL STEPS FOR THE SCHOOL:

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## **EMERGENCY PROTOCOL    TERRORIST ATTACK / WAR**

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

#### **STAFF ACTIONS:**

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

### **Enemy Attack Without Warning**

#### **STAFF ACTIONS:**

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

#### **ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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

**During school hours**

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- 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 or TAKE COVER.**
- 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:  
\_\_\_\_\_
- Procedure for movement to shelter:  
\_\_\_\_\_
- 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.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY PROTOCOL

## THREATS / ASSAULTS

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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 verbally. The procedure below applies to a verbal 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.
- Call 911, if the safety of students or staff is endangered. Provide exact location and nature of incident and school response actions.
- Notify North Bay Security Group 1(415) 235-2340 or 1(415) 572-4196.
- 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 law enforcement or site administration opens the door.

### ADDITIONAL STEPS FOR THE SCHOOL:

- \_\_\_\_\_
- \_\_\_\_\_

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:****Before**

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

**During**

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

**After**

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

- Post school status on school website.
- 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.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

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## EMERGENCY PROTOCOL

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## 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 utility company and Operations Department (415) 892-1596. If after hours, call the utility company and the on-call number (415) 798-1765. 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 District Office 1(415)897-4211 of loss of service.
- Implement plan to provide services without utilities or with alternate utilities.

### A. Plan for Loss of Water

Toilets: \_\_\_\_\_

Drinking Water: \_\_\_\_\_

Food Service: \_\_\_\_\_

Fire Suppression: \_\_\_\_\_

Other: \_\_\_\_\_

### B. Plan for Loss of Electricity

Ventilation: \_\_\_\_\_

Emergency Light: \_\_\_\_\_

Computers: \_\_\_\_\_

Other: \_\_\_\_\_

### C. Plan for Loss of Natural Gas

Heat: \_\_\_\_\_

Food Service: \_\_\_\_\_

Other: \_\_\_\_\_

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

**STAFF ACTIONS:**

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

**PRINCIPAL/SITE ADMINISTRATOR ACTIONS:**

- Remain calm. Depending on how the situation unfolds, initiate **LOCKDOWN** or **EVACUATION**, as needed. Do not confront the suspect.
- Call 911. Provide essential details of the situation, i.e., suspect, location, weapons, number of persons involved, motive, actions taken by the school (e.g. **LOCKDOWN**).
- Call North Bay Security Group 1(415) 235-2340 or 1(415) 798-1683.
- Identify command post for police to respond. Assist police to enter the school. Provide officers with critical information. Accompany the police officer to the student suspected of having a weapon.
- If suspect has left, secure all exterior doors to prevent re-entry.
- Isolate and separate witnesses. Instruct them to write a statement of events while waiting for police to arrive.
- Gather information about the incident for the police:
  - Name of student with weapon.
  - Location of witness when weapon was seen.
  - What did the student do with the weapon after it was displayed?
  - What is the current location of the student with the weapon?
- Reserve a private area for the student to be taken and questioned. Allow police officer to thoroughly search student with another adult witness

present. Police officer should take possession of and secure any weapon located.

- 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.
- Notify parents/guardians.
- Follow procedures for student disciplinary actions. Take photo of 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 next few days to squelch rumors.

**ADDITIONAL STEPS FOR THE SCHOOL:**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_



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## II – 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 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 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 Plan may be adapted to the capabilities and special needs of each site.

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

**This Plan assumes that schools must be self-sufficient for a time and may be required to make many crucial decisions and provide shelter to the immediate community.**

### B. FOUR PHASES OF EMERGENCY MANAGEMENT

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

- ◆ **Section I – Mitigation/Prevention** addresses what schools can do to reduce exposure to risks and hazards and lessen the potential impact of an emergency situation. Mitigation efforts can occur both before and after emergencies or disasters.
- ◆ **Section II – Preparedness** focuses on the roles and responsibilities of the school emergency response teams and the actions, exercises and supplies



needed for various emergency scenarios. These activities develop readiness and response capabilities.

- ◆ **Section III – Response** presents detailed procedures for implementing appropriate actions for most types of emergencies that may be encountered in a school setting. In this phase, schools mobilize resources needed to address the emergency at hand. Emphasis is placed on minimizing the effects of the emergency or disaster.
- ◆ **Section IV – Recovery** focuses on general strategies to follow after the emergency and restoring affected areas to pre-emergency conditions in order to return to the normal learning environment as quickly as possible. Recovery activities may be both short-term and long-term; ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat.

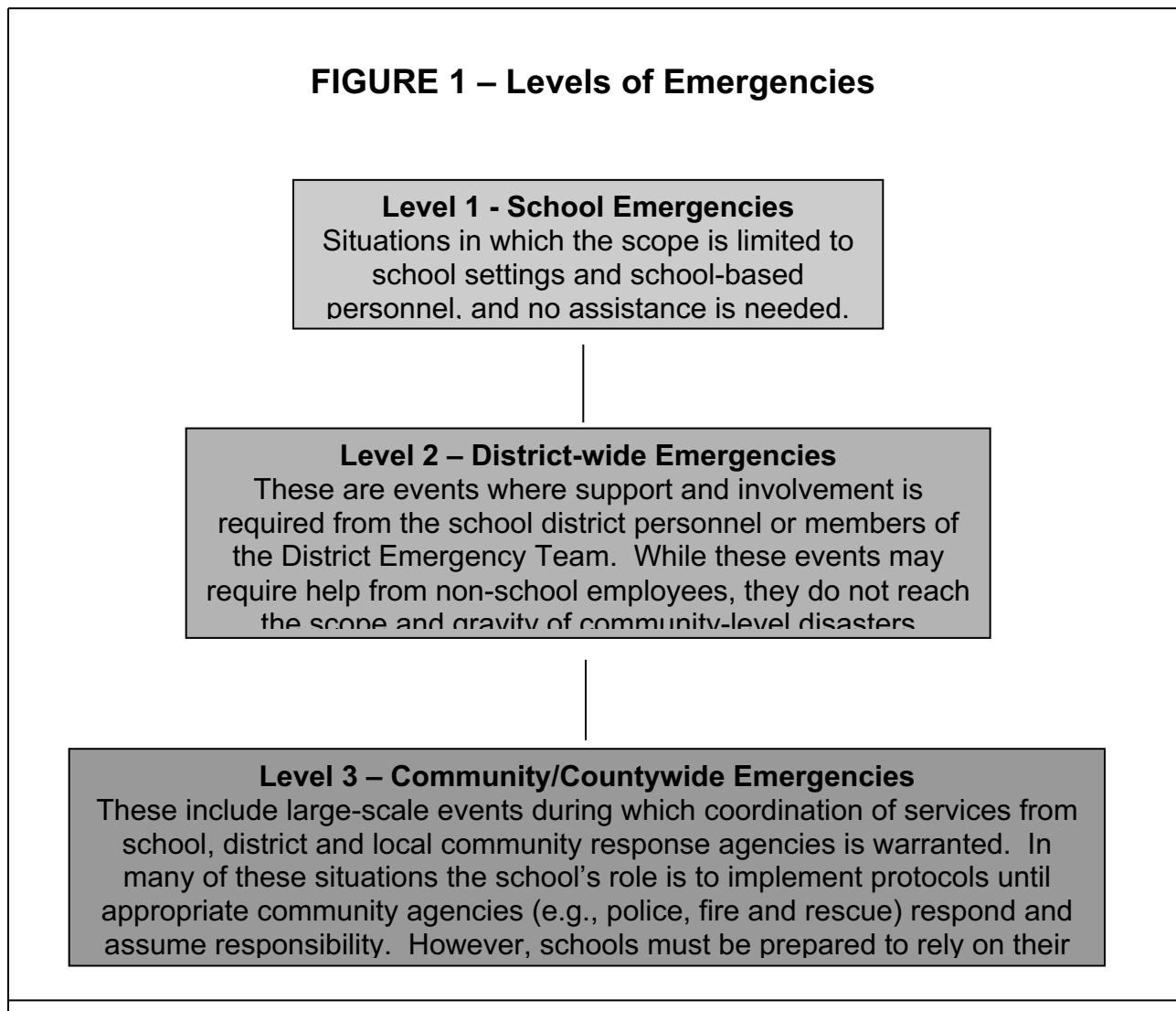
Each section contains information that outlines the basic components of these four critical areas. All four phases of emergency management should be planned for in advance in order to be most effective. *This is being developed: (The **APPENDICES** contain supplemental emergency information including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

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

FIGURE 1 illustrates the three levels of emergencies.



## HOMELAND SECURITY LEVELS OF EMERGENCIES

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

<b>Green</b>	=	<b>Low</b>
<b>Blue</b>	=	<b>Guarded</b>
<b>Yellow</b>	=	<b>Elevated</b>
<b>Orange</b>	=	<b>High</b>
<b>Red</b>	=	<b>Severe</b>

The American Red Cross developed a complementary set of general explanations and guidelines for preparedness activities for each level Figure 2.

## FIGURE 2 – Homeland Security Advisory System



## Homeland Security Advisory System Recommendations for Schools

Level of Risk	Recommended Action
<b>SEVERE (Red)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Listen to radio and TV for current information and instructions.</li> <li>• Be alert and immediately report suspicious activity to proper authorities.</li> <li>• Close school if recommended to do so by appropriate authorities.</li> <li>• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> <li>• Ensure School Site Crisis Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH (Orange)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and report suspicious activity to proper authorities.</li> <li>• Review emergency procedures and supplies.</li> <li>• Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team.</li> <li>• Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED (Yellow)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and report suspicious activity to proper authorities.</li> <li>• Ensure all emergency supplies are stocked and ready.</li> <li>• Distribute copies of <i>Terrorism: Preparing for the Unexpected</i> to students, staff and parents.</li> </ul>
<b>GUARDED (Blue)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower level.</i></li> <li>• Be alert and report suspicious activity to proper authorities.</li> <li>• Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li>• Review communications plan and update emergency contact information.</li> <li>• Review emergency supplies and supplement as necessary.</li> </ul>
<b>LOW (Green)</b>	<ul style="list-style-type: none"> <li>• Develop school emergency plans per District Bulletins</li> <li>• Offer American Red Cross "Masters of Disaster" curriculum for grades K-8 on emergency preparedness for natural disasters.</li> <li>• Ensure selected staff members are trained on first aid, CPR and AED.</li> <li>• Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> </ul>

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

## D. PLAN DEVELOPMENT, IMPLEMENTATION AND UPDATES

The School Emergency Management Plan will be:

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

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

The elements of emergency planning, preparedness and management are:

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

- ◆ **Emergency Management Protocols:** Emergency Management Protocols are the step-by-step procedures for schools to implement in the event of an emergency.
- ◆ **School Emergency Actions:** These are a set of clear directives that may be implemented across a number of emergency situations. These actions include Drop/Cover and Hold, Evacuation, Lockdown, Shelter in Place, Stand-by and All Clear, in addition to several specialized actions such as Offsite or Reverse Evacuation and Student Release.
- ◆ **Staff Responsibilities:** School personnel have a moral and legal responsibility to all students in their care. Just as school staff members will rely on first responders, public agencies and others to open blocked roads, repair utilities, perform rescue work, etc., those members of the community will rely on schools to provide care for their children in an emergency.

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

- a) Public school employees may be pressed into service as Disaster Service Workers and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours. Teachers and staff members may be required to remain at school and serve as Disaster Service Workers until they are released by the principal or superintendent.
- b) In those cases, their Workers’ Compensation Coverage becomes the responsibility of state government (Office of Emergency Services). Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

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

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

- ◆ **Practice:** Practicing the plan consists of drills, tabletop and functional exercises, orientation for staff, etc. It is generally recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills.
- ◆ **Personal Emergency Plans:** Staff members should develop personal and family emergency response plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their job more effectively

## E. AUTHORITIES AND REFERENCES

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

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

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

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



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## III – PREPAREDNESS

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

-- John Fitzgerald Kennedy

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

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

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

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

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

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

The following table compares SEMS and NIMS.

<p style="text-align: center;"><b>SEMS</b> <b>Standardized Emergency Management System</b></p>	<p style="text-align: center;"><b>NIMS</b> <b>National Incident Management System</b></p>
<p>A standardized approach to emergency management in California, using several key concepts:</p> <ul style="list-style-type: none"> <li>▪ A management tool called the Incident Command System (ICS);</li> <li>▪ Mutual aid systems in which similar organizations assist each other in emergencies; and</li> <li>▪ Multiple agency coordination under which diverse organizations work together and communicate with each other.</li> </ul>	<p>A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to:</p> <ul style="list-style-type: none"> <li>• Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity.</li> <li>• Use an ALL-HAZARDS approach.</li> <li>• Improve coordination and cooperation between public and private entities.</li> </ul>
<p><b>WHY USE SEMS?</b></p> <ul style="list-style-type: none"> <li>• To qualify to receive <u>State</u> reimbursement</li> <li>• To improve coordination between response agencies</li> <li>• To coordinate flow of information and resources</li> <li>• To improve mobilization, use and tracking of resources</li> </ul>	<p><b>WHY USE NIMS?</b></p> <ul style="list-style-type: none"> <li>• To qualify to receive <u>Federal</u> reimbursement</li> <li>• To provide a coordinated response</li> <li>• To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.</li> </ul>
<p><b>ELEMENTS OF SEMS</b></p> <p><b>Key Components:</b></p> <ul style="list-style-type: none"> <li>• ICS is a primary component</li> <li>• Multi-Inter-Agency Coordination</li> <li>• Master Mutual Aid System</li> <li>• Operational Areas</li> </ul> <p><b>FIVE levels:</b></p> <ul style="list-style-type: none"> <li>• State Level</li> <li>• Regional Level (Coastal Region)</li> <li>• Op Area Level (County)</li> <li>• School District Level (or Cities)</li> <li>• School Site Level</li> </ul> <p><b>Key Functions:</b></p> <ul style="list-style-type: none"> <li>• <b>MANAGEMENT/COMMAND</b></li> <li>• <b>OPERATIONS</b></li> <li>• <b>PLANNING/INTELLIGENCE</b></li> <li>• <b>LOGISTICS</b></li> <li>• <b>FINANCE/ADMINISTRATION</b></li> </ul>	<p><b>ELEMENTS OF NIMS</b></p> <p><b>Key Components:</b></p> <ul style="list-style-type: none"> <li>• Command and Management</li> <li>• Preparedness</li> <li>• Resource Management</li> <li>• Communications and Information Management</li> <li>• Supporting Technologies</li> <li>• Ongoing Management/Maintenance</li> </ul> <p><b>Key Organizational Structures:</b></p> <ul style="list-style-type: none"> <li>• ICS - Incident Command System</li> <li>• Multi-Agency Coordination System</li> <li>• Public Information Systems</li> </ul> <p><b>Key Functions:</b></p> <ul style="list-style-type: none"> <li>• <b>MANAGEMENT/COMMAND</b></li> <li>• <b>OPERATIONS</b></li> <li>• <b>PLANNING/INTELLIGENCE</b></li> <li>• <b>LOGISTICS</b></li> <li>• <b>FINANCE/ADMINISTRATION</b></li> </ul>

## **B. EMERGENCY OPERATIONS CENTER: District Office**

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

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

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

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

### **WHEN TO ACTIVATE THE EOC**

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

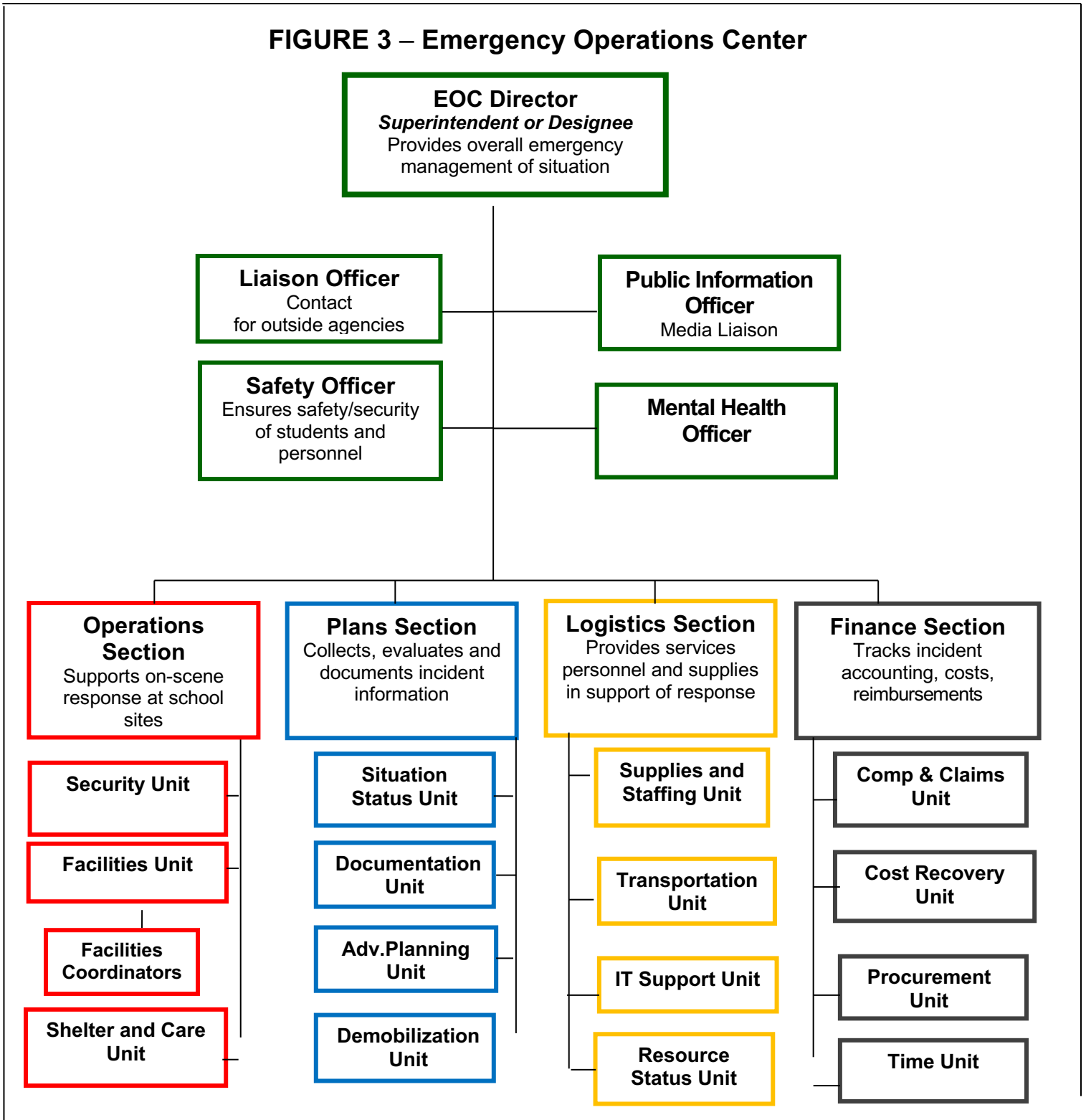
### **DISTRICT SUPPORT TEAM**

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

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

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

**FIGURE 3 – Emergency Operations Center**



## EMERGENCY OPERATIONS CENTER: District Office

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

Title	Role, Responsibility
<b>Management:</b> EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Marin County Office of Education.
Public Information Officer	Media liaison is contact for the media & spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Liaison Officer	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
Safety Officer	Responsible for hazard identification and mitigation at the EOC facility as well as providing security/access control to the EOC
Mental Health Officer	Ability to assess the mental health status of incident responses. Licensed or certified as a school employed mental health professional
<b>Operations:</b> Security	Coordinates security needs for the district; works with local and county public safety officials.
Facilities / Facilities Coordinators	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff within district.
<b>Plans:</b> Situation Status	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents. Maintains log of incoming/outgoing communication
Adv. Planning	Identifies short ad long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
<b>Logistics:</b> Supplies and 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.
IT Support	Provides services to support all information technology functions.
Resources Status	Tracks equipment and personnel assigned to the incident, including volunteers.
<b>Finance:</b> Compensation & Claims	Processes compensation/injury claims related to EMERGENCY PROTOCOL at all sides, including reimbursement from outside agencies.
Cost Recovery	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings.
Procurement	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Time	Maintains time logs for all staff; collects travel expense claims

The Emergency Operations Command System provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The Director supervises the incident, communicating with all section supervisors, the POI, Safety Officer and Liaison Officer. The main concepts behind the EOC 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 EOC include:**

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

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

**Management:** Provides overall emergency policy and coordination. This function is directed by the Emergency Operations Commander (EOC) who is typically the Superintendent. The EOC is assisted in carrying out this function by an Emergency Operations 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, first aid, crisis intervention, utilities, search & rescue, site security, damage assessment, evacuations.

**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:** 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.

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Public Information Officer is a member of the Emergency Operations Command Staff. Media queries should be referred to the PIO. Only one Public Information Officer will be assigned for the incident.

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

### **Start-Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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



The Safety Officer position provides access control for the EOC facility, who is coming in to the building. The EOC Director will establish policy and procedures for access. The Security Officer will normally oversee personnel check-in and check-out rosters.

**Responsibilities:**

Provide 24-hour security for the EOC, possibly working with other agencies, e.g., North Bay Security Group.

Control personnel access to the EOC in accordance with policies established by the EOC Director.

Handle any situation arising from inappropriate personnel actions within the EOC.

**Operational Phase:**

Determine the current EOC security requirements and arrange for staffing as needed.

Determine needs for special access to EOC facilities.

Provide executive and V.I.P. security as appropriate and required.

Provide recommendations as appropriate to EOC Director.

Prepare and present security briefings for the EOC Director and General Staff at appropriate meetings.

The Liaison Officer function is to provide a primary point of contact for all incoming agency representatives assigned to the EOC. The Liaison Officer will ensure that agency representatives are provided with the necessary workspace, communications, information and internal points of contact necessary to perform their responsibilities. The Liaison Officer will also ensure that the EOC Director is informed as to what agencies are represented in the EOC.

Responsibilities:

1. Oversee all liaison activities, including coordinating outside agency representatives assigned to the EOC and handling requests from other EOCs for EOC agency representatives.
3. Establish and maintain a central location for incoming agency representatives, providing workspace and support as needed.
4. Ensuring that position specific guidelines, policy directives, situation reports, and a copy of the EOC Action Plan is provided to Agency Representatives upon check-in.
4. In conjunction with the EOC Coordinator, provide orientations for VIPs and other visitors to the EOC.

Obtain assistance for your position through the Personnel Unit in Logistics, as required.

Operational Phase:

Contact Agency Representatives already on-site, ensuring that they:

Have signed into the EOC, understand their role in the EOC, know their work locations, understand the EOC organization and floor plan.

Determine if additional representation is required from:

Community based organizations, Private organizations, Utilities not already represented, Other agencies.

In conjunction with the EOC Director, establish and maintain an Interagency Coordination Group comprised of outside agency representatives and executives not assigned to specific sections within the EOC.

Assist the EOC Director in conducting regular briefings for the Inter-agency Coordination Group and with distribution of the current EOC Action Plan and Situation Report.

Request that Agency Representatives maintain communications with their agencies and obtain situation status reports regularly.

With the approval of the EOC Director, provide agency representatives from the EOC to other EOCs as required and requested. Maintain a roster of agency representatives located at the EOC. Roster should include assignment within the EOC (Section or Inter-agency Coordination Group). Roster should be distributed internally on a regular basis

The Mental Health Officer function is to provide a primary point to assess the mental health status of incident responders and a point of contact for all incoming agency representatives assigned to the EOC. The Mental Health Officer will ensure that agency representatives are provided with the necessary workspace, communications, information and internal points of contact necessary to perform their responsibilities. The Mental Health Officer will also ensure that the EOC Director is informed as to what agencies are represented in the EOC.

**Responsibilities:**

1. Oversee all mental health activities, including coordinating outside agency representatives assigned to the EOC and school sites and handling requests from other EOCs for EOC agency representatives.
2. Establish and maintain a central location for incoming agency representatives, providing workspace and support as needed.
3. Ensure that position specific guidelines, policy directives, situation reports, and a copy of the EOC Action Plan is provided to outside agency representatives upon check-in, as appropriate.

Obtain assistance for your position through the Personnel Unit in Logistics, as required.

**Operational Phase:**

Contact Agency Representatives already on-site, ensuring that they:

Have signed into the EOC, understand their role in the EOC, know their work locations, understand the EOC organization and floor plan.

Determine if additional representation is required from: Community based organizations, Private organizations, Utilities not already represented, Other agencies.

In conjunction with the EOC Director, establish and maintain an Interagency Coordination Group comprised of outside agency representatives and executives not assigned to specific sections within the EOC.

Request that Agency Representatives maintain communications with their agencies and obtain situation status reports regularly.

With the approval of the EOC Director, provide agency representatives from the EOC to other EOCs as required and requested. Maintain a roster of agency representatives located at the EOC. Roster should include assignment within the EOC (Section or Inter-agency Coordination Group). Roster should be distributed internally on a regular basis.

**Responsibilities:** Operations manages the following areas:

Security \* Facilities Management \* Facilities Coordinators \* Shelter and Care

### **Start-up Actions**

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

### **Operational Duties**

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

### **Closing Down**

- ❑ At the EOC Directors 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 EOC, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit in Planning.

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### **Equipment/Supplies**

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:
  - A1: Staffing List
  - B3: Section Activity Log Initial
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report –
  - F1: Situation Status Report Update
- Hard hat, gloves, if needed
- Two-way radio
- Campus map

The Security position at the EOC is to ensure that a safe working environment is established and maintained within the facility. The Security position will routinely inspect and correct any deficiencies in the operating environment of the EOC. They will also ensure that personnel working in EOC positions are not over stressed or working for extended periods that may jeopardize their health.

**Responsibilities:**

Ensure that all buildings and other facilities used in support of the EOC are in a safe operating condition.

Monitor operational procedures and activities in the EOC to ensure they are being conducted in a safe manner, considering the existing situation and conditions.

Stop or modify all unsafe operations outside the scope of the EOC Action Plan, notifying the EOC Director of actions taken.

**Operational Phase:**

Tour the entire EOC facility and evaluate conditions; advise the EOC Director of any conditions and actions that might result in liability, (unsafe layout or equipment set-up, etc.)

Study the EOC facility and document the locations of all fire extinguishers, emergency pull stations, and evacuation routes and exits.

Be familiar with particularly hazardous conditions in the facility and keep the EOC Director advised of unsafe conditions and take action when necessary.

Prepare and present safety briefings for the EOC Director and General Staff at appropriate meetings.

If the event that caused activation was an earthquake, provide guidance regarding actions to be taken in preparation for aftershocks.

Ensure that the EOC facility is free from any environmental threats - e.g., radiation exposure, air purity, water quality, etc. Coordinate with the Finance/Administration Section in preparing any personnel injury claims or records necessary for proper case evaluation and closure.

**Responsibilities:**

1. Ensure that adequate essential facilities are provided for the response effort, including securing access to the facilities and providing staff, furniture, supplies, and materials necessary to configure the facilities in a manner adequate to accomplish the mission.
2. Ensure acquired buildings, building floors, and or workspaces are returned to their original state when no longer needed.
3. Supervise the Facilities Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Work closely with the EOC Coordinator and other sections in determining facilities and furnishings required for effective operation of the EOC.

Coordinate with branches and units in the Operations Section to determine if assistance with facility acquisition and support is needed at the field level.

Arrange for continuous maintenance of acquired facilities, to include ensuring that utilities and restrooms are operating properly.

If facilities are acquired away from the EOC, coordinate with assigned personnel and designate a Facility Manager.

Develop and maintain a status board or other reference which depicts the location of each facility; a general description of furnishings, supplies and equipment at the site; hours of operation, and the name and phone number of the Facility Manager.

Ensure all structures are safe for occupancy and that they comply with ADA requirements.

As facilities are vacated, coordinate with the facility manager to return the location to its original state. This includes removing and returning furnishings and equipment, arranging for janitorial services, and locking or otherwise securing the facility.

Keep the Logistics Section Coordinator informed of significant issues affecting the facilities unit.

**Responsibilities:**

Collect initial damage/safety assessment information from other units within the Operations Section.

If the emergency is storm, flood, or earthquake related, ensure that inspection teams have been dispatched to assess the condition of the Stafford Dam.

Provide detailed damage/safety assessment information to the Planning and Finance Section, with associated loss damage estimates.

Maintain detailed records on damaged areas and structures.

Initiate requests for Engineers, to inspect structures and/or facilities.

Supervise the Facilities Team.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Obtain initial damage/safety assessment information from Facilities Management. Coordinate the Liaison Officer to work with the American Red Cross, utility service providers, and other sources for additional damage/safety assessment information.

Prepare detailed damage/safety assessment information, including estimate of value of the losses, and provide to the Planning Section.

Clearly label each structure and/or facility inspected.

Maintain a list of structures and facilities requiring immediate inspection or engineering assessment.

Initiate all requests for engineers and building inspectors through the Operational Area EOC.

Keep the Facilities Management Coordinator informed of the inspection and engineering assessment status.

Refer all contacts with the media to the Public Information Officer.

**Responsibilities:**

Coordinate directly with the American Red Cross and other volunteer agencies to provide food, potable water, clothing, shelter and other basic needs as required to disaster victims.

Assist the American Red Cross with inquiries and registration services to reunite families or respond to inquiries from relatives or friends.

Assist the American Red Cross with the transition from mass care to separate family/individual housing.

Supervise the Care & Shelter Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Coordinate with the Liaison Officer to request an Agency Representative from the American Red Cross. Work with the Agency Representative to coordinate all shelter and congregate care activity.

Establish communications with other volunteer agencies to provide clothing and other basic life sustaining needs.

Ensure that each activated shelter meets the requirements as described under the Americans With Disabilities Act.

Assist the American Red Cross in staffing and managing the shelters to the extent possible.

In coordination with the American Red Cross, activate an inquiry registry service to reunite families and respond to inquiries from relatives or friends.

Assist the American Red Cross with the transition from operating shelters for displaced persons to separate family/individual housing.

Complete and maintain the Care and Shelter Status Report Form (utilize NIMS forms if available). Refer all contacts with the media to the Public Information Officer.



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. The key areas are:

Situation Status \* Documentation \* Advanced Planning \* Demobilization

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

### **Start Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

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### **Equipment/ Supplies**

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Hard hat
- Two-way radio
- Clipboard

**Responsibilities:**

Oversee the collection, organization, and analysis of situation information related to the emergency.

Ensure that information collected from all sources is validated prior to posting on status boards. Ensure that situation analysis reports are developed for dissemination to EOC staff and to other EOCs as required.

Ensure that an EOC Action Plan is developed for each operational period.

Ensure that all maps, status boards and other displays contain current and accurate information. Supervise Situation Analysis Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Oversee the collection and analysis of all emergency related information.

Oversee the preparation and distribution of the Situation Report. Coordinate with the Documentation Unit for manual distribution and reproduction as required.

Ensure that each EOC Section provides the Situation Unit with Status Reports on a regular basis. Meet with the Public Information Officer to determine the best method for ensuring access to current information.

Prepare a situation summary for the EOC Action Planning meeting.

Ensure each section provides their objectives at least 30 minutes prior to each Action Planning meeting.

In preparation for the Action Planning meeting, ensure that all EOC objectives are posted on chart paper, and that the meeting room is set up with appropriate equipment and materials (easels, markers, situation analysis reports, etc.).

Following the meeting, ensure that the Documentation Unit publishes and distributes the EOC Action Plan prior to the beginning of the next operational period.

Ensure that adequate staff are assigned to maintain all maps, status boards and other displays.

**Responsibilities:**

Collect, organize and file all completed emergency related forms, to include: all EOC position logs, situation analysis reports, EOC Action Plans and any other related information, just prior to the end of each operational period.

Provide document reproduction services to EOC staff.

Distribute the EOC situation analysis reports, EOC Action Plan, and other documents, as required.

Maintain a permanent electronic archive of all situation reports and Action Plans associated with the emergency.

Assist the EOC Coordinator in the preparation and distribution of the After Action Report. Supervise the Documentation Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Meet with the Planning Section Coordinator to determine what EOC materials should be maintained as official records.

Meet with the Cost Recovery Unit to determine what EOC materials and documents are necessary to provide accurate records and documentation for recovery purposes.

Initiate and maintain a roster of all activated EOC positions to ensure that position logs are accounted for and submitted to the Documentation Unit at the end of each shift.

Reproduce and distribute the Situation Reports and Action Plans. Ensure distribution is made to the Operational Area EOC.

Keep extra copies of reports and plans available for special distribution as required. Set up and maintain document reproduction services for the EOC.

**Responsibilities:**

Development of an Advance Plan consisting of potential response and recovery related issues likely to occur beyond the next operational period, generally within 36 to 72 hours.

Review all available status reports, Action Plans, and other significant documents. Determine potential future impacts of the emergency; particularly issues which might modify the overall strategic EOC objectives.

Provide periodic briefings for the EOC Director and General Staff addressing Advance Planning issues.

Supervise the Advance Planning Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Monitor the current situation report to include recent updates.

Meet individually with the general staff and determine best estimates of the future direction & outcomes of the emergency.

Develop an Advance Plan identifying future policy related issues, social and economic impacts, significant response or recovery resource needs, and any other key issues likely to affect EOC operations within a 36 to 72-hour time frame.

Submit the Advance Plan to the Planning Coordinator for review and approval prior to conducting briefings for the General Staff and EOC Director.

Review Action Planning objectives submitted by each section for the next operational period. In conjunction with the general staff, recommend a transition strategy to the EOC Director when EOC activity shifts predominately to recovery operations.

**Responsibilities:**

Develop a Demobilization Plan for the EOC based on a review of all pertinent planning documents, and status reports.

Supervise the Demobilization Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files. Review EOC personnel roster to determine size and scope of any demobilization efforts.

Meet individually with the general staff to determine their need for assistance in any Demobilization Planning.

Advise Planning Section Coordinator on the need for a formal written Demobilization Plan.

If a Demobilization Plan is required, develop the plan using detailed specific responsibilities, release priorities and procedures.

Establish with each Section Coordinator which units/personnel should be demobilized first. Establish time tables for deactivating or downsizing units.

Determine if any special needs exist for personnel demobilization (e.g. transportation).

Develop a checkout procedure if necessary, to ensure all deactivated personnel have cleared their operating position.

Submit any formalized Demobilization Plan to the Planning Section Coordinator for approval.

Meet with each assigned Agency Representative and Technical Specialist to determine what assistance may be required for their demobilization from the EOC.

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

Supply \* Personnel \* Transportation \* IT Support \* Resource Status

### **Start-up Actions**

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

### **Operational Duties**

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

### **Closing Down**

- ❑ At the EOC Directors 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.

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### **Equipment/Supplies**

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

**Responsibilities:**

Oversee the allocation of supplies and materiel not normally provided through mutual aid channels.

Coordinate procurement actions with the Finance/Administration Section.

Coordinate delivery of supplies and materiel as required.

Supervise the Supply Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Determine if requested types and quantities of supplies and materiel are available in inventory.

Determine procurement spending limits with the Purchasing Unit in Finance. Obtain a list of pre-designated

Emergency purchase orders as required.

Whenever possible, meet personally with the requesting party to clarify types and amount of supplies and materiel, also verify that the request has not been previously filled through another source.

Maintain a status board or other reference depicting supply actions in progress and their current status.

Orders exceeding the purchase order limit must be approved by the Finance Section before the order can be completed.

Determine if the vendor or provider will deliver the ordered items. If delivery services are not available, coordinate pick-up and delivery through the Transportation Unit.

In coordination with the Personnel Unit, provide food and lodging for EOC staff and volunteers as required. Assist field level with food services at camp locations as requested.

Coordinate donated goods and services from community groups and private organizations. Set up procedures for collecting, inventorying, and distributing usable donations.

Keep the Logistics Section Leader informed of significant issues affecting the Supply Unit.

**Responsibilities:**

1. Provide personnel resources as requested in support of the EOC and Field Operations.
2. Identify, recruit and register volunteers as required.
3. Develop an EOC organization chart.
4. Supervise the Personnel Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

In conjunction with the Documentation Unit, develop a large poster size EOC organization chart depicting each activated position. Upon check in, indicate the name of the person occupying each position on the chart. The chart should be posted in a conspicuous place, accessible to all EOC personnel.

Coordinate with the Liaison Officer and Safety Officer to ensure that all EOC staff to include volunteers, receive a current situation and safety briefing upon check-in.

Establish communications with volunteer agencies and other organizations that can provide personnel resources. Coordinate with the Operational Area EOC to activate the Emergency Management Mutual Aid System (EMMA), if required.

Process all incoming requests for personnel support. Identify the number of personnel, special qualifications or training, where they are needed and the person or unit they should report to upon arrival. Determine the estimated time of arrival of responding personnel and advise the requesting parties accordingly. Maintain a status board or other reference to keep track of incoming personnel resources.

Update EOC organization chart for each operational period Coordinate with the Liaison Officer and Security Officer to ensure access, badging or identification, and proper direction for responding personnel upon arrival at the EOC.

Assist the Fire Rescue Branch and Law Enforcement Branch with ordering of mutual aid resources as required. To minimize redundancy, coordinate all requests for personnel resources from the field level through the EOC Operations Section prior to acting on the request. In coordination with the Safety Officer, determine the need for crisis counseling for emergency workers; acquire mental health specialists as needed.

Arrange for child care services for EOC personnel as required.

Establish registration locations with enough staff to register volunteers and issue them disaster service worker identification cards. Keep the Logistics Section Leader informed of significant issues affecting the Personnel Unit.



**Responsibilities:**

In coordination with the Operations and Planning Sections, develop a transportation plan to support EOC operations.

Arrange for the acquisition or use of required transportation resources.

Supervise the Transportation Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Routinely coordinate with the Operations Unit and Public Information Officer to determine the status of transportation routes in and around the affected area.

Develop a Transportation Plan which identifies routes of ingress and egress; facilitating the movement of response personnel, the affected population, and shipment of resources and materiel.

Establish contact with local transportation agencies and other school districts to establish availability of equipment and transportation resources for use in evacuations and other operations as needed.

Keep the Logistics Section Coordinator informed of significant issues affecting the Transportation Unit.

**Responsibilities:**

Install, activate, and maintain information systems for the EOC.

Assist EOC positions in determining appropriate types and numbers of computers and computer applications required to facilitate operations.

Install RIMS, if available, on all computers for internal information management to include message and e-mail systems.

Conduct training as required on use of information management systems.

Supervise the Information Systems Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Assist EOC positions in determining appropriate numbers of telephones and other communications equipment required to facilitate operations.

Request additional computer equipment as required through the Finance Section Leader. Install, activate, and maintain computers, telephone and radio systems for the EOC.

Continually monitor and test RIMS if available and ensure automated information links with the Operational Area EOC are maintained.

Keep the Documentation supervisor informed of system failures and restoration activities.

**Responsibilities:**

1. Coordinate with the other units in the Logistics Section to capture and centralize necessary resource/ location status information.
2. Develop and maintain resource status/location boards in the Logistics Section.
3. Supervise the Resource Tracking Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Coordinate closely with all units in the Logistics Section particularly Supply and Procurement, personnel, and transportation.

As resource requests are received in the Logistics Section, post the request on a status board and track the progress of the request until filled.

Status boards should track requests by providing at a minimum, the following information: date & time of the request, items requested, priority designation, time the request was processed and estimated time of arrival or delivery to the requesting party.

Work closely with other logistics units and assist in notifying requesting parties of the status of their resource request. This is particularly critical in situations where there will be delays in filling the request.

An additional status board may be developed to track resource use by the requesting party. Information categories might include the following: actual arrival time of the resource, location of use, and an estimate of how long the resource will be needed. Keep in mind that it is generally not necessary to track mutual aid resources unless they are ordered through the Logistics Section

**Responsibilities:** Finance is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. The main jobs in this area are:

Compensation and claims \* Cost Recovery \* Procurement \* Time

- Maintain financial records
- Track and record staff hours.

### **Start-Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

- ❑ At the EOC Directors direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance positions have been accomplished.  
Secure all documents and records.

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### **Equipment/ Supplies**

- Vest
- Paper, pens
- Calculator
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D2: Check-In/Check Out
- Clipboard
- File folders

**Responsibilities:**

Oversee the investigation of injuries and property/equipment damage claims arising out of the emergency.

Complete all forms required by worker's compensation program.

Maintain a file of injuries and illnesses associated with the emergency which includes results of investigations.

Supervise the Compensation and Claims Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Maintain a chronological log of injuries and illnesses, and property damage reported during the emergency.

Investigate all injury and damage claims as soon as possible.

Prepare appropriate forms for all verifiable injury claims and forward them to Workmen's Compensations within the required time frame consistent with jurisdiction's policy & procedures.

Coordinate with the Safety Officer regarding the mitigation of hazards.

Keep the Finance Coordinator informed of significant issues affecting the Compensation and Claims Unit.

Forward all equipment or property damage claims to the Recovery Unit.

**Responsibilities:**

Responsible for collecting cost information, performing cost-effectiveness analyzes and providing cost estimates and cost savings recommendations.

Supervise the Cost Accounting Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Establish (or implement) an accounting system and special cost codes associated with this emergency.

Monitor all emergency expenditures.

Ensure that all sections and units are documenting cost related information.  
Collect, and compile cost information at the end of each shift.

Obtain and record all cost data to cover:

- Personnel Equipment
- Rental/Contract Equipment Supplies from outside vendors
- Contracts for special or emergency services.

Coordinate with the Documentation Unit on content and format of cost related files to be transferred.

Review existing documentation to determine if there are additional cost items that may have been overlooked.

Prepare cost estimates related to EOC objectives and strategies. Be prepared to discuss these at EOC Planning Meetings if required.

Compile cumulative cost records daily.

Ensure that departments are compiling cost information using any special agency/jurisdiction cost codes. Ensure that estimate costs are replaced with actual costs where known.

Provide verbal or written reports to the Finance Section Coordinator upon request.

Prepare and maintain a cost report to include cumulative analysis, summaries and total expenditures related to the emergency. Organize and prepare records for audits as necessary.

Act as the liaison for the EOC with county and other disaster assistance agencies to coordinate the cost recovery process.

Prepare all required state and federal documentation as necessary to recover allowable costs.

**Responsibilities:**

Oversee the procurement and allocation of supplies and materiel not normally provided through mutual aid channels.

Coordinate procurement actions with the Logistics/Supply Section.

Coordinate delivery of supplies and materiel as required.

Supervise the Procurement Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Determine procurement spending limits with the Administration. Obtain a list of pre-designated emergency purchase orders as required.

Whenever possible, meet personally with the requesting party to clarify types and amount of supplies and materiel, also verify that the request has not been previously filled through another source.

In conjunction with the Resource Tracking Unit, maintain a status board or other reference depicting procurement actions in progress and their current status.

Determine if the procurement item can be provided without cost from another jurisdiction or through the Operational Area.

Work with Logistics/Supply to determine unit costs of supplies and materiel, from suppliers and vendors and if they will accept purchase orders as payment, prior to completing the order.

Orders exceeding the purchase order limit must be approved by the Administration Section before the order can be completed.

If vendor contracts are required for procurement of specific resources or services, refer the request to the Administration Section for development of necessary agreements.

Keep the Logistics Section Leader informed of significant issues affecting the procurement Unit.

**Responsibilities:**

Track, record, and report all on-duty time for personnel working during the emergency.

Ensure that personnel time records, travel expense claims and other related forms are prepared and submitted to budget and payroll office.

Supervise the Time Keeping Unit.

**Operational Phase:**

Establish and maintain a position log and other necessary files.

Initiate, gather, or update time reports from all personnel, to include volunteers assigned to each shift; ensure that time records are accurate and prepared in compliance with policy.

Obtain complete personnel rosters from the Personnel Unit. Rosters must include all EOC personnel as well as personnel assigned to the field level.

Provide instructions for all supervisors to ensure that time sheets and travel expense claims are completed properly and signed by each employee prior to submitting them.

Establish a file for each employee or volunteer within the first operational period; to maintain a fiscal record for as long as the employee is assigned to the response.

Keep the Finance Section Coordinator informed of significant issues affecting the Time-Keeping Unit.



## EOC SECTION TOOLBOXES

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

Suggested items to include for most EOC toolboxes:

- ❑ NIMS EOC Pocket Guide
- ❑ EOC organizational assignments: staffing list
- ❑ Wall map of schools and roads within school district
- ❑ Marin County Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Action Flipchart
- ❑ Superintendents’ Telephone Tree
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Colored vests to identify section chiefs
- ❑ Lanyards with ID information for all EOC staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix B for Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - C1: Management Situation Report
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

## C. INCIDENT COMMAND SYSTEM: School Site

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

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

### **Components of the ICS include:**

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

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

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

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

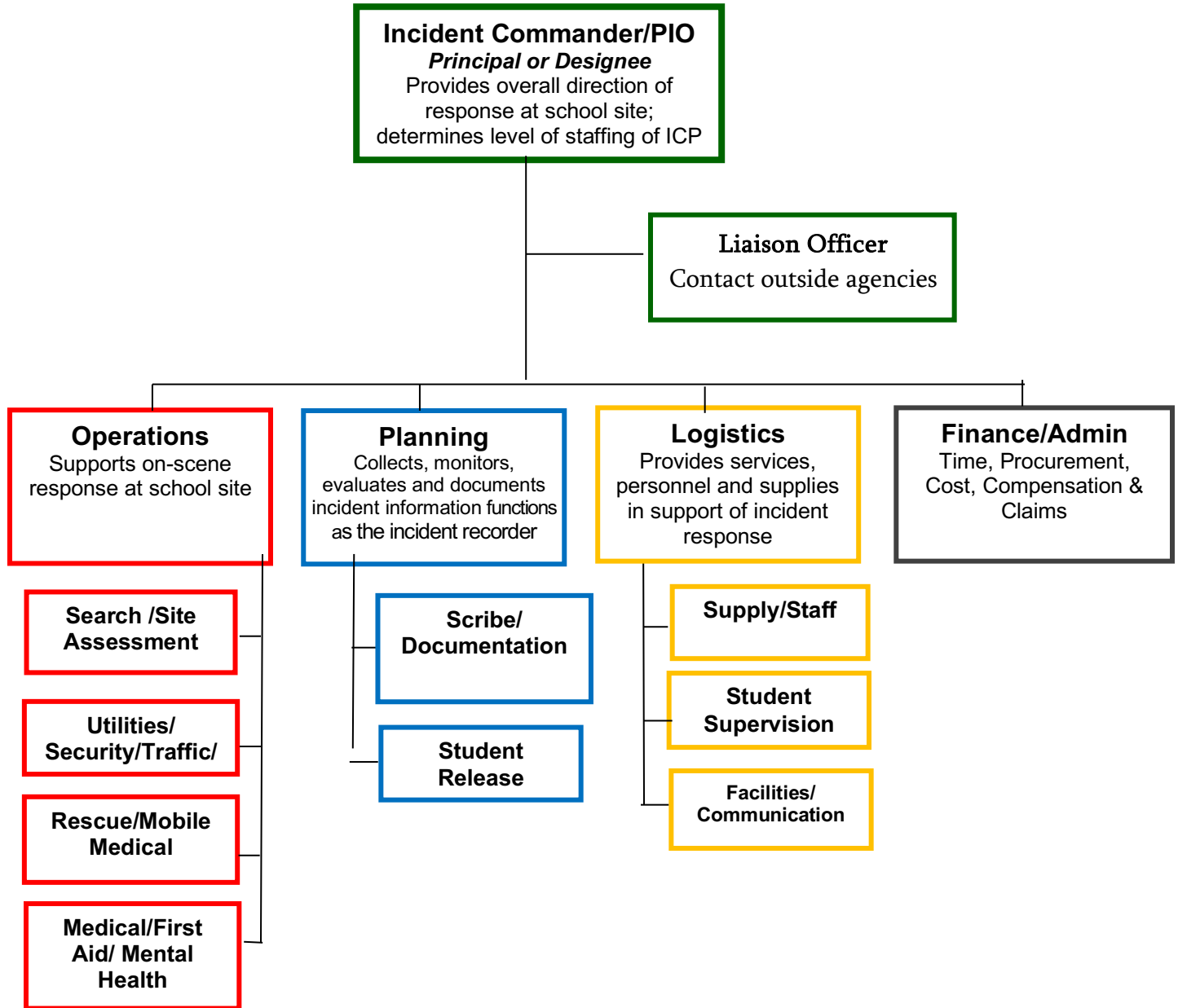
**Planning:** Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response. The documentation and the release of students to parents.

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

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

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

**FIGURE 4 – Incident Command Organization**



## INCIDENT COMMAND SYSTEM: School Site

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

Title	Role, Responsibility
<b>Management:</b> Incident Commander/PIO	Responsible for development of school's plan and overall management of emergency; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed. Provides public information as required.
Liaison	Works with other local/regional agencies, assists in accessing services when the need arises and assists the IC.
<b>Operations:</b> Search and Site Assessment	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression. Assess buildings, etc for damage and/or injured persons.
Security/Traffic/Utilities	Coordinates security needs; establishes traffic and crowd control; secures perimeter, evaluates the sites utilities as needed.
Rescue and Mobile Medical	Responds to the location of injured or trapped, provides basic medical support and transports if appropriate to medical station on site.
Medical /First Aid	Provides basic medical care, triage and supplies to the injured. (latex gloves, bandages, etc.), establishes morgue, if needed. Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
<b>Planning:</b> Scribe and Documentation	Helps maintain record and written communications for members of the incident command post. Evaluates incident information and maintains ICS status boards, collects and archives all incident documents, tracks equipment and personnel assigned to the incident.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers, maintains records of student release.
<b>Logistics:</b> Staff/Supply	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers.
Facilities Communications	Coordinates the use of site facilities for short and possible long term care of students and staff. Maintains all communication equipment, including radios/cell phones etc. with MOT.
Student Supervision	Supervises students in a safe location, coordinates with Student Release for the safe transfer of students to their parents or guardians.
<b>Finance/Administration:</b> Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

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## **INCIDENT COMMAND SYSTEM      INCIDENT COMMANDER**

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

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

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

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

### **Start-Up Actions**

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

### **Operational Actions**

- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
  - View site map periodically for response team progress
  - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed

- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO.
  
- If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
  - situation status
  - objectives and priorities
  - current organization and personnel assignments
  - resources en route and/or ordered
  - facilities established
  - communications plan
  - prognosis, concerns, related issues
- Release teachers as appropriate per district guidelines.
- Remain in charge of campus until redirected or released by the Superintendent of Schools.
- Be prepared for requests by the American Red Cross to use facility as a shelter.

### **Deactivation**

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

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### **Command Post Equipment/ Supplies**

- AM/FM radio (battery)
- Bullhorn
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Master keys
- School Profile or School Accountability Report Card (SARC)
- Forms: See Appendix B for Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - C1: Management Situation Report
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs (if CP is outdoors)
- Two-way radios
- Vests, safety gear, ID badges

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## INCIDENT COMMAND SYSTEM

## PUBLIC INFORMATION OFFICER

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

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

### Start-Up Actions

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

### Operational Duties

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

### Closing Down

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

## GUIDELINES FOR SPEAKING TO THE MEDIA

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

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

---

### Equipment/Supplies

- ID Vest
- Battery operated AM/FM radio
- Scotch tape/masking tape
- School Staff Directory
- Laminated school site map poster board size for display
- School site map(s) and area maps as 8x11" handouts
- Sample Public Information Releases
- School Profile or School Accountability Report Card (SARC)
- Forms:
  - B3: Section Activity Log
  - D1: Resource Request
- Hard hat
- Paper/pencils/marketing pens
- Scissors



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

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

### **Start Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Forms:
  - B3: Section Activity Log
  - D1: Resource Request
- Hard hat
- Clipboard, paper, pens

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## INCIDENT COMMAND SYSTEM

## OPERATIONS

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

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

### Start-up Actions

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

### Operational Duties

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

### Closing Down

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

---

### Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:
  - A1: Staffing List
  - B3: Section Activity Log
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial
  - F1: Situation Status Report Update
- Hard hat, gloves, if needed
- Two-way radio
- Campus map

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

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

### Start-Up Actions

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

### Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.
- ❑ **If rooms are clear, affix green card to the outside of the door to indicate the room has been searched and deemed.**
- ❑ **If room(s) contain injured or dead persons, affix red card to the outside of the door to indicate the room has been searched and casualties are inside.**
- ❑ Report by radio to Incident Command Post when room or area has cleared (example: "*Room A-123 is clear*"). To diminish radio clutter, consider reporting room clusters as clear.
- ❑ Follow directions from Operations/Incident Command Post
- ❑ Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- ❑ Record exact location of damage and triage on map and report information to Operations Chief.
- ❑ Keep radio communication brief and simple. Use common language, no codes.

### Closing Down

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

---

### Equipment/Supplies

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

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

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

**Personnel:** First-aid trained staff and volunteers

### **Start-Up Actions**

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

### **Operational Duties**

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

### **First Aid Stations**

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

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

**Crisis Counseling** - Mild to moderate anxiety is best handled by teachers in class groups.

Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control.

### **Closing Down**

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

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

### **Start-Up Actions**

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

### **Operational Duties** - After pronouncement or determination of death:

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

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

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

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

### **Start Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

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

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

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

### **Start Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

- Vest
- Clipboard, paper, pens, dry erase pens
- File box(es) and folders
- Large site map of campus, laminated
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update
- Hard hat
- Two-way radio
- Clipboard

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

### **Start-Up Actions**

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

### **Operational Duties**

#### **Records**

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

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

#### **Student and Staff Accounting**

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

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



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

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

**Start-Up Actions:**

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

**Operational Duties**

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

**Procedures**

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

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

**If student is with class in the Assembly Area:**

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

**If student is not with the class:**

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

**Closing Down**

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

---

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

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

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

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

### **Start-up Actions**

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

### **Operational Duties**

#### **Situation Status (Map)**

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

#### **Situation Analysis**

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

### **Closing Down**

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

---

### **Equipment/ Supplies**

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

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

### **Start-up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

---

### **Equipment/Supplies**

- Vest and ID
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D3: Check-In/Check Out
- Hard hat
- Pens, marking pens

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

### **Start-Up Actions**

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

### **Operational Duties**

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

### **Closing Down:**

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

---

### **Equipment/Supplies**

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

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

### **Start-Up Actions**

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

### **Operational Duties**

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

### **Closing Down**

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

---

### **Equipment/Supplies**

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

---

## INCIDENT COMMAND SYSTEM FINANCE/ADMINISTRATION

---

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

- Maintain financial records
- Track and record staff hours.

### Start-Up Actions

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

### Operational Duties

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

### Closing Down

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

---

### Equipment/ Supplies

- Vest
- Paper, pens
- Calculator
- Forms:
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - D1: Resource Request
  - D2: Check-In/Check Out
- Clipboard
- File folders

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

**Start-Up Actions:**

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

**Operational Duties**

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

**Closing Down**

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

---

**Equipment/ Supplies**

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



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

**Start-Up Action**

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

**Operational Duties**

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

**Closing Down**

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

---

**Equipment/Supplies**

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

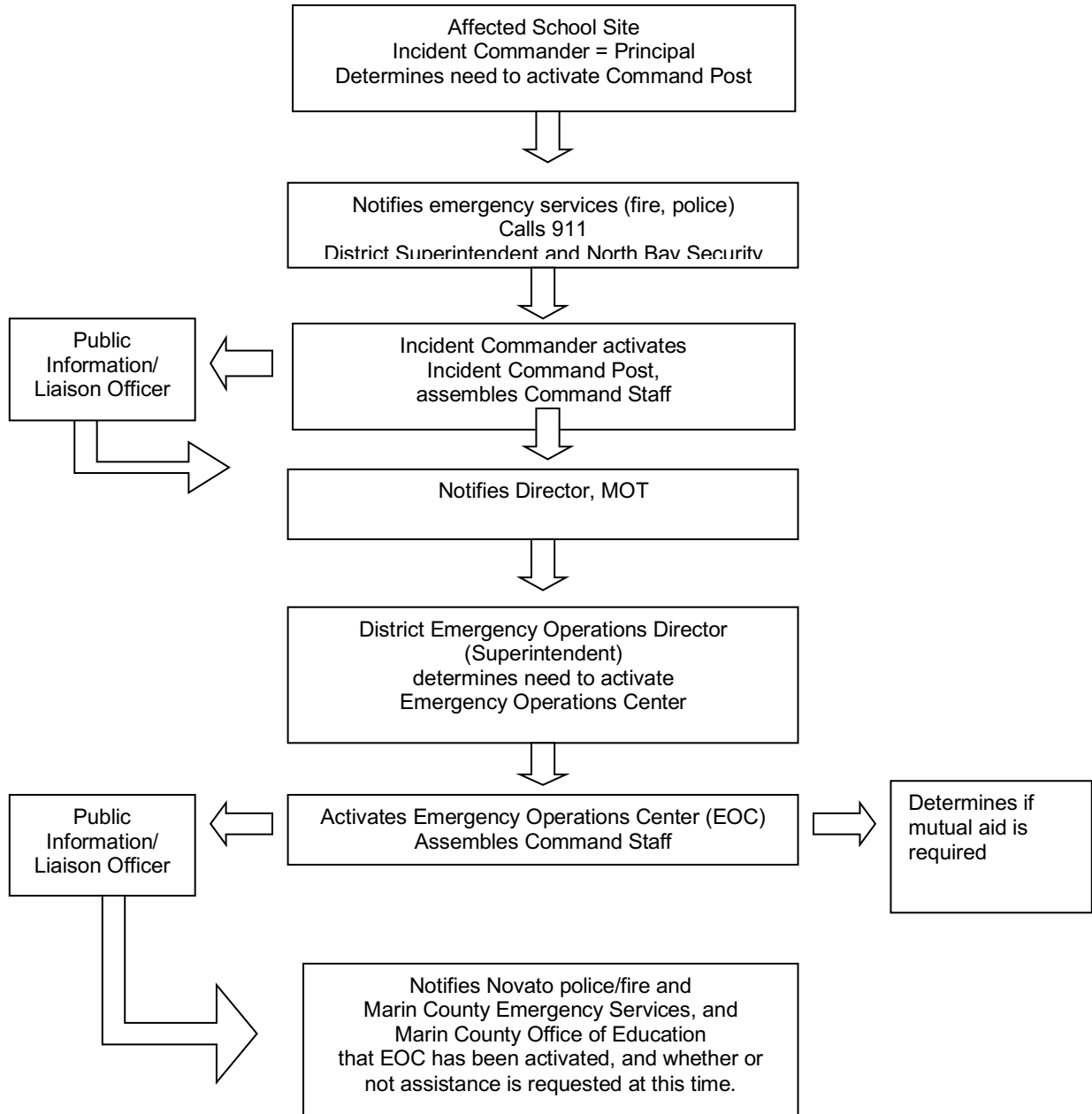
## ICS SECTION TOOLBOXES

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

Suggested items to include for most ICS toolboxes:

- ❑ District/School Emergency Management Plan
- ❑ ICS organizational assignments: staffing list
- ❑ Map of buildings with location of exits, phones, turn-off valves, first-aid kits and assembly areas
- ❑ Blueprints of school buildings, including utilities
- ❑ Map of local streets with evacuation route marked
- ❑ Marin County Schools Directory
- ❑ District Schools Staff Directory
- ❑ District/Schools Staff Home Directory
- ❑ District/Schools Staff Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Action Flipchart
- ❑ Student directory (including emergency contacts for parents)
- ❑ Two-way radios or cellular phones
- ❑ Solar/battery-powered radio and spare batteries
- ❑ White board with dry erase markers
- ❑ Adhesive stickers and markers for name tags
- ❑ Orange vests and hard hats to identify key personnel
- ❑ Lanyards with ID information for all ICS staff
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboard
- ❑ Tape
- ❑ Forms: See Appendix B for Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - C1: Management Situation Report
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

# SCHOOL INCIDENT RESPONSE FLOW CHART



## 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.

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

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

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

### **INSTRUCTIONAL AIDES/ASSISTANTS:**

- Assist teacher, as directed.

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

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

**SCHOOL NURSES/HEALTH ASSISTANTS:**

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

**CUSTODIANS/MAINTENANCE PERSONNEL:**

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

**SCHOOL SECRETARY/OFFICE STAFF:**

- ❑ Assume designated ICS role.

**FOOD SERVICE/CAFETERIA WORKERS:**

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

**BUS DRIVERS:**

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

**OTHER STAFF:**

- ❑ Report to principal for directions.

## D. COMMUNICATIONS

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

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

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

### COMMON TERMINOLOGY

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

### COMMUNICATION TECHNOLOGY

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

### COMMUNICATION TOOLS

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

**Cellular/push to talk 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).

**One Call Now** – The district's call out system to parents.

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

## COMMUNICATING WITH PARENTS

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

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

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

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

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

## **HANDLING RUMORS**

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

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



community representatives directly associated with the school will help convey accurate information.

- The media can also help control rumors; ask reporters to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.
- After an immediate emergency has passed, a public meeting may be helpful. It provides an opportunity for people to ask questions and to receive accurate information. A follow-up public meeting may help restoring the community's confidence in the school's ability to manage emergencies and to provide a safe environment.
- If the incident involved damage or destruction, schedule an open house for parents and other community members to see the school restored. This will help everyone put the emergency behind them.

## **COMMUNICATING WITH THE MEDIA**

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

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

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

## E. DRILLS AND TABLETOP EXERCISES

### CONDUCTING DRILLS

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

- 1) **Drills** simulate an emergency in a limited scope, typically involving one supporting agency.
  - An informal discussion of simulated emergencies
  - May test a single component or function of the Emergency Management Plan (for example, a “Lock-Down” drill)
- 2) **Tabletop exercises** simulate an emergency in an informal, stress-free environment designed to elicit discussion to resolve coordination and responsibility issues based on existing Emergency Management Plans.
  - An informal discussion of simulated emergencies
  - No time pressures
  - Low stress
  - Useful for evaluating plans and procedures
  - Helpful to resolve questions of coordination and responsibility
- 3) **Functional Exercises** simulate a real emergency under time-sensitive conditions by testing coordination among various functions and outside response agencies.
  - Focuses on policies, procedures, roles and responsibilities
  - More stressful and realistic simulation of real life situations
  - Usually takes place in “real time”
  - Emphasizes the emergency functions of the Emergency Management Plan. Examples might include perimeter security (securing all doors of the school), utility shut-downs, and accounting for all the people who should be in the school at the time (to include students and staff).
  - School’s Emergency Management Team is activated.
- 4) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
  - Takes place in “real time” and tests total response capability as close to a real emergency as possible.

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

## REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

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

### MANDATED DRILLS

In accordance with state law:

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

## **F. STAFF PERSONAL PREPAREDNESS**

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

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

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

### **STAFF RELEASE PLAN**

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

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



Name \_\_\_\_\_

Disaster Service Worker (DSW) Self-Certification for  
Novato Unified School District Employees

CONFIDENTIAL SELF-CERTIFICATION

I am aware that California Government Code §3100 designates all public employees as Disaster Service Workers.

I understand that in the event of a declared national, state or local emergency, I may be called into service to perform activities that promote the protection of public health and safety and the preservation of lives and property.

In accordance with the Novato Unified School District's DSW Plan to take into consideration the family needs of employees for early or phased release of staff as an emergency de-escalates, I am self-certifying for the following release protocol:

- Phase #1 Release (one or more of the conditions below apply)
  - I am a single parent with a child/children living at home.
  - I have sole custodial care for housebound/medically-fragile dependents.
  - I have health problems or disabilities that would inhibit my participation as a Disaster Service Worker.
  
- Phase #2 Release (one or more of the conditions below apply)
  - I am married with an infant child or child/children in childcare, preschool or elementary school.
  - I reside in another county (name) \_\_\_\_\_.
  - May include living in an area of major damage.
  
- Phase #3 Release
  - All other staff.

If any of the conditions checked above change, I will submit a revised Confidential Self-Certification to Human Resources and my Supervisor.

Date: \_\_\_\_\_ Signed: \_\_\_\_\_  
Print Name: \_\_\_\_\_

## **G. STUDENTS WITH SPECIAL NEEDS**

### ***EMERGENCY PLANNING***

Planning for students with special needs before, during and after an emergency is essential to ensure both student and staff safety while mitigating hazardous situations. School staff, which may include administrators, teachers, education specialists, psychologists, paraprofessionals, nurses, and maintenance personnel, work collectively to consider the visual, communication-related, mobility-related, cognitive, attentional and emotional needs of students with special needs during emergency situations. Teams take the following course of action when planning and preparing for students with special needs during an emergency:

- Identify students' special needs
- Maintain a confidential roster of students with special needs
- Build upon current accommodations, modifications, and services
- Teach students with special needs emergency response strategies
- Inform and train adults

### ***IDENTIFYING STUDENTS' SPECIAL NEEDS & CREATION OF A CONFIDENTIAL ROSTER***

The staff planning team determines which students will require additional support during emergency situations and determines the specific needs of the individual students at their respective school sites. A confidential roster is created that describes each student's physical and emotional needs during an emergency. This roster is critical as it details the specific medications, accommodations, and accessories required by the student during the emergency event. Once the team has created the list, the education specialist and/or teacher creates an Emergency Go-Kit that contains the emergency items in addition to the necessary sensory toys, soundproof headphones, medications, and activity materials/toys (books, coloring books, crayons, stress balls, etc.). This roster and Emergency Go-Kit accompany the staff and students in the event of an emergency.

### ***BUILDING UPON CURRENT ACCOMMODATIONS, MODIFICATIONS, AND SERVICES***

The planning team considers the students' Individualized Education Plan and 504 accommodations when developing goals, objectives, and courses of action. Teams discuss potential accommodations including:

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items/Sensory toys
- Food items
- Access to sanitation/handwashing stations and hand sanitizer
- A peer buddy system
- Access to emergency medications/medication management
- Access to noise-canceling headphones
- Assigned seating accommodations during an emergency situation

Teams will also consult with parents, caregivers, and the students with special needs to help them best meet the needs of the identified student. Creating a partnership among the student, family, and school team to ensure safety is a crucial factor in the safety plan.

## *TEACHING EMERGENCY RESPONSE STRATEGIES*

Emergency response training will be provided to students with special needs and the staff responsible for their care. Students and staff must learn ways to communicate with safety partners in case of a separation from their caregivers; be able to communicate specifics regarding their special needs; and use any necessary tools, such as evacuation equipment, visual aids, administration of medication, and use of accessory items.

Routine drills will be administered to allow for ample time to practice responses to emergency scenarios. To the greatest extent possible, these drills will be discussed at an age-appropriate level with the students prior to their administration. Teachers may use assistive technology, social stories, picture cards, sensory materials, and other tools to teach students what to expect and how to respond during an emergency.

Staff must consider the unique needs of children with special needs when conducting drills. Staff must consider that students in motorized wheelchairs will require practice with evacuation routes, and students on the spectrum or students with sensory integration issues may require extra support dealing with loud noises, bright lights, etc.

Sites may collaborate with community partners in non-emergency settings to allow for opportunities of interaction and relationship building to help students become comfortable and at ease prior to drills.

## *INFORM AND TRAIN ADULTS*

Staff is trained on the courses of action required to support students with special needs during an emergency. Staff is made aware of their responsibilities in meeting the students' needs and how to communicate with community partners in the event of an emergency. Staff review the safety procedures and discuss how specific actions will affect the students in regard to access, functional needs including required medications, wayfinding, evacuation assistance, personal assistance services, and supporting those who may experience severe anxiety during traumatic events. Training includes discussions regarding all types of emergency scenarios. The team discusses the possible threats and hazards of these scenarios and assesses the risks and vulnerabilities of the situation. Supporting children with special needs during an emergency requires a multifaceted and collaborative approach that involves all key stakeholders.

**SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST  
STUDENTS WITH SPECIAL NEEDS**

<b>Please answer the following questions to help you prepare for an emergency.</b>	<b>YES</b>	<b>NO</b>
Is your roster of your students with special needs complete and up-to-date?		
Have you identified the medical needs of your students and their medication schedules?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Have multiple evacuation sites been identified that are accessible to students/staff?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for students?		
Have you identified any necessary tools such as personal response plans, evacuation equipment, or visual aids for students?		
Have you identified all of your communication needs for your students?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Has a "peer support system" been developed for students?		
Have you been trained, trained staff on proper lifting techniques?		
Have students and families been encouraged to provide 72 hour medications?		
Is your <a href="#">Emergency Go-Kit</a> equipped with all the necessary tools and items including sensory toys, soundproof headphones, medications, and activity materials?		
Have you contacted additional support staff to help provide services to students during an emergency (school counselor, psychologist, nurse)?		
Have you contacted your site administrator with any additional needs you may have to support your students in an emergency?		



## H. EMERGENCY SUPPLIES AND EQUIPMENT

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

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

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

### STORAGE CONTAINER

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

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

**Storage Structure.** A cargo container provides adequate room, strength, weather resistance and portability for storing school site emergency supplies. Size and quality vary, and the container should be inspected for damage, deterioration, water-tightness and a well-functioning door prior to acquisition. Many schools prefer containers that are 8' x 20', which allows for adequate headroom. Good ventilation is essential to maintain climate control, with intake vents on the sides and an exhaust (turbine) vent on the roof. Install sturdy metal and plywood shelving against one or both walls and secure the shelving to the side of the container. A 1"x1" removable wooden bar placed at the front edge will prevent boxes and supplies from sliding off the shelves in the event of an earthquake. A supplementary roof will provide insurance against rain leaks, and a gabled overhang may soften the appearance of the structure and provide coverage from

rain at the doors where supply distribution occurs. The walls of the storage container should not be used for handball or basketball.

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

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

**Maintenance.** Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door mechanism, and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

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

# **I. SCHOOL EMERGENCY PLANNING CALENDAR**

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

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

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

## Sample School Emergency Planning Calendar

PERSON RESPONSIBLE	ACTIVITY	MONTH
<b>PRINCIPAL or DESIGNEE</b>	<ul style="list-style-type: none"> <li>○ School Facilities Hazard Assessment Walk-through (buildings, grounds, evacuation routes, shut-off valves)</li> <li>○ Review School Emergency Management Plan</li> <li>○ Update School Emergency Team Assignments</li> <li>○ Staff Skills Survey for new teachers</li> <li>○ New assignments as needed</li> <li>○ Staff orientation of School Emergency Management Plan</li> <li>○ Plan annual training schedule</li> <li>○ Update resource agreements and contacts</li> <li>○ Parent Back to School Assembly</li> <li>○ <i>Fire Drill</i></li> <li>○ Staff meeting: Review winter storm and flooding preparedness</li> <li>○ <i>Earthquake Drill</i></li> <li>○ CPR/ First Aid training w/ Fire Department</li> <li>○ <i>Fire Drill</i></li> <li>○ Staff development emergency training</li> <li>○ <i>Shelter-in-Place Drill</i></li> <li>○ <i>Earthquake Drill</i></li> <li>○ Earthquake Drill planning with Fire Department/Public Safety</li> <li>○ Earthquake drill planning with staff</li> <li>○ <i>Fire Drill</i></li> <li>○ Table top exercise</li> <li>○ <i>Countywide/District Drill</i></li> <li>○ Review drill assessment</li> </ul>	<p>August</p> <p>August August August August August</p> <p>August September September September October</p> <p>October November November January January February March</p> <p>March March April April May</p>
<b>SECRETARY</b>	<ul style="list-style-type: none"> <li>○ Update classroom backpacks (rosters, etc.)</li> <li>○ Distribute emergency cards/ student release procedures to families</li> </ul>	<p>September September</p>
<b>MAINTENANCE DIRECTOR</b>	<ul style="list-style-type: none"> <li>○ Conduct facility hazard assessment</li> <li>○ Check fire extinguishers, batteries</li> <li>○ Review equipment needs</li> <li>○ Update school maps and site plans</li> </ul>	<p>August August September September</p>
<b>TEACHERS</b>	<ul style="list-style-type: none"> <li>○ Staff Orientation of School Emergency Management Plan</li> <li>○ CPR/ First Aid training w/ Fire Department</li> <li>○ Staff development emergency training</li> </ul>	<p>August</p> <p>November January</p>
<b>PTA DISASTER COORDINATOR</b>	<ul style="list-style-type: none"> <li>○ Recruit Parent Disaster Committee</li> <li>○ Family preparedness materials to parents</li> <li>○ Replenish emergency supply cache and classroom backpack</li> <li>○ Attend Parent Disaster Advisory Council Meetings</li> <li>○ Preparedness tips in PTA Newsletter</li> <li>○ Recruit Parent Disaster Committee</li> </ul>	<p>September September Sept – Oct</p> <p>Quarterly Monthly April</p>

## J. SCHOOLS AS SHELTERS

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

### **Shelter considerations:**

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

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

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

## IV – MITIGATION/PREVENTION

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

-- FEMA, 2002

### A. REDUCING EXPOSURE TO HAZARDS AND RISKS

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

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

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

- **DETERMINISTIC ANALYSIS** relies on correlations developed through experience or testing, to predict the outcome of a particular hazard scenario.
- **PROBABILISTIC ANALYSIS** evaluates the statistical likelihood that a specific event will occur and what losses and consequences will result. History from events involving similar buildings or equipment, building contents, or other items should be considered, along with the frequency of occurrences of a particular type of event.

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

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

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

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

- **STRUCTURAL MITIGATION** includes physical rectification and standards such as building codes, materials specifications and performance regulations for the construction of new buildings; the retrofitting of existing structures to make them more a hazard-resistant; and protective devices such as retaining walls. California's frequency of earthquake activity has resulted in sophisticated seismic building codes for all buildings and special inspection requirements, enforced by the state, for school buildings. **Building codes establish the minimum standards for safety.** The construction of hazard-resistant structures is perhaps the most cost-effective mitigation measure. Hazard mitigation in existing structures is generally more costly, but when carried out effectively before a disaster, prevents loss of life, reduces damage and avoids the outlay of associated costs for response and recovery operations.
- **NON-STRUCTURAL MITIGATION** measures typically concentrate on the securing of light fixtures to ceilings, installation of wind shutters, strapping or bolting generators to walls, and numerous other techniques to prevent injuries and allow for the continued use of the school site. School occupants are particularly vulnerable to nonstructural damage. Excessive sway in any building may cause damage to nonstructural components such as hung lath and plaster ceilings, partitions, water pipes, ductwork, electrical conduits, and communication lines. Storage units, filing cabinets and library shelving shift or fall if not properly braced. Although students and staff may duck under desks and be safe from falling objects, ceiling components that drop in hallways and stairs can make movement difficult, particularly if combined with power failure and loss of lights. Additional falling hazards that are common in schools are wall-mounted televisions or ceiling mounted projectors.

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

**THREATS** - Mitigation requires assessment of local threats, including the probability of industrial accidents and natural disasters. Threat assessment considers potential hazards in the neighborhood such as high voltage power lines; facilities containing toxic, chemically reactive and/or radioactive materials; transportation routes of trucks

and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults; above-ground transformers; multi-story buildings vulnerable to damage or collapse; and water towers and tanks. Since location is a key factor in determining the risks associated with natural hazards, land use plans are a valuable tool in identifying areas that are most vulnerable to the impacts of natural hazards such as wildfires, earthquakes and flooding.

- **FIRE** - Of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Design against fire has long been built into state building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.
- **EARTHQUAKE** - A simple seismic evaluation that focuses specifically on schools is rapid visual screening. This method is intended as an initial step in identifying hazardous buildings and their deficiencies. It is most useful for large school districts by providing an economical preliminary evaluation of the seismic risks, thereby reducing the number of buildings that require a more detailed evaluation by a structural engineer. The visual survey of a building can be completed in less than 30 minutes and can be accomplished from the street without benefit of entry into a building. However, hazardous details may not be visible, and seismically dangerous structures may not be identified as such. Nonstructural interior components are not evaluated.
- **FLOODING** - Flooding is the most common natural hazard in the United States, affecting over 20,000 local jurisdictions and representing more than 70 percent of Presidential Disaster Declarations. Factors that can affect the frequency and severity of flooding and the resultant types of damage include: channel obstructions due to fallen trees, accumulated debris and ice jams; culvert openings that are insufficient to move floodwaters; erosion of shorelines and stream banks; deposition of sediment that is carried inland by wave action; and dam and levee failure that may result in sudden flooding of areas thought to be protected.

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

**THREAT DETERMINATION PROTOCOL** – NUSD follows the Marin County School Threat Determination Protocol, and the Very Serious Threat Protocol Supplement, to reduce the risk of targeted violence at NUSD schools. This comprehensive protocol incorporates evidence-based practices, current research, and consultation with law enforcement partners, mental health providers and school district staff. The Threat Determination Protocol can be found in **APPENDIX H**.



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

## **B. CONDUCTING A SAFE SCHOOLS HAZARDS ASSESSMENT**

Each school year, prior to the arrival of the teaching staff, the principal and/or designee should undertake a physical survey of all hazards likely to be encountered in the evacuation routes from classrooms and other activity rooms to safe, open-space areas. Please refer to the “Annual Calendar for School” which can be found after the Drill Schedule. **During the first month of the school year, each teacher should conduct a classroom hazard assessment to be submitted to the principal.** The purpose of these hazards assessments is to identify and report for correction any existing conditions that pose potential risk to the occupants of school buildings and to the facilities.

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

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

**OPTIONAL:**

- Teacher
- Social Worker or Counselor
- Student
- Parent

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

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

- Determine what crisis plans exist in the district, school, and community.
- Identify all stakeholders involved in crisis planning.
- Gather information about the school facility, such as maps and the location of utility shutoffs.
- Connect with community emergency responders to identify local hazards.
- Review the prior safety audit to examine school buildings and grounds.

- ❑ Conduct an assessment to determine how these problems—as well as others—may impact school vulnerability to specific crises.
- ❑ Develop procedures for communicating with staff, students, families, and the media.
- ❑ Establish procedures to account for students during a crisis.
- ❑ Identify the necessary equipment that needs to be assembled to assist staff in an emergency.

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

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

- |                         |                                  |
|-------------------------|----------------------------------|
| • Classrooms            | • Bathrooms                      |
| • Corridors             | • Boiler Room                    |
| • Laboratory/Shop       | • Kitchen/Cafeteria              |
| • Offices               | • Teacher's Lounge               |
| • Custodial Room        | • Computer Lab                   |
| • Storage Room          | • Parking Lot                    |
| • Yard (and Playground) | • Outside structures and Fencing |
| • Multipurpose Room     | • Gymnasium                      |

The hazards may include:

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

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

Recommendations should be constructive in nature and attempt to offer to the principal or administrator solutions to safety problems in the school. Following a major disaster,

a school community might reexamine how building configurations may be rearranged to improve access and services to avoid repetitive damage. Post-disaster mitigation may be applied on a structure-by-structure basis to strengthen hazard resistance and provide energy efficiency and environmental sensitivity.

**STAFF SKILLS INVENTORY FOR EMERGENCY MANAGEMENT PLANNING:**

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

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

**TEACHER SURVEY - STUDENTS NEEDING SPECIAL ASSISTANCE:**

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

## **C. VISITOR SCREENING POLICY**

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

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

## **D. VIOLENCE PREVENTION**

The first step in school violence prevention is to perform a systematic assessment to determine what the school might do proactively to inhibit hostile and anti-social behavior.

One approach is to examine how the peaceful interaction of individuals and groups is facilitated by policies, programs and processes in the classroom, the school building and the district office. Does the school have a policy on weapons possession and aggressive behavior? Are students aware of the policy? Is it consistently enforced? How is such behavior supported or discouraged by the school climate and the expectations of the staff and other students? Has school staff received training in nonviolent conflict resolution? Are students appropriately supervised? Have staff members been taught to spot the potential for such incidents and to defuse them?

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

### **RISK FOR HARM ASSESSMENT**

Risk for Harm assessment provides a framework for schools to conceptualize risk based on a review of warning signs, general risk factors, precipitating events and stabilizing factors. A response plan to maintain school safety and help students gain access to needed services or interventions is based on the present risk for harm. The following descriptors are not an exhaustive list of behaviors and possible responses but provide a useful frame of reference.

◆ **Low/No Risk for Harm**

Upon review it appears there is insufficient evidence for any current risk for harm. Situations under this category can include misunderstandings, poor decision making, false accusations from peers (seeking to get other peers in trouble), etc. Responses may include (but are not limited to): investigation of the situation, notification and involvement of others as needed, administrative action.

◆ **Minor Risk for Harm**

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

◆ **Moderate Risk for Harm**

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

◆ **High Risk for Harm**

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

◆ **Imminent Risk for Harm**

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

## **PREVENTION PROGRAMS AND STRATEGIES**

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

- ◆ SCHOOL-MANAGEMENT-BASED - These programs focus on discipline and student behavior, alternative schools and cooperative relationships with police and law enforcement.
- ◆ EDUCATIONAL AND CURRICULUM-BASED - These programs concentrate on teaching students behavior-management skills and nonviolent conflict resolution.
- ◆ ENVIRONMENTAL MODIFICATION - These are programs based on changing student behavior by changing students' social or physical environment. This includes installing metal detectors and hiring security guards, but also includes larger-scale programs like setting up after-school programs and increasing or decreasing school size.

Among the many violence prevention strategies used are:

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

## V – RECOVERY ORGANIZATION

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

--John Caspar Lavater

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

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

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

### A. RECOVERY ORGANIZATION

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

#### Management

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

#### Operations

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

### **Planning/Intelligence**

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

### **Logistics**

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

### **Administration/Finance**

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

## **B. DOCUMENTING EMERGENCY OUTCOMES**

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

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



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

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

### **C. GOVERNMENT ASSISTANCE AFTER A DISASTER/EMERGENCY**

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

#### **▪ LOCAL EMERGENCY PROCLAMATION REQUIRED**

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

#### **▪ GOVERNOR'S STATE OF EMERGENCY PROCLAMATION REQUIRED**

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

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

#### **▪ PRESIDENTIAL EMERGENCY DECLARATION REQUIRED**

**Federal Emergency Management Agency Emergency Declaration** – With an Emergency Declaration, a local agency, state agency, Indian Tribe or certain non-profit agencies may get reimbursement (75%) for emergency work up to a limit of \$5 million per event. Local agencies may also receive cost-sharing assistance under the provisions of the CDAA for the remaining 25% local share. CDAA assistance is provided on a 75% (state) / 25% (local) cost-sharing basis, which yields a local cost share of 6.25%.

#### **▪ PRESIDENTIAL MAJOR DISASTER DECLARATION REQUIRED**

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

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

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

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

## **D. General Emergency Recovery Checklist**

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

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

## E. Recovery Strategies for Emergencies/Critical Incidents

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

### THE DAY AFTER: WORKDAY TWO OF EMERGENCY MANAGEMENT

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

### RESUMPTION OF CLASSES

- **Re-entry into the facility.** The principal/site administrator is the individual responsible for authorizing re-entry into the school facility. A damage assessment team should:
  - survey the school after a disaster;
  - report findings to the principal/site administrator; and
  - ensure that timely and accurate data is received. **Only after the principal/site administrator has been assured by public safety officials and/or local contractors that the safety of the school has been restored should re-entry occur.**
- **Relocation.** In the event the school is damaged to the extent that all or a portion of it is uninhabitable until repairs are made, plans must be

developed to address the relocation of educational services and staff to alternate facilities until repairs are made or the school is rebuilt.

## **LONG-TERM FOLLOW-UP AND EVALUATION**

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

## **REPAIRS AND RESTORATION**

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

## **F. EMOTIONAL TRAUMA AND POST TRAUMATIC STRESS**

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

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

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

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

*\*Needs medical evaluation--contact a physician.*

## EFFECTS OF TRAUMA ON CHILDREN

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

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

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

## Tips for Teachers to Help Distressed Children

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

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

## Classroom Activities Following A Tragic Event

The following pages provide suggested questions or themes which may be effective to use in a class after a critical incident, and specific techniques to follow. Be sure the questions are "open-ended," which means that they cannot be answered by a simple "Yes" or "No". Open-ended questions serve to facilitate verbal discussion. For some

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

### **Suggested questions to ask/themes to represent:**

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

### **Special Considerations:**

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

### **When to refer students for additional assistance**

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

- Students who continue to demonstrate an elevated emotional response (crying, worry, anxious) after their peers have discontinued to show these signs;



- Students who are withdrawn or appear depressed;
- Students who appear distracted and are unable to engage in classroom assignments and activities after an ample amount of time has passed;
- Students who present behavior of a threatening nature to themselves or to others or intentionally hurt themselves;
- Students who exhibit significant behavioral change from their normal behavior, i.e., poor academic performance, weight loss, poor hygiene, distrust of others, suspected drug/alcohol use, etc.

## **EFFECTS OF TRAUMA ON ADULTS**

### **First Reactions May Include:**

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

### **Ongoing Reactions May Include:**

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

### **Tips for distressed adults:**

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

## **G. WHEN SOMEONE DIES**

Children may experience a number of powerful feelings when confronted with the death of a classmate or another individual. The following describes an

interactive process used to facilitate a student's expression of the feelings and reactions following a death that affects the school community. This process is most effective when the focus follows a sequence of five phases:

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

### **1. Introductory Phase**

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

### **2. Fact Phase**

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

### **3. Feeling Phase (include everyone in the discussion)**

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

### **4. Reaction/Teaching Phase**

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

### **5. Closure Phase**

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

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

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

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

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

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

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

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

- ❑ Allow the student to leave class if upset and where the student can go.
- ❑ Arrange for a person to meet with the student during the school day if he/she needs someone to talk to.
- ❑ Help the student to understand that he/she doesn't have to answer questions or discuss the death if he/she doesn't feel like it.
- ❑ Encourage journal writing for older students, provide drawing materials for younger children.
- ❑ As a teacher, be willing to negotiate homework or class expectations during the first days after returning to school.
- ❑ Avoid cliché statements (e.g., "I know how you feel" when nobody knows the unique relationship the student had with the deceased).
- ❑ Don't expect the student to snap back into the "old self".

- ❑ If a student seems unaffected by the loss, remember that everybody has his/her own way of grieving.
- ❑ Even if the student seems to be adjusting to school again, don't assume the grieving has stopped, nor the need for assurance and comfort.

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

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

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

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

- Consult with a surviving parent before disclosing sensitive details. Parents and family members may be reluctant to accept or acknowledge suicide as the cause or there may be family members who do not know the “apparent” cause of death.

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

#### **H. THE “NEW NORMAL”**

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

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**SCHOOL ADMINISTRATOR’S EMERGENCY PLANNING CHECKLIST - 1**

YES	NO	In process	
			<b><u>PREPAREDNESS</u></b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are you and your staff aware that, under Government Code 3100, you are Disaster Service Workers? Do you and they understand what this entails?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school have a disaster plan and is it updated regularly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is your staff trained to perform the responsibilities under SEMS/NIMS?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you had drills and exercises that involve the performance of SEMS/NIMS duties?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you conducted an inventory of the kinds of skills or needs of your staff?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?



## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2

YES	NO	In process	<b><u>MITIGATION</u></b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have heavy items been removed from the tops of bookshelves and cabinets?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are televisions mounted and secured properly in classrooms?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have inventories been made of hazardous materials throughout your schools and facilities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are hazardous materials identified, separated and stored properly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is there an earthquake preparedness program in your plan?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are there any programs established between the district, agencies and community groups that discuss the school district's policies regarding student release and retention and the development of family preparedness plans ?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location?

### **EMERGENCY RESPONSE**

- |                          |                          |                          |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your district have a policy requiring the use of SEMS/NIMS?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your administration clearly communicated OES policy and performance expectation to all staff?                             |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your district incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the school site plans coordinated with the district's plan?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required?                             |

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## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3

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- | YES                      | NO                       | IN<br>PROGRESS           |   |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <b>EMERGENCY RESPONSE</b> <i>(continued)</i>  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your school district have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you identified an evacuation site? Is there an alternate location if your original site is not useable?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you determined how to transport students to an alternate location if necessary?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you know what to do with seriously injured students?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your school have clearly established student tracking procedures?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you developed emergency sanitation procedures?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with SEMS/NIMS?                                  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you identified personnel who can translate information to non-English speaking parents or guardians?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?   |

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## SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 4

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### RECOVERY

- | YES                      | NO                       | In process               |  |
|--------------------------|--------------------------|--------------------------|--|
|                          |                          |                          | <i>The following items are usually district-level responsibilities. An individual campus site might want to check with its district to determine the procedures that will be followed or develop a campus plan.</i>                            |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you Identified record keeping requirements and sources of financial aid for disaster relief?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is someone designated to determine if buildings are safe after an event?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have an established absentee policy for staff and students after a disaster?  |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms?   |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities. |

Checklist adapted from:

California Governor's Office of Emergency Services, *School Emergency Response: Using SEMS at Districts and Sites* -

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/\\$file/SEMSschoolplan.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/$file/SEMSschoolplan.pdf)

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 1

School \_\_\_\_\_ School Year \_\_\_\_\_

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	RECOMMENDATIONS
1. School grounds are fenced.			
2. Signs posted for visitors to report to office and sign-in			
3. Restricted areas are clearly marked			
4. Shrubs and foliage are trimmed for good line of sight.			
5. Bus loading and drop-off zones are clearly identified.			
6. Access to bus loading area is restricted to other vehicles during loading/unloading.			
7. Staff is assigned to bus loading/ drop-off areas.			
8. There is a maintenance schedule for:			
a. Outside lights			
b. Locks/hardware			
c. Storage sheds			
d. Windows			
e. Other exterior buildings			
9. Parent drop-off and pick-up area is 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. Playground equipment has tamper-proof fasteners.			
17. Visual surveillance of bicycle racks is possible.			
18. Visual surveillance of parking lots is possible.			
19. Parking lot is lighted properly; all lights are functioning.			
20. Parking stickers are issued for assigned parking areas.			
21. Ground floor windows have no broken panes.			
22. Locking window hardware is in working order.			
23. Basement windows are protected with grill or cover.			

24. Doors are locked when classrooms are vacant.			
25. High-risk areas are protected by security locks.			
a. Main Office			
b. Cafeteria			
c. Computer Lab			
d. Industrial Arts rooms			
e. Science Labs			
f. Nurse's Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
j. Emergency cache storage facility			
k. Other (describe)			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 2

26. Unused areas of the school can be closed off during after-school activities			
27. Restricted areas are properly identified.			
28. School has written regulations restricting students' and visitors' access to buildings and grounds.			
29. Other (describe)			
30. Other (describe)			

SCHOOL INTERIOR	YES	NO	RECOMMENDATIONS
1. 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 I.D. badges or passes			
8. Proper identification is required of vendors, repairmen			
9. All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner			
10. The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
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 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. Students are required to have written permission to leave school during school hours.			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 3

23. There are written regulations regarding access and control of school personnel using the building after hours.			
24. Faculty members are required to lock classrooms upon leaving.			
25. 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 a policy for handling cash received.			
33. The school has regular maintenance and/or testing of the security alarm system at least annually.			
34. Classrooms are numbered.			
35. Classroom locks can be operational from the inside.			
36. The public address system works properly.			
a. It can be accessed from several areas at school.			
b. It can be heard and understood outside.			
37. Convex mirrors are used to see around hallway corners.			
38. Communication means used during emergencies (Check all that apply)			



a. Two-way radios			
b. Cell phones			
c. Pagers			
d. Other (describe)			
39. There is two-way communication between the office and:			
a. Classrooms			
b. Duty stations			
c. Portable classrooms			
d. Staff outside the building			
e. Bus drivers			
f. Maintenance personnel			
g. Other (describe)			
40. A control system is in place to track keys and duplicates.			
41. Other (describe)			
42. Other (describe)			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 4

SCHOOL POLICY DEVELOPMENT and ENFORCEMENT	YES	NO	RECOMMENDATIONS
1. School Conduct Policy is reviewed and updated annually			
2. A visitor screening policy is in effect.			
3. The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
4. A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
5. The school has implemented proactive security measures on campus, at school-sponsored events and on all school property (including school buses).			
6. Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.			
7. Parents are an integral part of student discipline procedures and actions.			
8. Parents are an integral part of the school's safety planning and policy implementation.			
9. The school provides a system for anonymous reporting of problems or incidents by staff and students.			
10. Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, restrooms)			
11. School has implemented a proactive policy regarding parental actions during sporting events			
12. The Workplace Accident and Illness Prevention Program is an integral part of the School's Safety Plan			
13. Other (describe)			
14. Other (describe)			

## SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 5

DATA COLLECTION PROCEDURES	YES	NO	RECOMMENDATIONS
1. All violations of state and federal law are reported to law enforcement.			
2. A reporting procedure for disruptive and violent incidents on campus has been established.			
3. Records of data have been established to identify and analyze recurring problems.			
4. Accident reports are filed when a student a student is injured on school property or during school-related activities			
5. The incident reporting system is reviewed and updated annually.			
6. Other (describe)			
7. Other (describe)			

INTERVENTION AND PREVENTION PLAN	YES	NO	RECOMMENDATIONS

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

\* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.

## CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School \_\_\_\_\_ Room No. \_\_\_\_\_

	YES	NO	UNKNOWN	NOT APPLICABLE
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored in low, closed cabinets to prevent spillage?				
Has an inventory of the chemicals been prepared?				
Are computers, printers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Prepared By \_\_\_\_\_

Date Prepared \_\_\_\_\_

## EVACUATION ROUTES HAZARD CHECKLIST

School \_\_\_\_\_ School Year \_\_\_\_\_

	YES	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?			
Are clay or slate tiles on roofs of school buildings?			
Is building faced with parapets, balconies or cornices?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note: (1) This form is to be completed each school year prior to return of teachers and staff.

(2) Results of this assessment may require:

- memo to staff alerting them to temporary changes in normal evacuation routes;
- completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

## DRILL/EXERCISE PLANNING CHECKLIST

School \_\_\_\_\_ Date \_\_\_\_\_

	DONE	DATE	COMMENTS
<b>ASSESS TRAINING NEEDS</b>			
Analyze the threats and hazards			
What are the highest priority natural, technological or man-made hazards of the school?			
What physical or geographical components of the school are most vulnerable to these threats?			
What functions are in most need of rehearsal?			
<input type="checkbox"/> Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/> Student Release <input type="checkbox"/> Communications <input type="checkbox"/> Medical/.First Aid <input type="checkbox"/> Personnel Mgmt <input type="checkbox"/> Coordination and Control <input type="checkbox"/> Incident Command <input type="checkbox"/> Resource Mgmt/Supplies Distribution <input type="checkbox"/> External Agency Interaction <input type="checkbox"/> Search and Rescue <input type="checkbox"/> Other			
<b>DEFINE THE SCOPE</b>			
Determine the suitable exercise types			
<input type="checkbox"/> Orientation Seminar <input type="checkbox"/> Drill <input type="checkbox"/> <input type="checkbox"/> Tabletop <input type="checkbox"/> Functional <input type="checkbox"/> Full-scale			
Prepare pre-exercise notification			
Obtain support of superintendent, staff and parents			
Coordinate with participating agencies			
<input type="checkbox"/> Police Department <input type="checkbox"/> Fire Department <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> Public Works <input type="checkbox"/> Resource Officer <input type="checkbox"/> School <input type="checkbox"/> State Agencies <input type="checkbox"/> Hospital <input type="checkbox"/> Volunteer Organizations <input type="checkbox"/> Local Authorities./Town Manager <input type="checkbox"/> Other			
Develop planning milestones			
Coordinate orientations and/or training			
<b>DEFINE EXERCISE OBJECTIVES</b>			
Write statement of purpose			
Compose exercise narrative/scenario			
Identify expected actions			
<b>WRITE MAJOR AND DETAILED EVENTS</b>			
Plan exercise enhancements – props, maps, color cards, computers, radios, press releases			
Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures			
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings			
<b>POST-EXERCISE ACTIONS</b>			
Conduct post-exercise review with staff and other participants			
Prepare After-Action Report			
Identify post-exercise mitigation activities			
Identify additional training/drills			

<b>American Red Cross</b>	<b>Facility/Shelter Opening Checklist</b>	
Facility Name:	Facility Representative:	
Location:	Date of Facility Check:	
	Conducted By:	
	Date of Last Facility Check:	
	Conducted By:	
Name of person addressing issues:	Date Issues Addressed:	
Contact information for person addressing issues:		
or 'NA', the specific areas needing correction and the persons responsible for corrections should be noted in the comments column.		
AREAS TO REVIEW	YES NO NA U	COMMENTS
Are indoor and outdoor walking surfaces free of tripping or falling hazards (uneven sidewalks, unprotected raised walkways/ramps/ docks, loose/missing tiles, telephone wires, extension cords, etc.)?		
Are the paths to exits relatively straight and clear of obstructions (blocked, chained, partially blocked, obstructed by garbage cans, etc.)?		
Are all emergency exits properly identified and secured?		
Are there at least two exits from each floor?		
Are illuminated exit and exit directional signs visible from all aisles?		
Is there an emergency evacuation plan and identified meeting place?		
Are there guidelines for directing occupants to an identified assembly area away from the building once they reach the ground floor?		
Are there any site specific hazards (hazardous chemicals, machinery)? If so, describe them.		
Is the facility clean, neat and orderly?		
Are the following building systems in good working order?		
Electrical		
Water		
Sewage System		
HVAC, if necessary		
Are fire extinguishers and smoke detectors present, inspected, and properly serviced?		
If power fails, is automatic emergency lighting available for egress routes, stairs and restrooms?		
Are first aid kits readily available and fully stocked? Where?		
Will occupants of the building be notified that an emergency evacuation is necessary by PA or alarm?		
<b>ANY DAMAGE OR ADDITIONAL COMMENTS:</b>		
Worker Signature: _____	Date: _____	
Reviewer Signature: _____	Date: _____	

Revised 12/07

**APPENDIX B****NIMS/SEMS FORMS**

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i> _____		<i>Time:</i> _____	
<b>E O C S T A F F I N G L I S T</b>		<b>A1</b>	
<b>FOR OPERATIONAL PERIOD:</b>		<b>TO: <i>Date/Time</i></b>	
<i>FROM: DATE/TIME</i>			
<b>MANAGEMENT STAFF</b> <input checked="" type="checkbox"/>		<b>OPERATIONS</b> <input checked="" type="checkbox"/>	
<b>EMERGENCY OPERATIONS DIRECTOR</b>		<b>OPERATIONS SECTION CHIEF</b>	
Public Information Officer		Security/Safety	
Agency Liaison		Facilities Management	
Safety Officer		Shelter and Care	
		Staff Services	
		Medical	
<b>PLANNING</b> <input checked="" type="checkbox"/>		<b>LOGISTICS</b> <input checked="" type="checkbox"/>	
<b>PLANNING SECTION CHIEF</b>		<b>LOGISTICS CHIEF</b>	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Forecasting/Recovery Planning		Food/Water	
Resources/Incident Action Plan		Transportation	
Demobilization		Communications/IT Support	
<b>FINANCE and ADMINISTRATION</b> <input checked="" type="checkbox"/>		<b>AGENCY REPRESENTATIVES</b>	
<b>FINANCE/ADMIN SECTION CHIEF</b>		American Red Cross	
Personnel Accounting		Fire	
Purchasing/Accounts Payable		Law Enforcement	
Accounting/Recordkeeping		Public Health	
Compensation and Claims		Public Works	



<b>PREPARED BY:</b> <i>Date:</i> _____ <i>Time:</i> _____		<b>APPROVED BY:</b>	
<b>I C S   S T A F F I N G L I S T</b>			<b>A2</b>
<b>FOR OPERATIONAL PERIOD:</b> <i>FROM: DATE/TIME</i> _____		<i>TO: Date/Time</i> _____	
<b>MANAGEMENT STAFF</b> <input type="checkbox"/>		<b>OPERATIONS</b> <input type="checkbox"/>	
<b>EMERGENCY OPERATIONS DIRECTOR</b>		<b>OPERATIONS SECTION CHIEF</b>	
Public Information Officer		Search and Rescue	
Agency Liaison		First Aid	
Safety Officer		Security/Traffic	
		Evacuation/Shelter and Care	
		Crisis Intervention	
		Student Release	
<b>PLANNING</b> <input type="checkbox"/>		<b>LOGISTICS</b> <input type="checkbox"/>	
<b>PLANNING SECTION CHIEF</b>		<b>LOGISTICS CHIEF</b>	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Resources/Incident Action Plan		Transportation	
Demobilization		Facilities	
		Communications/IT	
<b>FINANCE and ADMINISTRATION</b> <input type="checkbox"/>		<b>AGENCY REPRESENTATIVES</b>	
<b>FINANCE/ADMIN SECTION CHIEF</b>		American Red Cross	
Timekeeping		Fire	
Procurement		Law Enforcement	
Cost		Public Health	
Compensation and Claims		Public Works	
<i>This form corresponds to ICS-203</i>			

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>S E C T I O N T A S K S</b>			<b>B1</b>
<b>FOR OPERATIONAL PERIOD:</b>			
		<i>FROM: DATE/TIME</i>	<i>TO: Date/Time</i>
MANAGEMENT SECTION	<input checked="" type="checkbox"/>	<b>Assigned To:</b>	
OPERATIONS	<input type="checkbox"/>	<b>Assigned To:</b>	
PLANNING	<input type="checkbox"/>	<b>Assigned To:</b>	
LOGISTICS	<input type="checkbox"/>	<b>Assigned To:</b>	
FINANCE/ ADMINISTRATION	<input type="checkbox"/>	<b>Assigned To:</b>	<input checked="" type="checkbox"/>

**PREPARED BY: (Planning Section Chief)**  **APPROVED BY: (EOC Director)**

<i>Date:</i>	<i>Time:</i>	
<b>E O C   A C T I O N P L A N</b>	<b>B2</b>	
<b>FOR OPERATIONAL PERIOD:</b>	<i>FROM: DATE/TIME    TO: Date/Time</i>	
<b>SITUATION SUMMARY</b>		
<b>MAJOR INCIDENTS/ EVENTS IN PROGRESS</b>		
TYPE OF INCIDENT	LOCATION	SUPPORT REQUESTED
<b>OVERALL OBJECTIVES</b>		
<b>PUBLIC INFORMATION MESSAGE</b>		
<b>ATTACHMENTS</b>		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

<b>SECTION ACTIVITY LOG</b>	<b>B3</b>
---------------------------------	-----------

<b>SECTION:</b>	<b>OPERATIONAL PERIOD:</b> <i>From:</i> _____ <i>To:</i> _____
-----------------	---

<b>SECTION CHIEF:</b>	<b>PAGE</b> _____ <b>of</b> _____
-----------------------	-----------------------------------

<b>PERSONNEL ASSIGNED</b>	<b>POSITION</b>
---------------------------	-----------------


<b>TIME</b>	<b>PHONE MESSAGES, NOTES EVENTS, DECISIONS</b>	<b>ACTION TAKEN</b>	<b>INITIAL</b>
-------------	--	---------------------	----------------


If additional space is needed, ✓ box and use duplicate of this form

*This form corresponds to ICS-214*

<b>INCIDENT NAME:</b>		<b>PREPARED BY:</b>	
<i>Date Prepared:</i>	<i>Time Prepared:</i>	POSITION:	
<b>I N C I D E N T B R I E F I N G</b>			<b>B4</b> Page 1 of 4

<b>MAP SKETCH</b>	<b>Include total area of operations, incident site/area, impacted buildings and other graphics depicting situational and response status.</b>
-------------------	---

<b>CURRENT SITUATION</b>	<b>Include type of incident, location, approximate number and age range of individuals affected.</b>
--------------------------	--


*This form corresponds to ICS 201*

<b>INCIDENT NAME:</b>	<b>PREPARED BY:</b>
<i>Date Prepared:</i>	<i>Time Prepared:</i>
<b>POSITION:</b>	

<b>I N C I D E N T B R I E F I N G</b>	<b>B4</b> Page 2 of 4
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**INITIAL RESPONSE OBJECTIVES**


**CURRENT ACTIONS, PLANNED ACTIONS and POTENTIAL ACTIONS**


<b>INCIDENT NAME:</b>	<b>PREPARED BY:</b>
-----------------------	---------------------

Date Prepared:

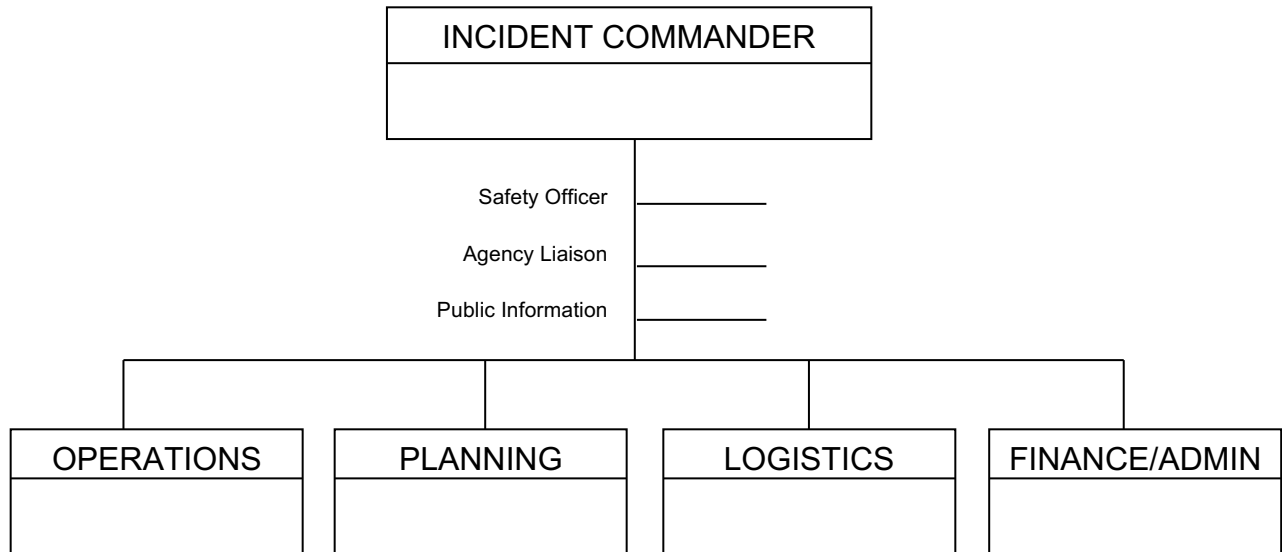
Time Prepared:

POSITION:

# INCIDENT BRIEFING

**B4**  
Page 3  
of 4

## CURRENT ORGANIZATION



<b>INCIDENT NAME:</b>	<b>PREPARED BY:</b>
<i>Date Prepared:</i> _____	<i>Time Prepared:</i> _____
<b>POSITION:</b>	
<b>I N C I D E N T B R I E F I N G</b>	
<b>B4</b> Page 4 of 4	

**RESOURCES SUMMARY**

Resources Ordered	Resource Identifier	Date/Time Ordered	ET A	On-scene	NOTES: Location/Assignment/Status

**GENERAL SAFETY MESSAGE**

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**ATTACHMENTS**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

If additional space is needed, ✓box and use duplicate of this form

*This form corresponds to ICS 201*



<b>PREPARED BY:</b>  <i>Date:</i> _____ <i>Time:</i> _____	<b>APPROVED BY:</b>
--	---------------------

<b>MANAGEMENT SITUATION REPORT</b>	<b>C1 of 3</b>
--	--------------------

<b>OPERATION START:</b> _____ <i>Date</i>	_____ <i>Time</i>
---	-------------------

ACTIVATION /DECLARATIONS/ ORDINANCES	SUBJECT	DATE/TIME
District EOC Activation		
Local Emergency Declaration		
Marin County Declaration		
Gubernatorial Declaration		
Presidential Declaration		
Resolution or Ordinance No.		
Resolution or Ordinance No.		
Local Emergency Declaration		

**ACTION PLAN OBJECTIVES FOR TOMORROW**


If additional space is needed, ✓ box and use reverse side of this form

<b>MANAGEMENT SITUATION REPORT (2)</b>		<b>C2 of 3</b>
--	--	--------------------

<b>OPERATION START:</b>	Date:	Time:
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<b>SAFETY MESSAGE (SAFETY OFFICER)</b>
--


<b>AGENCY REPRESENTATIVES (AGENCY LIAISON)</b>
--

ORGANIZATION/AGENCY	CONTACT NAME	EOC LOCATION	CONTACT NUMBER
Operational Area OES			
Marin County Office of Education			
American Red Cross			
Fire			
Law Enforcement			
Public Health			
Public Works			
Marin General Hospital			
Novato Community Hospital			
MMWD/NMWD			
PG&E			

**MANAGEMENT SITUATION REPORT (3)**

C3  
of 3

**OPERATION START:**

*Date:*

*Time:*

**SCHEDULED BRIEFINGS and MEETINGS**

<b>TYPE</b>	<b>FREQUENCY</b>	<b>TIME</b>	<b>LOCATION</b>	<b>BRIEFER</b>
Section Chiefs				
Staff				
Media				Public Information Officer

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>	
<i>Date:</i>		<i>Time:</i>	
<b>RESOURCE REQUEST</b>			<b>D1</b>
<b>SECTION:</b>		<b>TELEPHONE:</b>	<b>No.</b>
<b>SECTION CHIEF:</b>		<b>OPERATIONAL PERIOD</b>	
		<i>From:</i>	<i>To:</i>
<b>REQUEST TO LOGISTICS</b>			
<b>Resource Needed:</b>			
<b>Type/Size of Resource:</b>			
<b>Number/Amount Needed:</b>			
<b>Special Instructions:</b>			
<b>NEEDED BY:</b>	<i>Date:</i>	<i>Time:</i>	
<b>DELIVER TO/TRANSPORTATION NEEDED:</b>			
<b>RESPONSE FROM LOGISTICS</b>			
<b>FROM:</b>	<b>TELEPHONE:</b>	<i>Date/Time:</i>	

--

CHECK-IN / CHECK-OUT					D2
OPERATION PERIOD:		From:  To:		CHECK IN LOCATION:	PAGE _____ of _____
#	TIME		PRINT NAME	SECTION/POSITION	INITIAL
	IN	OUT			
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

1 4					
1 5					
1 6					
1 7					
1 8					
1 9					
2 0					

If additional space is needed, ✓ box and use duplicate of this form

*This form corresponds to EOC-511*

<b>TO:</b>		<b>FROM:</b>		
POSITION:		POSITION:		
LOCATION:		TELEPHONE:		
<b>MESSAGE FORM</b>				<b>D3</b>
<b>SUBJECT:</b>		<b>DATE:</b>		<b>TIME:</b>
<b>MESSAGE</b>				
<b>PRIORITY</b>				
<input type="checkbox"/> Urgent-Life				
<input type="checkbox"/> Urgent-Facility				
<input type="checkbox"/> Routine				
<input type="checkbox"/> Info only				
<b>Reply Requested?   <input type="checkbox"/> Yes   <input type="checkbox"/> No      <b>REPLY</b></b>				
<b>ADDITIONAL RECIPIENT(S)</b>				
<b>MANAGEMENT</b>	<b>OPERATIONS</b>	<b>PLANNING</b>	<b>LOGISTICS</b>	<b>FINANCE/ADMIN</b>
<input type="checkbox"/> Director/IC	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief	<input type="checkbox"/> Section Chief
<input type="checkbox"/> PIO	<input type="checkbox"/> Safety/Security	<input type="checkbox"/> Situation	<input type="checkbox"/> Supplies	<input type="checkbox"/> Personnel
<input type="checkbox"/> Agency Liaison	<input type="checkbox"/> Facilities Mgmt	<input type="checkbox"/> Documentation	<input type="checkbox"/> Staffing	<input type="checkbox"/> Purchasing/AP
<input type="checkbox"/> Safety Officer	<input type="checkbox"/> Shelter & Care	<input type="checkbox"/> Resources	<input type="checkbox"/> Transportation	<input type="checkbox"/> Recordkeeping
<input type="checkbox"/> Legal	<input type="checkbox"/> Medical	<input type="checkbox"/> Recovery	<input type="checkbox"/> Communications	<input type="checkbox"/> Comp/Claims
<input type="checkbox"/>	<input type="checkbox"/> Staff Services	<input type="checkbox"/> Demobilization	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>SIGNATURE/POSITION:</b>				

<b>PREPARED BY:</b>		<b>APPROVED BY:</b>			
<i>Date:</i>		<i>Time:</i>			
<b>SITUATION STATUS REPORT INITIAL ASSESSMENT</b>				<b>E1</b>	
<b>OPERATION START:</b>		<i>Date:</i>		<i>Time:</i>	
<i>This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.</i>					
<b>IMMEDIATE ASSISTANCE REQUIRED</b>					
NONE					
MEDICAL					
FIRE					
SEARCH & RESCUE					
LAW ENFORCEMENT					
PUBLIC WORKS					
<b>STUDENT/STAFF STATUS</b> <i>Names on Form E-2 and E-3, respectively</i>					
	MISSING	TRAPPED	INJURED	DECEASED	ALL ACCOUNTED
STUDENTS					
STAFF					
OTHERS					
<b>CONDITION OF SCHOOL BUILDING AND GROUNDS</b>					
<b>LOCATION</b> Building/Classroom No.		<b>STRUCTURAL DAMAGE</b> <i>e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.</i>			
<input type="checkbox"/> <b>If additional space is needed, ✓box and use Supplemental Form E-6</b>					
<b>CONDITION OF NEIGHBORHOOD</b> <i>e.g., fallen power lines, debris-cluttered streets, flooding, mudslide</i>					



If additional space is needed, ✓ box and use Supplemental Form E-6

<b>STUDENT STATUS REPORT INITIAL ASSESSMENT</b>		<b>E2</b>
---	--	-----------

<b>OPERATION START:</b>	<i>Date:</i>	<i>Time</i>
-------------------------	--------------	-------------

<b>CONDITION OF STUDENTS</b>
------------------------------

<b>MISSING</b> Possible Location	<b>NAME</b>

<b>TRAPPED</b> Location	<b>NAME</b>

<b>INJURED</b> Location	<b>Type of Injury</b>	<b>NAME</b>

<b>DECEASED</b> Location	<b>NAME</b>

If additional space is needed, ✓ box and use Supplemental Form E-4

<b>STUDENT STATUS REPORT</b> <i>continued</i>		<b>E2</b>
--	--	-----------

<b>OPERATION START:</b>	Date:	Time:	<b>PAGE</b> ____ of ____
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**CONDITION OF STUDENTS** *(continued)*

**STATUS:** M = MISSING T = TRAPPED I = INJURED D = DECEASED

STATUS	Location	NAME

If additional space is needed, ✓ box and use duplicate of this form

<b>STAFF STATUS REPORT INITIAL ASSESSMENT</b>		<b>E3</b>
---	--	-----------

<b>OPERATION START:</b>	Date:	Time:
-------------------------	-------	-------

<b>CONDITION OF STAFF</b>
---------------------------

<b>MISSING</b>	
Possible Location	NAME

<b>TRAPPED</b>	
Location	NAME

<b>INJURED</b>		
Location	Type of Injury	NAME

<b>DECEASED</b>	
Location	NAME

If additional space is needed, ✓ box and use Supplemental Form E-4

# STAFF STATUS REPORT

*continued*

**E3**

**OPERATION START:**

*Date:*

*Time:*

**PAGE**

\_\_\_\_ of

\_\_\_\_

## CONDITION OF STAFF *(continued)*

**STATUS:** M = MISSING    T = TRAPPED    I = INJURED    D = DECEASED

STATUS	Location	NAME

If additional space is needed, ✓ box and use duplicate of this form

<b>BUILDING STATUS REPORT</b>		<b>E4</b>
-------------------------------	--	-----------

<b>OPERATION START:</b>	<i>Date</i>	<i>Time</i>	<b>PAGE</b> ____ <b>of</b> ____
-------------------------	-------------	-------------	------------------------------------

<b>CONDITION OF SCHOOL BUILDING AND GROUNDS <i>(continued)</i></b>
--

<b>LOCATION</b> Building/Classroom No.	<b>STRUCTURAL DAMAGE</b> <i>e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.</i>

<b>CONDITION OF NEIGHBORHOOD <i>(continued)</i></b> <i>e.g., fallen power lines, debris-cluttered street, flooding, mudslide</i>
---


**If additional space is needed, ✓box and use duplicate of this form.**

<b>PREPARED BY:</b>	<b>APPROVED BY:</b>
<i>Date:</i>	<i>Time:</i>

<b>SITUATION STATUS REPORT UPDATE</b>	<b>F1 of 2</b>
---	--------------------

<b>OPERATIONAL START:</b>	<i>Date:</i>	<i>Time:</i>
---------------------------	--------------	--------------

<b>NO. OF STUDENTS REMAINING AT SCHOOL</b>	<b>NO. OF STAFF REMAINING TO CARE FOR STUDENTS</b>
--	--

<b>ASSISTANCE REQUIRED</b>
----------------------------

<b>MEDICAL</b>	
<b>WATER</b>	
<b>FOOD</b>	
<b>BLANKETS</b>	
<b>ADDITIONAL PERSONNEL TO ASSIST WITH CARE</b>	
<b>OTHER</b>	

If additional space is needed, ✓ box and use reverse side of this form

<b>PREPARED BY:</b> <i>Date:</i> _____ <i>Time:</i> _____	<b>APPROVED BY:</b>
--	---------------------

<b>SITUATION STATUS REPORT UPDATE (2)</b>	<b>F2 of 2</b>
---	--------------------

<b>OPERATIONAL START:</b>	<i>Date:</i> _____	<i>Time:</i> _____
---------------------------	--------------------	--------------------

***Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.***

**DAMAGE ASSESSMENT**

TYPE	SEVERITY				LOCATION/ROOM NO
	None	Slight	Severe	Hazardous	
<b><u>UTILITIES</u></b>					
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural gas lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water heater/boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b><u>HAZARDOUS MATERIALS</u></b>					
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b><u>PHYSICAL HAZARDS</u></b>					
Broken glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walkways, bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**NOTES:** *(description of trouble, location, severity or hazardous materials):*

**FINDINGS:**     Building or room is SAFE for reoccupancy  
 Building or room is CLOSED due to hazardous condition

**CORRECTIVE MEASURES NEEDED :** *(to be completed prior to reoccupancy)*

If additional space is needed, ✓box and use reverse side of this form



**PREPARED BY:**

*Date:*

*Time:*

**D E M O B I L I Z A T I O N  
C H E C K O U T**

**G1**

1. **INCIDENT NAME:**

2. **DATE/TIME**

3. **NO.**

4. **UNIT/PERSONNEL RELEASED**

5. **TRANSPORTATION TYPE/NO.**

6. **ACTUAL RELEASE DATE/TIME**

7. **MANIFEST?  Yes  No  
NUMBER:**

8. **DESTINATION**

9. **AGENCY/REGION NOTIFIED**  
Name  
Date

10. **Unit leader responsible for collecting performance rating**

**11. UNIT/PERSONNEL**

You and your resources have been released subject to signoff from the following:  
*(Demobilization Unit Leader check the appropriate box)*

**LOGISTICS**

Supplies/Equipment

Communications

Facilities

Transportation

**PLANNING**

Documentation

**FINANCE/ADMINISTRATION**

Timekeeping

**OTHER**

12. **REMARKS**

*This form corresponds to ICS-221*

**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 check any of the following areas in which you have expertise or training:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> First Aid         | <input type="checkbox"/> Search and Rescue   | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR               | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting             |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations     | <input type="checkbox"/> 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 \_\_\_\_\_

---

---

**EMERGENCY DRILL RECORD**

---

---

School \_\_\_\_\_ School Year \_\_\_\_\_

TYPE OF DRILL	DATE HELD	TIME		REMARKS	RECORDED BY
		Start	End		

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## LOCAL RESOURCES

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Experience has shown that local and even regional manufacturers and suppliers are very effective in providing services after an event. However, pre-event planning should be undertaken between the school district and the local emergency services agency to anticipate key issues that will need quick solutions if an event occurs. This includes determining what spaces will be available and how many people can be accommodated, signing a pre-contract, agreement or Memorandum of Understanding, looking at strategies for continued operation in the event some spaces are occupied by refugees, and the possible provision of food and sanitary supplies by the district.

School \_\_\_\_\_ School Year \_\_\_\_\_

Resource/Agency	Resource Person's Name	Phone No/ E-mail
Fire		
Transportation		
Communications		
Search/Rescue		
Medical Care		
Student Care at School		
Food Preparation		
Engineering/Structural Safety		

Prepared By \_\_\_\_\_ Date Prepared \_\_\_\_\_

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## When to Miss School

**If your child says she 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 is sneezing a lot, and his/her nose won't stop running.
SORE THROAT	He/she has 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 family, and the school staff from infection.

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

For children who need take medication at school, send an authorization form signed by a parent and the health care provider with the medication.

---

**School Nurse**

---

**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 family 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. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

*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 benefit from 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 school nurse if you have questions.

Sincerely,

---

**School Nurse**

---

**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 brief description of 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 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 which 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 pre-occupied, 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]

## MEMORANDUM

**To: All Staff**  
**From:**  
**Date**  
**Re: Special Needs Evacuation Plan**

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning special evacuation needs.

We are concerned with any problems you anticipate having in an evacuation, such as hearing or sight impairments, that would make it difficult to perceive emergency alarms. We recognize that your particular needs may require elaboration. You may be able to use the stairs, but only with difficulty, or you may be able to see, but not in low light.

Please provide specific details so that we can clearly understand and appropriately respond to your needs.

If you determine that you have any emergency evacuation issues, or if you have any questions, contact \_\_\_\_\_ at \_\_\_\_\_.

**SCHOOL EMERGENCY SUPPLIES**

*These are suggested basic supplies, separated into functions as part of an emergency plan.*

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

**CLASSROOM BACKPACK** - Approximately 20 to 30 students

*Hang on red hook at shoulder height in each classroom near the marked exit*

**POPULATION ID/ASSESSMENT**

	✓ ACQUIRED
<input type="checkbox"/> current class attendance roster	
<input type="checkbox"/> clipboard (with roster attached)	
<input type="checkbox"/> population assessment cards: green laminated page marked "ALL CLEAR" red laminated page marked "NEED HELP"	
<input type="checkbox"/> pre-printed name tags or adhesive sheet labels with student names	
<input type="checkbox"/> Emergency Response Actions Flipchart	
<input type="checkbox"/> Student Release Model Guide	

**FIRST AID KIT (Immediate)**

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> adhesive tape	1 roll	
<input type="checkbox"/> antiseptic pads	20	
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> pre-moistened towelettes	20	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile gauze pads, 4x4"	20 packages	
<input type="checkbox"/> Telfa pads	1 box	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or non- latex gloves	4 pair	

## EMERGENCY SUPPLIES

<input type="checkbox"/> cyalume light sticks	20	
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> orange vest marked with title		
<input type="checkbox"/> sunblock		
<input type="checkbox"/> mylar blankets	4	
<input type="checkbox"/> tissues	4 packages	
<input type="checkbox"/> trash bags	2	
<input type="checkbox"/> whistle		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> black marking pen	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pen	<input type="checkbox"/> red pen
<input type="checkbox"/> notepad 5x7"	<input type="checkbox"/> yellow highlighter
<input type="checkbox"/> pencil	<input type="checkbox"/> Ziploc bag

## CLASSROOM LOCKDOWN KIT - Approximately 20 to 30 students)

*Store in bucket with a lid that can be transformed into a portable toilet*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> AM radio with batteries		
<input type="checkbox"/> duct tape	1 large roll	
<input type="checkbox"/> food energy bars	30 bars	
<input type="checkbox"/> moist towelettes - 100	100	
<input type="checkbox"/> mylar blanket, large		
<input type="checkbox"/> portable toilet		
<input type="checkbox"/> portable toilet liner	2	
<input type="checkbox"/> toilet disinfectant	2 packs	
<input type="checkbox"/> toilet paper	4 rolls	
<input type="checkbox"/> water packets, 4 oz	30	
<input type="checkbox"/> whistle		
<input type="checkbox"/> plastic tarp (opaque) as curtain		

## STUDENT RELEASE FILE BOX

*Store in Front Office and evacuate file box with staff*

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> Student Emergency Contact Cards		
<input type="checkbox"/> Student Attendance Roster		
<input type="checkbox"/> Master Roster of students and staff	2	
<input type="checkbox"/> blank Student Request forms (to be filled out by authorized adult for pick up)		
<input type="checkbox"/> vests marked with staff titles	4	
<input type="checkbox"/> hard hats marked with staff titles	4	

<input type="checkbox"/> dividers for Student Contact Cards		
<input type="checkbox"/> dividers for Student Request forms		
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> clipboards, 8.5x11"	4	
<input type="checkbox"/> clipboards, 5x7" for parent use	12	
<input type="checkbox"/> file box marked STUDENT RELEASE		
<input type="checkbox"/> sign marked "STUDENT RELEASE"		
<input type="checkbox"/> sign marked "STUDENT REQUEST"		
<input type="checkbox"/> labels, blue and orange - 3/4" round		
<input type="checkbox"/> masking tape		
<input type="checkbox"/> stapler and box of staples		

*Optional, as needed:*

<input type="checkbox"/> portable tables	2	
<input type="checkbox"/> chairs	2 to 4	

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> binder clips	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black marking pens	<input type="checkbox"/> red pens
<input type="checkbox"/> black pens	<input type="checkbox"/> rubber bands
<input type="checkbox"/> notepads	<input type="checkbox"/> yellow highlighter pen
<input type="checkbox"/> paper clips	<input type="checkbox"/> pencils

## INCIDENT COMMAND CENTER (ICC) BOX

*Store in Principal's office OR in Front Office with Student Release file box*

ITEM	QUANTITY	✓ACQUIRED
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> butcher paper (for signage needs)	1 roll	
<input type="checkbox"/> clipboards	2	
<input type="checkbox"/> Communication Plan to District Office, MCOE, local Mutual Aid and phone tree		
<input type="checkbox"/> current staff roster		
<input type="checkbox"/> current student roster		
<input type="checkbox"/> envelopes, 9x12"	1 dozen	
<input type="checkbox"/> file folders	1 dozen	
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> fresh batteries for distribution		
<input type="checkbox"/> hard hats (for authorized volunteers)	5	
<input type="checkbox"/> ICS organization chart		
<input type="checkbox"/> Incident Commander hard hat with title		
<input type="checkbox"/> Incident Commander vest with title		
<input type="checkbox"/> list of students with special needs		
<input type="checkbox"/> master keys		
<input type="checkbox"/> name tags, blank	1 dozen	

<input type="checkbox"/> notepads, 5x7"	2	
<input type="checkbox"/> portable table	1	
<input type="checkbox"/> Pubic Information Plan		
<input type="checkbox"/> Rubbermaid box (marked ICC)		
<input type="checkbox"/> School Emergency Plan and Staff Release Plan		
<input type="checkbox"/> School site Emergency Plan map (i.e.: traffic closures, emergency vehicle lane, medical area, evacuation routes, student release set up, morgue)		
<input type="checkbox"/> School Site Map with detailed floor plan, leads for water, gas, electricity, alarm and sprinkler systems		
<input type="checkbox"/> SEMS Checklist		
<input type="checkbox"/> Sign: "INCIDENT COMMAND CENTER"		
<input type="checkbox"/> stapler and box of staples		
<input type="checkbox"/> Student Release Plan		
<input type="checkbox"/> tape, clear, duct and masking	3 rolls of each	
<input type="checkbox"/> vests (for authorized volunteers	10	
<input type="checkbox"/> Walkie-talkies, charged (quantity depends on campus size and logistics		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> binder clips	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> black marking pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pens	<input type="checkbox"/> red pens
<input type="checkbox"/> colored markers	<input type="checkbox"/> rubber bands
<input type="checkbox"/> paper clips	<input type="checkbox"/> yellow highlighter pens

## MEDICAL SUPPLIES

Store student medication with nurse's Medical Backpack and evacuate WITH personnel

### MEDICAL AREA SUPPLIES – Store with emergency supply cache

<ul style="list-style-type: none"><li><input type="checkbox"/> ACE bandage</li><li><input type="checkbox"/> adhesive tape</li><li><input type="checkbox"/> anti-bacterial hand wipes</li><li><input type="checkbox"/> anti-bacterial ointment</li><li><input type="checkbox"/> anti-bacterial soap (waterless)</li><li><input type="checkbox"/> antiseptic towelettes</li><li><input type="checkbox"/> aspirin-free pain reliever</li><li><input type="checkbox"/> bed sheets, flat (white)</li><li><input type="checkbox"/> biohazard bags</li><li><input type="checkbox"/> blankets (hypo-allergenic)</li><li><input type="checkbox"/> bodily fluid disposal kit</li><li><input type="checkbox"/> butterfly closure bandages</li><li><input type="checkbox"/> canopy (w/ sides)</li><li><input type="checkbox"/> cold packs, instant</li><li><input type="checkbox"/> cotton tip applicators</li><li><input type="checkbox"/> CPR mouth barriers (disposable)</li><li><input type="checkbox"/> eye wash kits</li><li><input type="checkbox"/> face masks</li><li><input type="checkbox"/> finger splints</li><li><input type="checkbox"/> flashlights (standing) w/ batteries</li><li><input type="checkbox"/> gauze pads (sterile)</li><li><input type="checkbox"/> hydrogen peroxide solution</li><li><input type="checkbox"/> Insulin and syringes with RX order for diagnosed diabetics</li><li><input type="checkbox"/> glucose tablets to treat low blood sugar</li><li><input type="checkbox"/> Iodine</li><li><input type="checkbox"/> nitrile or non-latex gloves (boxes)</li><li><input type="checkbox"/> oval eyepads</li></ul>	<ul style="list-style-type: none"><li><input type="checkbox"/> pain relieving gel, burn gel</li><li><input type="checkbox"/> paper towels</li><li><input type="checkbox"/> saline</li><li><input type="checkbox"/> sanitary napkins</li><li><input type="checkbox"/> scissors</li><li><input type="checkbox"/> mylar blankets</li><li><input type="checkbox"/> source of sugar for diabetic students</li><li><input type="checkbox"/> splints (adult and child sizes)</li><li><input type="checkbox"/> stretchers (backboards)</li><li><input type="checkbox"/> sterile gauze pads (all sizes)</li><li><input type="checkbox"/> tape, hypo-allergenic</li><li><input type="checkbox"/> tarps</li><li><input type="checkbox"/> thermometers, disposable covers</li><li><input type="checkbox"/> tissues</li><li><input type="checkbox"/> toilet paper – 5 rolls</li><li><input type="checkbox"/> tongue depressors</li><li><input type="checkbox"/> trash bags, 13 g, 39 g</li><li><input type="checkbox"/> triangle bandages (slings) -</li><li><input type="checkbox"/> tweezers</li><li><input type="checkbox"/> water packs</li><li><input type="checkbox"/> water, sterile</li><li><input type="checkbox"/> wound dressing gauze rolls –</li><li><input type="checkbox"/> terry cloth bath towels (white)</li><li><input type="checkbox"/> terry cloth wash cloths (white)</li><li><input type="checkbox"/> restricted use OTC medication (e.g., Tylenol, Ibuprofen, anti-diarrhea cream, anti-acids, Ipecac, Benadryl, antibiotic cream)</li></ul>
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## EMERGENCY MEDICAL DOCUMENTATION

<input type="checkbox"/> Emergency First Aid instructions <input type="checkbox"/> Advanced First Aid instructions <input type="checkbox"/> Shock/Trauma response instructions <input type="checkbox"/> clipboards <input type="checkbox"/> legal responsibility release forms (keep assembled in red folder) <input type="checkbox"/> list of students with allergies <input type="checkbox"/> list of students with special needs requiring medication <input type="checkbox"/> student emergency cards (in separate Ziploc bag) <input type="checkbox"/> student medical cards w/ medical needs defined (in separate Ziploc <input type="checkbox"/> triage and/or medical tags <input type="checkbox"/> sign marked "MEDICAL AREA" <input type="checkbox"/> orange vests and hardhats, marked with Red Cross
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*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> black marking pens <input type="checkbox"/> black pens <input type="checkbox"/> yellow highlighter pens <input type="checkbox"/> notepads	<input type="checkbox"/> pencils (presharpened) <input type="checkbox"/> Post It packages <input type="checkbox"/> Paper clips <input type="checkbox"/> Ziploc bags
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## RECOMMENDED GENERIC MEDICATIONS

This is a list recommended by the Marin School Nurses Organization for districts to use as a guideline for treating conditions requiring First Aid intervention. Districts at their discretion may wish to provide additional medications for general treatment.

California's "Good Samaritan Act" covers persons who in their best judgment assist individuals needing medical attention in an emergency/disaster situation until Professional Staff are available.

CONDITION	MEDICATION
Allergic Reaction	<input type="checkbox"/> Epi-pen (prescription only) for severe allergic response <input type="checkbox"/> Benadryl (oral) 25 mg.
Asthma/Wheezing/Breathing Difficulty	
Bites	<input type="checkbox"/> Calamine Lotion
Burns	<input type="checkbox"/> Burn Sheets – sterile disposable
Cuts (small), Scratches and Scrapes	<input type="checkbox"/> Clean with tap water or clean water 1% Povidine <input type="checkbox"/> Polysporin/Neosporin ointment (opt.) Apply Steri-strips
Cough	<input type="checkbox"/> Hard candy/Jolly Ranchers

Diarrhea	<input type="checkbox"/> Pepto-Bismol for small general gastrointestinal upset <input type="checkbox"/> Gatorade <input type="checkbox"/> Pedialyte
Eye Irritation	<input type="checkbox"/> Eye Irrigating Solution (5 6 oz, bottles)
Fainting	<input type="checkbox"/> Aromatic Spirits of Ammonia
Fever	<input type="checkbox"/> Acetaminophen/Tylenol Child & Adult Tablets
Fractures, Dislocations, Sprains, Strains	<input type="checkbox"/> Ibuprofen/Motrin (muscle) Child & Adult Tablets
Itching, Rashes, Stings	<input type="checkbox"/> Ice/Benadryl/Calamine Lotion
Pain	<input type="checkbox"/> May give Tylenol or Motrin. Alternating these may help with pain control for severe pain
Wound Irrigation	<input type="checkbox"/> 5-gallon water dedicated to clean wounds <input type="checkbox"/> 35 cc. Syringe for irrigation

## LIGHT SEARCH & RESCUE SUPPLIES – Supply for two teams

*Store in Front Office or in school disaster supply trailer*

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> garbage cans (sturdy) on rollers w/ tight lids (marked SEARCH & RESCUE)	2	
<input type="checkbox"/> axes (with protective covers)	2	
<input type="checkbox"/> backpacks	2	
<input type="checkbox"/> black marker pens	4	
<input type="checkbox"/> bolt cutters	2	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> chalk	2 boxes	
<input type="checkbox"/> crowbars	2	
<input type="checkbox"/> cyalume light sticks (30 minutes)	20	
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> face masks	10	
<input type="checkbox"/> fire extinguishers	2	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hack saws	2	
<input type="checkbox"/> headlamps w/ extra batteries	4	
<input type="checkbox"/> hard hats marked with title for ID	4	
<input type="checkbox"/> keys to all rooms		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> nylon rope (50 ft)	2	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pliers, channel lock	2	
<input type="checkbox"/> rain ponchos	4	
<input type="checkbox"/> saw		
<input type="checkbox"/> school site map		
<input type="checkbox"/> screw drivers, assorted	2 sets	
<input type="checkbox"/> shovels	2	
<input type="checkbox"/> sledge hammers	2	
<input type="checkbox"/> tarps	2	
<input type="checkbox"/> utility knives	4	
<input type="checkbox"/> walkie-talkies	4	
<input type="checkbox"/> water packs	20	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wrenches, adjustable crescent	2	
<input type="checkbox"/> wrenches, adjustable pipe	2	

**FIRST AID/ TRAUMA SUPPLY KITS (2)**

<b>ITEM</b>	<b>QUANTITY</b>	<b>✓ ACQUIRED</b>
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eyedrops	1 bottle	
<input type="checkbox"/> facemasks		
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> nitrile or non-latex gloves	4 pair	

## BUILDING SAFETY/DAMAGE ASSESSMENT SUPPLIES

Store in school disaster supply trailer OR custodial room in steel garbage can with a tight lid

ITEM	QUANTITY	✓ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguishers	3	
<input type="checkbox"/> architectural blueprint and site map of school buildings with floor plan and leads for water, gas, electricity, cable, telephone, alarm & sprinkler systems		
<input type="checkbox"/> axe (with protective cover)		
<input type="checkbox"/> batteries AA , D)	24 each	
<input type="checkbox"/> bolt cutters		
<input type="checkbox"/> bungee cords	4	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> channel lock		
<input type="checkbox"/> coiled wire	2	
<input type="checkbox"/> crow bar		
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> emergency cones	24	
<input type="checkbox"/> emergency vehicle access signs and parking lot signs		
<input type="checkbox"/> extension cord, 100-foot reel		
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> face masks	8	
<input type="checkbox"/> glow-in-the-dark tape	2 rolls	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hammers		
<input type="checkbox"/> hard hats marked with title	4	
<input type="checkbox"/> headlamps w/extra batteries	4	
<input type="checkbox"/> hose bibs for fire extinguishers* <i>*(set in toolbox, set in each room</i>		
<input type="checkbox"/> laminated map and priority shut-off list for utilities		
<input type="checkbox"/> lantern		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> master keys to supply container, electrical panel, all rooms, locked fences		
<input type="checkbox"/> nails (16 penny, 8 penny) – box each	1 box each	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pocket knives/box cutters	4	
<input type="checkbox"/> rope (50', 100')		
<input type="checkbox"/> School site Emergency Plan map (with traffic closures, emergency vehicle lane, medical area, evacuation points, student release set up, morgue, etc.)		
<input type="checkbox"/> saws		
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> screwdrivers (flathead, Philips)	4	
<input type="checkbox"/> shovel		
<input type="checkbox"/> stakes for fencing		
<input type="checkbox"/> tarp (15'x20')	2	
<input type="checkbox"/> trash bags, 13 gallon and 39 gallon	1 box each	

<input type="checkbox"/> utility shutoff tools (e.g., water meter key to shut off water from the meter)		
<input type="checkbox"/> vice grips		
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wire cutters	2	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> wrench set		

## **TRAFFIC/CROWD CONTROL**

*Store in school emergency cache trailer*

<input type="checkbox"/> caution tape	<input type="checkbox"/> signboard (blank)
<input type="checkbox"/> directional signs	<input type="checkbox"/> signboard pens
<input type="checkbox"/> duct tape	<input type="checkbox"/> traffic cones
<input type="checkbox"/> hard hats marked with title	<input type="checkbox"/> walkie-talkies
<input type="checkbox"/> notepads, 5x7"	<input type="checkbox"/> white board
<input type="checkbox"/> orange vests marked with title	
<input type="checkbox"/> Site map (enlarged) with key areas highlighted (First Aid Station, Student Request and Release gates)	
<input type="checkbox"/> Site map handouts, highlighted with walking area to Student Request gate	

## SCHOOL BUS/AUTOMOBILE EMERGENCY SUPPLIES

*Store in school disaster supply trailer OR custodial room*

ITEM	QUANTITY	ACQUIRED <sup>✓</sup>
<input type="checkbox"/> 20A-10BC fire extinguisher		
<input type="checkbox"/> 3600 calorie food rations	3	
<input type="checkbox"/> AM portable radio		
<input type="checkbox"/> Aqua blox, purified drinking water pkgs	30	
<input type="checkbox"/> batteries for flashlight/radio	4	
<input type="checkbox"/> body fluid clean-up kit mask, sterile wipes, fluid absorbent, cleanser, towels		
<input type="checkbox"/> CB radio		
<input type="checkbox"/> cell phone		
<input type="checkbox"/> cyalume lightsticks	30	
<input type="checkbox"/> disposable camera		
<input type="checkbox"/> emergency reflectors	3 or more	
<input type="checkbox"/> flashlight with batteries taped outside		
<input type="checkbox"/> orange vest		
<input type="checkbox"/> sanitation supplies		
<input type="checkbox"/> mylar blankets	6	
<input type="checkbox"/> tissues	6 small pkg	
<input type="checkbox"/> trash bag for waste		

### **FIRST AID (immediate) KIT- accessible, moisture-proof and plainly marked**

ITEM	QUANTITY	ACQUIRED <sup>✓</sup>
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> 3" gauze	4 rolls	
<input type="checkbox"/> bandages/gauze pads: 1", 3", 4"		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eye dressing packs (cotton eye pads, adhesive eye pads)	3 sets	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile wipes	20	
<input type="checkbox"/> triangular bandage,	40"	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or nitrile non- latex gloves	4 pair	

## SCHOOL SHELTER SUPPLIES – For approximately 100 students

*Stored in school disaster supply trailer*

### ADMINISTRATION/COMMAND CENTER

ITEM	QUANTITY	ACQUIRED <span style="float: right;">✓</span>
<input type="checkbox"/> batteries, size AA, C, D		
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> colored paper		
<input type="checkbox"/> envelopes 9x12"	20	
<input type="checkbox"/> file folders and labels	1 box	
<input type="checkbox"/> flashlight with batteries attached outside		
<input type="checkbox"/> notepads, 5x7"	3	
<input type="checkbox"/> orange vests – marked with titles	3	
<input type="checkbox"/> paper clips	1 box	
<input type="checkbox"/> Post Its	3 pkg	
<input type="checkbox"/> radio-solar/crank/battery		
<input type="checkbox"/> rubber bands	1 pkg	
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> SEMS team assignments		
<input type="checkbox"/> signboards	3	
<input type="checkbox"/> staple remover		
<input type="checkbox"/> stapler and staples	2	
<input type="checkbox"/> Student Contact Cards		
<input type="checkbox"/> Staff and Student Directory		
<input type="checkbox"/> tape – masking, clear and duct	3 rolls of each	
<input type="checkbox"/> tissues	1 box	
<input type="checkbox"/> water – approximately 1 gal per day per person – see storage comments below		
<input type="checkbox"/> whistle		

*Loose items stored in Ziploc bag labeled with two-year expiration date:*

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> pens (black, red, blue)	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags



## SANITATION SUPPLIES

<input type="checkbox"/> antibacterial soap (waterless)
<input type="checkbox"/> clothes pins
<input type="checkbox"/> directional signs to toilets
<input type="checkbox"/> duct tape
<input type="checkbox"/> moist towelettes
<input type="checkbox"/> non-antibacterial wipes
<input type="checkbox"/> paper towels
<input type="checkbox"/> portable toilet liners
<input type="checkbox"/> portable toilets
<input type="checkbox"/> signs marked "BOYS" and "GIRLS"
<input type="checkbox"/> tarps to screen toilets
<input type="checkbox"/> toilet disinfectant
<input type="checkbox"/> whisk brooms

## MISCELLANEOUS

<input type="checkbox"/> ant traps
<input type="checkbox"/> books
<input type="checkbox"/> chairs
<input type="checkbox"/> clothing (from Lost and Found) – all laundered
<input type="checkbox"/> flashlights or headlamps with batteries taped to outside
<input type="checkbox"/> fire extinguisher - 3A:40BC
<input type="checkbox"/> flip charts
<input type="checkbox"/> games
<input type="checkbox"/> light (battery-operated) for ceiling – 2
<input type="checkbox"/> maximum/minimum thermometer
<input type="checkbox"/> mylar blankets (1/person)
<input type="checkbox"/> pillows with disposable pillow covers
<input type="checkbox"/> portable generator
<input type="checkbox"/> portable tables
<input type="checkbox"/> rain ponchos
<input type="checkbox"/> solar flashlights
<input type="checkbox"/> solar radio
<input type="checkbox"/> toothbrushes
<input type="checkbox"/> trash bags
<input type="checkbox"/> triage tent
<input type="checkbox"/> water hose

## FOOD SUPPLIES for preparation, distribution and clean-up

ITEM	QUANTITY	ACQUIRED <input checked="" type="checkbox"/>
<input type="checkbox"/> aluminum foil	2 rolls	
<input type="checkbox"/> buckets for washing dishes	3	
<input type="checkbox"/> can opener		
<input type="checkbox"/> cutting board		
<input type="checkbox"/> dining canopy		
<input type="checkbox"/> dishwashing soap		
<input type="checkbox"/> knives		
<input type="checkbox"/> large serving bowls		
<input type="checkbox"/> non-antibacterial wipes		
<input type="checkbox"/> paper cups		
<input type="checkbox"/> paper napkins		
<input type="checkbox"/> paper plates		
<input type="checkbox"/> paper towels		
<input type="checkbox"/> plastic spoons, knives and forks	6 pkg each	
<input type="checkbox"/> potholders	4	
<input type="checkbox"/> quart size storage bags		
<input type="checkbox"/> rubber gloves	8	
<input type="checkbox"/> serving ladle	2	
<input type="checkbox"/> serving spoons	6	
<input type="checkbox"/> sponges	4	
<input type="checkbox"/> tongs	2	
<input type="checkbox"/> water purification tablets		
<input type="checkbox"/> waterproof matches	2 boxes	
<input type="checkbox"/> Ziploc storage bags (quart)	1 box	

## FOOD/DRINKS

### Water

Store one gallon per person per day. Before purchasing water, consider age of students and how water will be distributed. For individual consumption and immediate use, store water pouches, Aqua Blox or small bottles with five-year shelf life. Store 7-gallon containers (purified and replaced annually) for cooking, cleaning and hygiene use).

### Food

Select foods that require no refrigeration, preparation or cooking and little or no water. Preferable foods have a long shelf life and are compact, lightweight, not salty, and easy to store and carry. Recommended foods include:

<input type="checkbox"/> food bars (e.g., Datrex, Mayday) with five-year shelf life (3 per person/day) – avoid tropical oils, which may exacerbate allergies
<input type="checkbox"/> jerky
<input type="checkbox"/> applesauce
<input type="checkbox"/> powdered hot chocolate
<input type="checkbox"/> sugar/sweetener/powdered cream
<input type="checkbox"/> instant coffee, tea bags, powdered Tang

<input type="checkbox"/> raisins
<input type="checkbox"/> ready-to-eat canned meats, fruits, and vegetables – bulky and heavy
<input type="checkbox"/> canned juice, milk, and soup (if powdered, store extra water).
<input type="checkbox"/> high-energy foods - granola bars, trail mix
<input type="checkbox"/> glucose tablets to treat low blood sugar
<input type="checkbox"/> dried foods - nutritious but contain salt, which promotes thirst
<input type="checkbox"/> freeze-dried foods - tasty and lightweight, need water for reconstitution
<input type="checkbox"/> instant meals - cups of noodles or soup but need water for reconstitution & salty
<input type="checkbox"/> snack-sized canned goods with pull-top or twist-open lids
<input type="checkbox"/> prepackaged beverages in sealed foil packets and foil-lined boxes

## **SHELF LIFE OF FOODS FOR STORAGE – A SAMPLING**

Source: FEMA Emergency Food Supplies -  
<http://www.fema.gov/library/emfdwtr.shtm>

### **Use within six months:**

- powdered milk (boxed)
- dried fruit (in airtight container)
- dry, crisp crackers (in airtight container)

### **Use within one year:**

- canned condensed meat and soups
- canned fruits, fruit juices and vegetables
- ready-to-eat cereals and uncooked instant cereals (in metal containers)
- peanut butter (note: this may exacerbate allergies in some individuals)
- jelly

### **May be stored indefinitely (in airtight containers and proper conditions):**

- bouillon
- dry pasta
- instant coffee, tea, powdered cocoa
- non-carbonated soft drinks
- salt
- vegetable oils
- Vitamin C
- white rice

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## EMERGENCY CACHE – SUPPLIES NEEDED

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ITEM (Identify if M=missing, N=needed, R=replacement)	QT Y	REQUESTE D BY	DAT E	VENDOR, IF KNOWN	COMMENTS

The following NUSD Board Policies and Regulations can be viewed or printed from the Gamut Online website

<https://simbli.eboardsolutions.com/Index.aspx?S=36030351>.

0410 [Nondiscrimination in District Programs and Activities](#). BP 12/19/2023

0450 [Comprehensive Safety Plan](#) BP 01/10/2023

0450 [Comprehensive Safety Plan](#) AR 01/10/2023

1312.3 [Uniform Complaint Procedures](#) BP 12/19/2023

1312.3 [Uniform Complaint Procedures](#) AR 12/19/2023

1330 [Use of School Facilities](#) BP 10/19/2021

1330 [Use of School Facilities](#) AR 10/19/2021

3514 [Hazardous Substances](#) BP 11/07/2017

3514 [Hazardous Substances](#) AR 11/07/2017

3515 [Campus Security](#) BP 12/06/2022

3515 [Campus Security](#) AR 10/03/2023

3515.2 [Disruptions](#) BP 12/14/2021

3515.2 [Disruptions](#) AR 12/14/2021

3515.5 [Sex Offender Notification](#) BP 09/09/2008

3515.5 [Sex Offender Notification](#) AR 09/09/2008

3515.6 [Criminal Background Checks For Contractors](#) AR 03/01/2022

3515.7 [Firearms On School Grounds](#) BP 01/16/2018

3516 [Emergencies And Disaster Preparedness Plan](#)BP 08/09/2022

3516 [Emergencies And Disaster Preparedness Plan](#)AR 08/08/2022

3516.1 [Fire Drills and Fires](#) AR 09/09/2008

3516.2 [Bomb Threats](#) AR 03/21/2023

3516.3 [Earthquake Emergency Procedure System](#) AR 12/04/2018

3516.5 [Emergency Schedules](#) AR 11/16/2021

3517 [Facilities Inspection](#) AR 04/04/2023

3543. [Transportation Safety and Emergencies](#) AR 06/14/2022

4158 [Employee Security](#) BP 12/14/2021  
4158 [Employee Security](#) AR 12/14/2021  
4258 [Employee Security](#) BP 12/14/2021  
4258 [Employee Security](#) AR 12/14/2021  
4358 [Employee Security](#) BP 12/14/2021  
4358 [Employee Security](#) AR 12/14/2021

4119.11 [Sexual Harassment](#) BP 12/15/2020  
4119.11 [Sexual Harassment](#) AR 12/15/2020

4219.11 [Sexual Harassment](#) BP 12/15/2020  
4219.11 [Sexual Harassment](#) AR 12/15/2020

4319.11 [Sexual Harassment](#) BP 12/15/2020  
4319.11 [Sexual Harassment](#) AR 12/15/2020

5145.7 [Sexual Harassment](#) BP 06/15/02021  
5145.7 [Sexual Harassment](#) AR 06/15/02021

5131.2 [Bullying and Harassment](#) BP 03/29/2022  
5131.4 [Student Disturbances](#) BP 01/11/2022  
5131.4 [Student Disturbances](#) AR 01/11/2022  
5131.7 [Weapons and Dangerous Instruments](#) AR 06/27/2023  
5132 [Dress and Grooming](#) BP 05/24/2022

5141 [Health Care And Emergencies](#) BP 10/02/2018  
5141 [Health Care And Emergencies](#) AR 10/02/2018

5141.4 [Child Abuse Prevention and Reporting](#) BP 09/21/2021  
5141.4 [Child Abuse Prevention and Reporting](#) AR 09/21/2021

5144 [Discipline](#) BP 09/13/2022  
5144 [Discipline](#) AR 08/08/2023  
5144.1 [Suspension and Expulsion/Due Process](#) BP 03/29/2022  
5144.1 [Suspension and Expulsion/Due Process](#) AR 03/29/2022  
5144.2 [Suspension and Expulsion/Due Process \(Students with Disabilities\)](#) AR 03/29/2022

5145.12 [Search And Seizure](#) BP 10/05/2021  
5145.12 [Search And Seizure](#) AR 06/04/2013

6139 [Individualized Education Program](#) BP 11/02/2021  
6139 [Individualized Education Program](#) AR 11/02/2021

**EMERGENCY ACTIONS**

<b>ALL CLEAR</b>	Signifies the end of the ACTION that was initiated.
<b>DIRECTED TRANSPORTATION</b>	Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved to an area of lesser danger.
<b>DUCK, COVER AND HOLD ON</b>	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.
<b>EVACUATION/LEAVE BUILDING</b>	The orderly movement of students and staff along prescribed routes from inside school buildings to another area, when conditions outside are safer than inside.
<b>LOCKDOWN (also called SECURE ROOM)</b>	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 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.
<b>REVERSE EVACUATION</b>	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
<b>SHELTER IN PLACE</b>	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.
<b>STAND-BY</b>	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.
<b>TAKE COVER</b>	Move to and take refuge in the best-shielded areas within the school buildings.

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## ACRONYMS

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<b>AED</b>	Automatic External Defibrillator
<b>ARC</b>	American Red Cross
<b>CDC</b>	Centers for Disease Control and Prevention
<b>CDE</b>	California Department of Education
<b>CERT</b>	Community Emergency Response Training
<b>CPR</b>	Cardio-Pulmonary Resuscitation
<b>DART</b>	Disaster Area Response Training (Teams)
<b>DHHS</b>	Department of Health and Human Services
<b>EMS</b>	Emergency Medical Services
<b>EMT</b>	Emergency Medical Technician
<b>EOC</b>	Emergency Operation Center
<b>EOP</b>	Emergency Operation Plan
<b>FEMA</b>	Federal Emergency Management Agency
<b>HazMat</b>	Hazardous Materials Response
<b>ICP</b>	Incident Command Post
<b>ICS</b>	Incident Command System
<b>MCOE</b>	Marin County Office of Education
<b>MERA</b>	Marin Emergency Radio Authority
<b>MOU</b>	Memorandum of Understanding
<b>MSEPC</b>	Marin Schools Emergency Preparedness Council
<b>NERT</b>	Neighborhood Emergency Response Training
<b>NIMS</b>	National Incident Management System
<b>OES</b>	Office of Emergency Services
<b>PDAC</b>	Parent Disaster Advisory Council
<b>PDTS</b>	Post Disaster Traumatic Stress
<b>PIO</b>	Public Information Officer
<b>RACES</b>	Radio Amateur Civil Emergency Service
<b>RIMS</b>	Regional Information Management System
<b>ROC</b>	Recovery Operations Center
<b>SAR</b>	Search and Rescue
<b>SERT</b>	Schools Emergency Response Training
<b>SEMS</b>	Standardized Emergency Management System
<b>SLEP</b>	School/Law Enforcement Partnership
<b>SOPs</b>	Standard Operating Procedures
<b>TENS</b>	Telephone Emergency Notification System
<b>USAR</b>	Urban Search and Rescue
<b>WHO</b>	World Health Organization



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## GLOSSARY

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

Source : [http://www.nimsonline.com/download\\_center/#ics](http://www.nimsonline.com/download_center/#ics)

<b>AGENCY</b>	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).
<b>CACHE</b>	A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.
<b>COMMAND</b>	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
<b>COMMAND POST</b>	(See Incident Command Post)
<b>COMMAND STAFF</b>	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.
<b>COMMUNICATIONS UNIT</b>	An organizational unit in the Logistics Section responsible for providing communication services at 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.
<b>COST UNIT</b>	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
<b>DIRECTOR</b>	The ICS title for individuals responsible for supervision of a branch.
<b>DISPATCH</b>	The implementation of a command decision to move resources from one place to another.
<b>DELAYED TREATMENT</b>	Second priority in patient treatment. These people require aid, but injuries are less severe.
<b>DOCUMENTATION UNIT</b>	Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to the incident.
<b>EMERGENCY OPERATIONS CENTER (EOC)</b>	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
<b>EMERGENCY OPERATIONS PLAN</b>	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
<b>EMERGENCY TRAFFIC</b>	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.

<b>EMT I (Emergency Medical Technician I)</b>	An individual trained in Basic Life Support according to the standards prescribed by the Health and Safety Code and who has a valid, current EMT-I certificate in the State of California issued pursuant to the Health and Safety Code.
<b>EMT-D</b>	An Emergency Medical Technician-I with training and certification in defibrillation.
<b>EMT-II</b>	An individual with additional training in limited Advanced Life Support according to the standards prescribed by the Health and Safety Code and who has a current and valid certificate issued pursuant to the Health and Safety Code.
<b>EVACUATION</b>	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.
<b>EXCLUSION ZONE</b>	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.
<b>EXPANDED MEDICAL EMERGENCY</b>	Any medical emergency that exceeds normal first response capabilities.
<b>FACILITIES UNIT</b>	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.
<b>FINANCE/ ADMINISTRATION SECTION</b>	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation and claims.
<b>FIRST RESPONDERS</b>	Personnel who have responsibility to initially respond to emergencies such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
<b>FULL-SCALE EXERCISE</b>	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.
<b>FUNCTION</b>	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.
<b>FUNCTIONAL EXERCISE</b>	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles and responsibilities.
<b>HAZARDOUS MATERIAL</b>	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.

<b>IMMEDIATE TREATMENT</b>	A patient who requires rapid assessment and medical intervention for survival.
<b>INCIDENT</b>	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
<b>INCIDENT ACTION PLAN</b>	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.
<b>INCIDENT COMMAND POST (ICP)</b>	The location where the primary command functions are deployed.
<b>INCIDENT COMMAND SYSTEM (ICS)</b>	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.
<b>INCIDENT COMMANDER</b>	The individual responsible for the management of all incident operations at the incident site.
<b>INCIDENT MANAGEMENT TEAM</b>	The Incident Commander, appropriate Command and General Staff personnel assigned to an incident.
<b>INCIDENT OBJECTIVES</b>	Statements of guidance and direction necessary for the selection of appropriate strategies and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.
<b>INITIAL RESPONSE</b>	Resources initially committed to an incident.
<b>JURISDICTION</b>	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, state, or federal boundary lines) or functional (e.g., police department, health department, etc.).
<b>JURISDICTIONAL AGENCY</b>	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
<b>LIAISON OFFICER</b>	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
<b>LOGISTICS SECTION</b>	Responsible for providing facilities, services, and materials for the incident.
<b>MAJOR MEDICAL EMERGENCY</b>	Any emergency that would require the access of local mutual aid resources.
<b>MESSAGE CENTER</b>	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.

<b>MITIGATION</b>	Any action employed to contain, reduce or eliminate the harmful effects of a hazard.
<b>MOBILIZATION</b>	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.
<b>MULTIJURISDICTION INCIDENT</b>	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation
<b>MUTUAL AID AGREEMENT</b>	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.
<b>OPERATIONAL PERIOD</b>	The period of time scheduled for 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.
<b>OPERATIONS COORDINATION CENTER (OCC)</b>	Primary facility where multi-agency coordination of operations occurs. It houses the staff and equipment necessary to perform the multi-agency emergency functions.
<b>PERSONAL PROTECTIVE EQUIPMENT (PPE)</b>	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biologic hazards that may be encountered at a hazardous materials incident.
<b>PLANNING SECTION</b>	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.
<b>PROCUREMENT</b>	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
<b>PUBLIC INFORMATION OFFICER</b>	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.
<b>REFUGE AREA</b>	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.
<b>RESOURCES</b>	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 at an incident.
<b>RESOURCES UNIT</b>	Functional unit within the Planning Section 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.

<b>SAFETY OFFICER</b>	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.
<b>STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)</b>	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.
<b>STAGING AREA</b>	Locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
<b>START - S.T.A.R.T.</b>	Acronym for Simple Triage and Rapid Transport. This is the initial triage system that has been adopted for use by the California Fire Chief's Association.
<b>SUPPLY UNIT</b>	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
<b>TABLETOP EXERCISE</b>	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.
<b>TRIAGE</b>	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.
<b>TRIAGE TAG</b>	A tag used by triage personnel to identify and document the patient's medical condition.
<b>UNIFIED COMMAND</b>	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.

## **APPENDIX H**

# **THREAT DETERMINATION MANUAL**

# **APPENDIX I**

## **THREAT DETERMINATION SUPPLEMENT – STEP 8**

**APPENDIX J**

**CRISIS REPOSE  
SUICIDE PREVENTION AND POSTVENTION  
PROTOCOLS VERS. 3.6**