Emergency Operations Plan for Rincon Valley Union School District

August 2016

Promulgation Document

The personal safety and health of students, staff and the public, and the protection of district property and assets are primary concerns of the Superintendent of the Rincon Valley Union School District. The Superintendent of the Rincon Valley Union School District will designate an employee to develop and implement the Emergency Operations Plan for each school site and the District Office.

The designated employee will prepare school site specific instructions for implementing the plan, revise the plan as needed, and plan trainings to sufficiently prepare staff for school site emergencies.

Approval and Implementation

During an emergency, the Board recognizes that the District's educational goals may be temporarily superseded by the need to protect the safety and health of students, staff and the public. School District staff may be asked to assist in the safeguarding and release of students, or in other emergency functions. This Emergency Operations Plan addresses the planned response to emergency situations associated with disasters affecting the Rincon Valley Union School District. This Plan supersedes all previous plans.

This Plan accomplishes the following:
- Establishes the emergency management organization necessary for response to an emergency or disaster affecting Rincon Valley Union School District.
- Establishes the operational concepts associated with the management of emergencies.
- Provides a flexible platform for planning and response to all hazards and emergencies that are likely to impact Rincon Valley Union School District. The Plan is adaptable for disasters such as earthquakes, fires, floods, landslides, Public Health emergencies, and other situations outlined in the Threat Summary and Assessments.

This document serves as the legal and conceptual framework for emergency management in the Rincon Valley Union School District. There are a number of separately published documents that support this plan. These references contain checklists and other resource material designed to provide users with the basic considerations and actions necessary for effective emergency response for the specific hazard or function. These reference documents may be modified as necessary without the Rincon Valley Union School District Board's approval.

Date of Approval and Adoption: April 12, 2016
Board Members:

Record of Changes

The Emergency Management Agency (EMA) ensures that necessary changes and revisions to plan are prepared, coordinated, published, and distributed.

The plan will undergo revision whenever:
- Any other condition occurs that causes conditions to change.
- It fails during emergency.
- Exercises, drills reveal deficiencies or "shortfall(s)."
- School District situations change.
- State requirements change.

EMA will maintain a list of individuals and organizations which have controlled copies of the plan. Only those with controlled copies will automatically be provided updates and revisions. Plan holders are expected to post and record these changes. Revised copies will be dated and marked to show where changes have been made.

Nature of Change	Date of Change	Page(s) Affected	Changes made by (signature)

Record of Distribution

Title	Name	Date	Number of Copies

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Plan Development and Maintenance

This Model Emergency Operations Plan has been developed for school sites and district offices as a basic template to be modified for each site or office. This EOP should be modified by a School Emergency Team of administrators and staff, working with first responders in the local jurisdiction. During an emergency, the EOP will be initiated by the principal or designee when conditions exist which warrant its execution. The EOP will be 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 or designee.

This EOP will be reviewed annually:
- Functions should be pre-assigned, preferably before the beginning of the school year
- Staff contact information should be updated
- New personnel should be assigned positions
- Procedures will be revised as needed
- Planning for training and drills will be established
- Updates will be recorded

The elements of emergency planning, preparedness and management are:

- **Leadership**: Leadership ensures that emergency preparedness will be a priority and that adequate resources will be allocated to create and implement district and school-based plans. At the district level leadership should come directly from the superintendent, at the school level, from the principal.

- **Incident Command System** (ICS): ICS is a standardized organizational structure that is the basis of SEMS and NIMS, designed to handle: Management, Operations, Logistics, Planning, and Administration & Finance (see Annex A). ICS allows for appropriate utilization of facilities, equipment, personnel, procedures, and communications. At a school site, the Incident Commander is the highest-ranking official in charge of the emergency response operations. The Emergency Operations Center (EOC) Director is the highest-ranking official in charge of response coordination at the district office.

- **Emergency Operations Plan** (EOP): A modified version of this model plan should be tailored and fine-tuned to meet the unique needs and resources of each individual school and district office. The site- or office-based plan includes team assignments, emergency numbers, and protocols. See Annex D for some helpful questions and things to consider when adapting this plan to your school site or district

- **School Emergency Team**: A group of individuals at each school site and the district office that works to develop the Emergency Operations Plan to meet individual school or district office needs and implement the plan in the event of an emergency. Local responding agencies, such as fire or law, may be invited to

provide their expertise during the planning process. Other on-site entities, such as preschools, special education classrooms, and day care should also be included in the School Emergency Team meetings. It is important that the school site coordinates with these entities to ensure that plans are compatible or to develop joint plans, if appropriate.

- **Communications**: 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 and alternate means if telephone lines are disabled.

- **Emergency Response Actions**: Emergency response actions are the step-by-step procedures for schools to implement in the event of an emergency. These can be found in Annex B.

- **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.

  CA 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:
  - o 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 Services Workers until they are released by the principal or superintendent.
  - o In those cases, their Workers' Compensation Coverage becomes the responsibility of state government. Their overtime compensation, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

  Ideally, the plan should include a rough prioritization of which teacher and staff members might be released first, such as those with small children or elderly dependent adults. 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.

  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.

- **Training**: The following minimum trainings will be offered to all staff:
  - o Federally required ICS 100, IS 200, IS 700 training (provided by RESIG)
  - o General awareness training for all staff, including access and functional needs considerations
  - o First Aid and CPR training
  - o Team training to address specific emergency response or recovery activities, such as student release, and search and rescue.

- **Practice**: Practicing the plan consists of orientation, tabletops, drills, functional exercises, etc. It is recommended that schools start with basic orientation and tabletop exercises prior to engaging in full-scale simulations or drills. It is important that training and exercises include access and functional needs discussions or scenarios. Training resources and some sample tabletops and exercises are provided in Annex C. RESIG is also able to provide training expertise through its Emergency Services Program.

Objectives/Goals

The EOP is consistent with the federally mandated National Incident Management System (NIMS) and the state mandated Standardized Emergency Management System (SEMS). The EOP assigns responsibilities to ensure the effective management of emergency operations in the Rincon Valley Union School District. It establishes the emergency management structure and outlines how the emergency response is activated. Several annexes including job aids, procedures and protocols accompany the EOP:
- Annex A includes position descriptions and forms
- Annex B includes emergency response actions and recovery guidelines
- Annex C includes training information and resources
- Annex D is designated for site specific information

The EOP and its associated annexes and appendices are intended to allow school sites to respond to emergencies in an efficient manner in order to accomplish the following:
- Protect the safety and welfare of students, staff and visitors
- Provide a safe and coordinated response to emergencies
- Protect the district's facilities and properties
- Enable the district to restore normal conditions in the shortest time possible
- Provide for the interface and coordination between the schools, district office, Sonoma County Office of Education, and local Emergency Operations Centers

Scope

This plan applies to emergencies that occur on school district property. Sites and districts are highly encouraged to coordinate planning with entities located on school

district property, including, but not limited to the following: alternative, adult, and special education classrooms, pre-school, and after school day care organizations.

This plan addresses 14 hazards that may affect a school site or district office. Such incidents include earthquake, hazardous materials incidents, flooding, landslides, and wildfires. These 14 hazards are addressed in the situation overview.

Planning Assumptions

In the event of a large scale emergency, available government and county resources will be overtaxed and may be unable to respond to all requests for assistance. The plan assumes that schools must be self-sufficient for a time and may be required to make crucial decisions to keep students and staff safe. While compiling the plan, the following assumptions were made:
- All school site emergencies are reported to the district office
- Each site may implement their respective EOP independent of the District EOP
- Depending on the severity and scope of the emergency, the site EOP and its Incident Command System may or may not be activated
- The school site administrator or district administrator will determine if it is necessary to partially or full staff the site teams based on the nature of the emergency
- When a local emergency is proclaimed, the district's policies and procedures outlined in this plan become effective
- School district employees are familiar with the EOP and will execute their assigned responsibilities

Concept of Operations

Emergency management activities are often associated with the following four phases, although not every disaster necessarily includes all the phases.

Mitigation Phase
The mitigation phase involves taking actions to strengthen facilities, abate hazards, and reduce the potential damage to structures or their contents. While it is not possible to totally eliminate a potential disaster, taking steps to minimize the effects of an incident may create safer environments and lower response costs and casualties. Mitigation, while arguably the most important and cost effective phase of emergency management, is often the least used.

Preparedness Phase
During the preparedness phase, actions such as training and drills, are taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. All employees must be prepared, through such trainings, to respond promptly and effectively to any foreseeable emergency. Personnel should be acquainted with their position description(s) and any job aids or procedures developed for their position(s).

Response Phase

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. The degree, extent and type of the incident will impact the depth of the response on the school site and beyond. For example, a rabid dog on campus will provoke an emergency response, however, this event can be managed by only one or two people. A major earthquake, on the other hand, may require the activation of all school employees and additional personnel from other agencies. The table below can be used to help school employees understand how an incident may change the response.

Response Level	Example	Site Response	District Response	Emergency Responders
Readiness	Rabid dog	Day-to-day response	Day-to-day response	No response
Local Emergency	Building on fire	Site EOP and ICP activated, IC communicates with local emergency responders and district Supt. or EOC, depending on activation status	EOC is activated, EOC may communicate with SCOE	Appropriate responders activated through 9-1-1 call
Local Disaster	Local flood	Site EOP and ICP activated, IC communicates with district EOC	EOC is fully operational and in communication with each school site and SCOE	Response actions directed by local EOC
Major Disaster	Major earth-quake	Site EOP and ICP activated, IC communicates with district EOC	EOC is fully operational and in communication with each school site and SCOE	Response actions directed by local or county EOC

The decision to activate the Incident Command Post (ICP) or Emergency Operations Center (EOC) will be made as the situation unfolds by the person-in-charge at the scene (i.e., vice principal, coach, teacher, etc). In general, the ICP/EOC should be activated when the response is beyond the capabilities of the group directed by the person-in-charge (if not available at the start of the incident, the individual designated as IC may take over the response upon arrival). The ICP/EOC should be deactivated after it has been determined that no further response actions are necessary.

Recovery Phase

During recovery, actions are taken to restore the site to pre-event conditions and normal operations as quickly as possible. There is no clear time separation between response
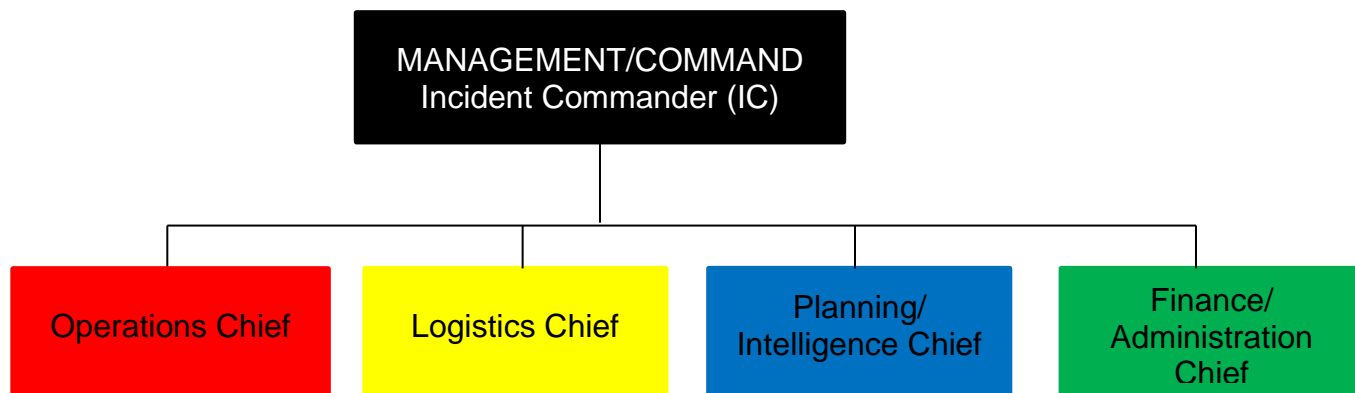
and recovery, and planning for recovery should be a part of the response. Recovery activities may be both short-term and long-term, ranging from restoration of essential utilities such as water and power, to mitigation measures designed to prevent future occurrences of a specific threat. Recovery, thus, leads back to the mitigation phase.

Organization and Assignment of Responsibilities

Each school is responsible for protecting the life of the students, staff, and visitors, the property of the school district, and environment around the school. It is the responsibility of the school administrators to ensure that the school staff are trained and well prepared, and that the school has a functional EOP.
The district office is responsible for protecting the life of students, staff, and visitors at the district office, and for protecting the district office and the surrounding environment. The district office must also be prepared to provide off-site support, such as leadership and assistance with response and recovery, when the incident happens at school sites within the district. It is the responsibility of the Superintendent to ensure that both the district office and school site employees are trained and well prepared, and that every site (including the district office) has a functional EOP.

Part of a functional EOP is having a response system in place that establishes the division of labor and lines of communication. The system that will be used, as required by federal and state governments, is the Incident Command System (ICS). ICS accomplishes the division of labor by establishing five sections with specific roles and responsibilities. The five sections are Management/Command, Operations, Logistics, Planning/Intelligence, and Administration/Finance.

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                    │   MANAGEMENT/COMMAND         │
                    │   Incident Commander (IC)    │
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│ Operations│ │  Logistics  │ │ Planning/  │ │  Finance/    │
│   Chief   │ │    Chief    │ │Intelligence│ │Administration│
│           │ │             │ │   Chief    │ │    Chief     │
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The Management/Command Section is responsible for policymaking with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. The Management Section Staff is also responsible for interacting with each other, the Incident Commander, and others to ensure the effective function of the organization.
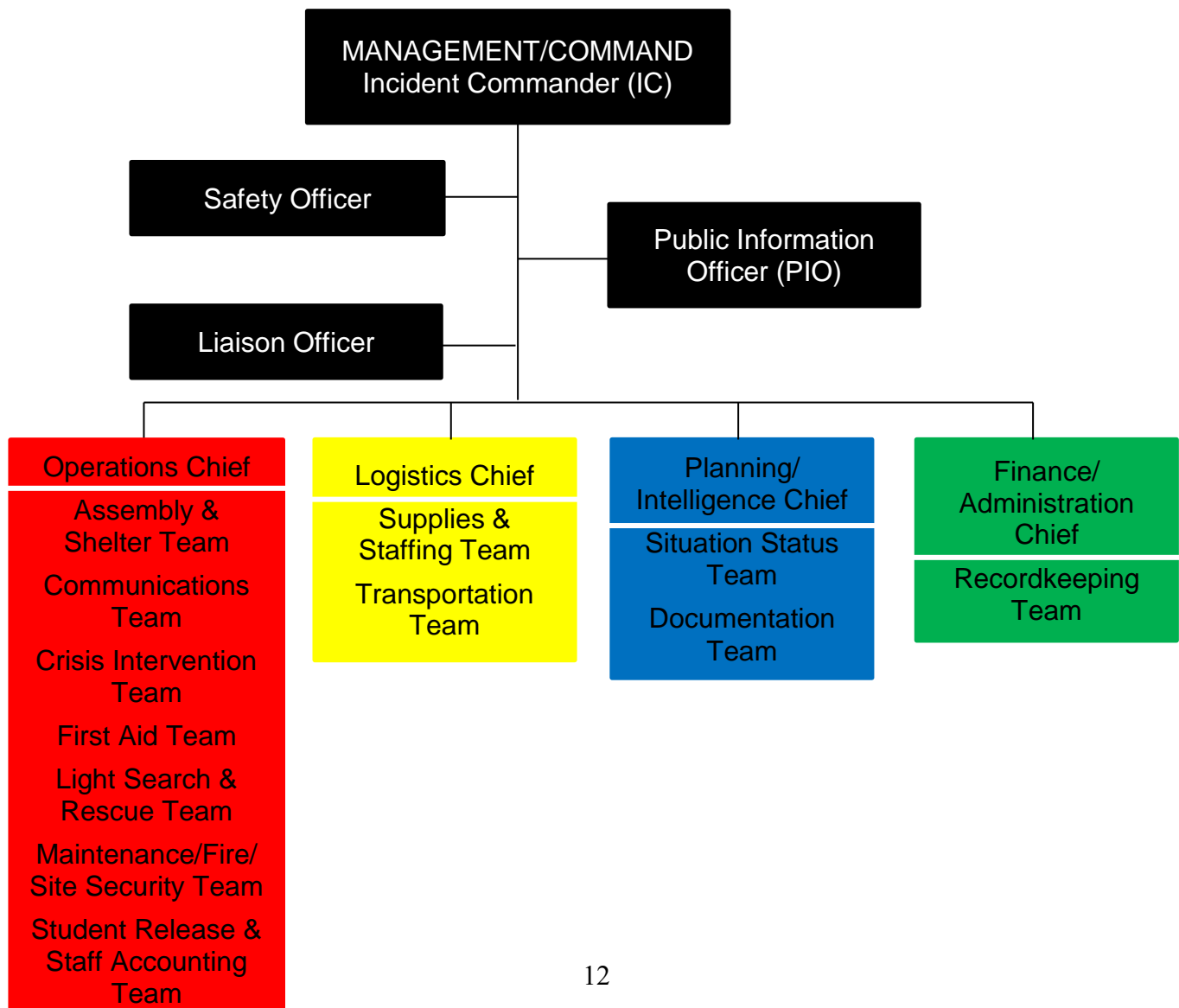
The Operations Section is responsible for implementing action plans and coordinating direct response activities, such as search and rescue, sheltering, first aid, security, student release, communications, staff and visitor accounting.

The Logistics Section is, prior to a disaster, in charge of ensuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, this section provides services, personnel, equipment, materials, and facilities as needed.

The Planning/Intelligence Section is responsible for collecting, analyzing, disseminating, and recording information critical to the functioning of the Management Section. This Section works closely with the Incident Commander to create action plans for implementation by the Operations Section.

The Finance/Administration Section creates policies and procedures in order to document the costs associated with emergency response. During a disaster, the section activates contracts with vendors, keeps time records, tracks receipts, and accounts for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery efforts from the state. They also gather all paperwork and documentation at the end of the incident for inclusion in the After Action Report.

Each section in turn has a team or teams tasked with implementing very specific components of the districts emergency response plan. These teams are listed in the chart below, and a blank organizational chart has been included in Annex A.

MANAGEMENT/COMMAND
Incident Commander (IC)

Safety Officer

Public Information Officer (PIO)

Liaison Officer

Operations Chief	Logistics Chief	Planning/Intelligence Chief	Finance/Administration Chief
Assembly & Shelter Team	Supplies & Staffing Team	Situation Status Team	Recordkeeping Team
Communications Team	Transportation Team	Documentation Team	
Crisis Intervention Team			
First Aid Team			
Light Search & Rescue Team			
Maintenance/Fire/Site Security Team			
Student Release & Staff Accounting Team			

During an emergency, the district office will establish an Emergency Operations Center (EOC) to assist in the coordination of information and resources to support the school site's incident management activities. The EOC Director will remain at the EOC, away from the incident site(s) to make decisions regarding resource coordination. An EOC may be a temporary facility or may be located in a more central or permanently established facility.

During an emergency, the Management Section on the school site will set-up an Incident Command Post (ICP). The Incident Commander and Section Chiefs remain at the ICP and will make decisions to direct the response activities based upon information coming in from each of the sections.

One of the benefits to using the ICS is that it is designed to be flexible and scalable to the size of the event. Only positions that are required for an adequate response should be filled, and ICS sections are kept as small as possible to accomplish incident objectives and monitor progress. Each particular incident will dictate how and when the organization develops, and in many instances only a couple sections need to be activated. Only in the largest and most complex operations would the full ICS organization be staffed.

Agency Coordination

The control of and response to campus emergencies is the sole responsibility of the school site teams *until* first responders such as medical, fire, and/or law enforcement arrive. Once professional responders are on campus, incident management transitions to Unified Command. Unified Command is an application of ICS used when there is more than one agency with incident jurisdiction or when incidents cross political jurisdictions. Agencies work together through the designated members of the Unified Command (often the senior person from agencies and/or disciplines participating in the response) to establish a common set of objectives and strategies and a single Incident Action Plan. This transition to Unified Command is immediately facilitated by an on-site briefing, the school's Incident Commander will begin to work closely with representatives of each response agency to plan and carry out response activities. Ideally, this means that in the Incident Command Post (ICP), first responder representatives will essentially be running response activities in consultation with the school's Management Staff and Section Chiefs. On the school site, Team Leaders and Team Members will work alongside first response teams, *unless* the Incident Commander has deemed it too dangerous or unsafe.

There are a number of agencies that may respond to your campus or could be helpful as you develop this EOP. Contacts for some of these agencies are listed below.

AGENCY	NUMBER
American Red Cross *(Sonoma County Chapter)*	(707) 577-7600
Animal Care and Control *(Sonoma County)*	(707) 565-7100
CalTrans *(highway conditions)*	1-800-427-7623
Highway Patrol Information Line *(Sonoma County)*	(707) 588-1400
Pacific Gas & Electric Company *(outage reporting)*	1-800-743-5002
Redwood Empire Schools' Insurance Group	(707) 836-0779
School and College Legal Services	(707) 524-2690
Sonoma County Fire and Emergency Services Department	(707) 565-1152
Sonoma County Emergency Operations Center (EOC) Public Information Hotline *(available during declared emergencies)*	(707) 565-3856
Sonoma County Office of Education	(707) 524-2600
Sonoma County Sheriff's Department *(business office)*	(707) 565-2511
Sonoma County Department of Health Services *(public health information)*	(707) 565-4400
Sonoma County Health Services Communicable Disease Reporting	(707) 565-4567
Sonoma County 2-1-1	211

The Sonoma County School Crisis Response *System of Support* was created in 2005 to make assistance readily available to both large and small schools in Sonoma County. Visit the Resources page on www.scoe.org/safeschools to learn more about the System of Support.

SYSTEM OF SUPPORT AGENCY	CONTACT	NUMBER
Hospice of Petaluma	Yolande Adams	(707) 778-6242
Memorial Hospice & North County Hospice	Lorraine Blue	(707) 568-1094
Law Enforcement Chaplaincy Service in Sonoma County	Rose Baker Heidi Fortkamp	(707) 338-0119 (707) 546-1529
Sutter Hospice	Valerie Waidler Margo Requarth Quenby Kemler	(707) 535-5700
Paws As Loving Support (PALS) Assistance Dogs	Nancy Pierson Bea Melville	(707) 481-4649 (707) 529-6548
WillMar Center for Bereaved Children	Barbara Cullen	(707) 935-1946 (707) 236-0708

Based on the size of an incident, resources may be requested to assist from beyond the local area, such as other fire agencies within or outside the county. Resources are distributed throughout the response area based on need by the Multi-Agency Coordination System (MACS) in place at Sonoma County's EOC. Multi-agency coordination is important to establish priorities for response, allocating resources, developing strategies for handling multi-agency response problems, sharing information and facilitating communications. Sonoma County's EOC will be staffed by representatives from local, state, and federal agencies, including Sonoma County's public schools. A representative from SCOE at the county's EOC allows Sonoma County schools to request resources through MACS. School facilities, equipment, and personnel may also be deployed, via MACS, to other incidents. For example, school buses may be requested to provide transportation out of an affected area, or teachers may be requested to staff shelters.

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, students, and other onsite agencies 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 the media must be informed and kept updated. The communication responsibilities of the school site and district office are outlined below.

While some of these communications may occur before an emergency, each school site should have a designated Public Information Officer that deals with media inquiries during an emergency. As a part of the regular school year, each school site should discuss emergency procedures and collect emergency information from parents. RESIG has developed a Parent Resource Guide that can be modified to suit each school's needs. This resource is available in English and Spanish on the RESIG Loss Prevention Department webpage (www.resig.org/loss-prevention). During an emergency, the Incident Commander is responsible for ensuring that communications occur with:
- All site employees
- Other on site facilities such as pre-schools, special education classrooms, day care programs
- The district office
- Parents
- Emergency responders, via 9-1-1, if necessary (such as when there are life-threatening injuries)

During an emergency the district office's EOC Director is responsible for ensuring that communications occur with:

- All district office employees
- All district school sites
- SCOE
- Emergency responders, via 9-1-1, if needed at the district office (such as when there are life-threatening injuries)
- The local EOC, *if* an agreement to do so was reached prior to the incident

To ensure that information is not duplicated, it is crucial that information flows as outlined below:
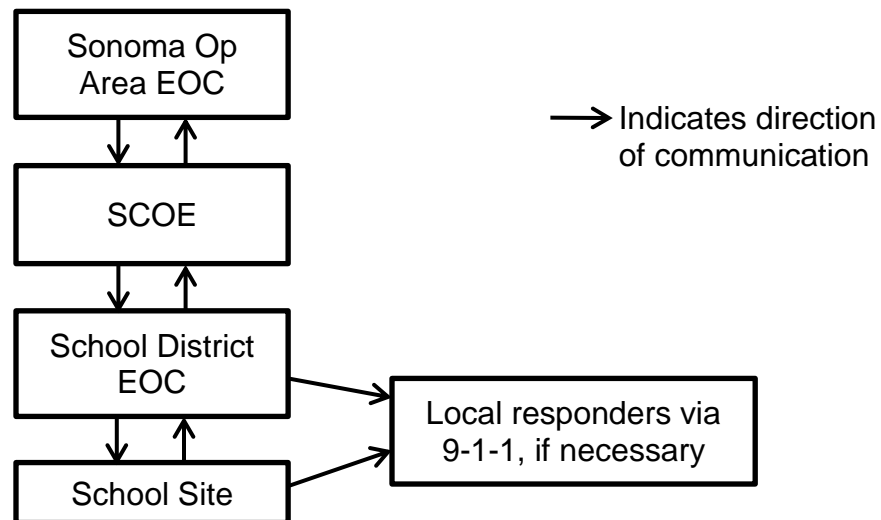
Process:

- Incident occurs at a school site
- School communicates with their District Office
- School site or District Office may contact local responders via 9-1-1 if necessary (such as when there are life-threatening injuries)
- District Office communicates with SCOE (contact information is included in Annex A, Emergency Contact Numbers) to provide information regarding the situation and to report school closures, damage, injuries or deaths
- SCOE will communicate with the Schools' Representative in the Sonoma County Operational Area Emergency Operations Center (EOC)
- Schools' Representative in the Operational Area EOC will coordinate the information and maintain communication with SCOE
- SCOE will maintain an up-to-date report on the incident status around the county
- The Operational Area EOC will coordinate overall response activities and will provide information to the public via the media

Situation Overview

Sonoma County Schools

Sonoma County is divided into 40 school districts that serve nearly 71,000 students in kindergarten through twelfth grades. There are 31 elementary, 3 high school, and 6 unified districts. The districts range in size from 10 students at Kashia, which is located in a rural area, to 11,500 students in the largest district, Santa Rosa City High. Fifteen districts enroll less than 500 students, while only four serve more than 5,000.

There are 177 public schools in Sonoma County. There are 101 elementary, 23 middle/junior high, and 19 high schools, as well as 27 alternative schools and 7 independent study schools. Of these schools, 39 are charter schools.

While enrollment in Sonoma County schools has been dropping, diversity has been increasing. Currently, 39% of students are Latino, 24% are English language learners, and 40% receive free or reduced-price meals (an indicator of poverty). Approximately 12% of students receive special education services.

Geographical Features

The broad flat Santa Rosa Plain, which lies between the Sonoma Mountains on the east and low coastal hills on the west, dominates the center of Sonoma County. To the north are the Mendocino Highlands from which the Russian River flows south and west. A tributary, Dry Creek, forms Lake Sonoma at the Warm Springs Dam. The western margin of the County along the Pacific Coast includes redwood and mixed conifer forests. The Maacama Range forms the eastern boundary of the county. Along with the Sonoma Mountain Range, it encloses the Sonoma Valley. To the south, the Petaluma River runs southeast and drains into the San Pablo Bay.

Transportation

The primary travel corridor is US 101, running north and south, along which 70% of the population lives. This is the main economic and transportation corridor for the county and the entire North Bay, as well as the main tourist route through Northern California. The main east/west travel route is Highway 12, connecting Sebastopol in the west with the City of Sonoma in the east, continuing to Interstate 80 in Solano County. Highway 116 links the City of Sonoma to Petaluma, Rohnert Park/Cotati, Sebastopol, and the Russian River area. Highway 37 runs east/west through the southern portion of the county with a large amount of commercial and passenger traffic. Highway 128 runs east/west in the northern portion of the county, connecting Geyserville and Calistoga. Highway 1, the Pacific Coast Highway, runs the entire length of the Sonoma County Pacific Coast connecting Marin and Mendocino counties. All other roadways in the county are two lane rural roads or surface streets.

Hazards to Sonoma County Schools

This Emergency Operations Plan discusses 13 hazards known to affect Sonoma County School Districts:
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion/Bomb Threat
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Civil Unrest/Law Enforcement Activity

The spontaneous disruption of normal, orderly conduct and activities in urban areas, or outbreak of rioting or violence that is of a large nature is referred to as civil unrest. Civil unrest can be spurred by specific events, such as large sporting events or criminal trials, or can be the result of long-term disfavor with authority. Civil unrest is usually noted when normal on-duty police and safety forces cannot adequately deal with the situation until additional resources can be deployed. During the response phase to such an event, security for command and control locations such as ICPs and EOCs must also be provided.

Local political issues may generate protests that strain local resources. Criminal trials, environmental issues, and labor strife could result in serious situations. Additionally, we may be affected by civil unrest originating or occurring in other parts of the Bay Area. Regional events may start or encourage civil unrest in the Sonoma Op Area. Response to such an event is the primary responsibility of law enforcement.

Dam Failure

Dam inundation is defined as the flooding which occurs as a result of structural failure of a dam. The most common cause of dam failure is overtopping where the water behind the dam flows over the face of the dam and erodes the structure. Structural failure may be caused by seismic activity. Seismic activity may produce inundation by generating a seismically induced wave that overtops the dam without also causing dam failure. This action is referred to as a seiche. Landslides flowing into a reservoir are also a source of potential dam failure or overtopping.

Many areas of the Sonoma Op Area are subject to inundation due to dam failure. Though there have been no recent events, the possibility of dam failure exists since there are 44 dams within County boundaries that are large enough to be either state or federally regulated.

The two major dams that would have the most significant impact in the event of dam failure are Warm Springs in the north/central portion of the County, northwest of Healdsburg, and Coyote Valley, located in Mendocino County, northeast of Ukiah. Failure of either of these two dams is considered very unlikely, even in a severe earthquake. The method of construction used for these dams, their stringent federal standards for maintenance and the stewardship of the United States Army Corps of Engineers (USACE), provide an expectation that failure will not occur.

However, the other smaller dams may pose a significant threat to specific and limited areas within Sonoma County. Most of these dams are agricultural with some used for storing drinking or storm water.

For purposes of emergency preparedness, potential dam failure inundation areas are mapped as part of the specific Dam Inundation Contingency Plan prepared for each of the dams. School districts can determine whether they are located in an inundation area by viewing these maps at the Sonoma County Permit and Resource Management Department (PRMD).

Explosion/Bomb Threat

A major explosion has the potential to cause numerous injuries and fatalities, extensive property damage and other ensuing hazards and disruptions. The time of day, season of the year and weather conditions could all have a profound effect especially if fire accompanies the major explosion. A major explosion could possibly exceed the immediate response capability of the local jurisdiction. In a school setting, a bomb threat may lead to an explosion. Information regarding bomb threats is included in Annexes B and C.

Mass evacuation operations could be required to move affected populations. Many families could be separated, particularly if the incident should occur during working and school hours. Extensive search and rescue operations could be required to assist trapped and injured persons. Injured and displaced persons would require emergency medical care, food and temporary shelter. Identification of dead and public health would be major concerns. The disruption of public utilities and services, as well as the effect on transportation routes within and peripheral to the major explosion could seriously hamper emergency operations.

Local government assistance to the private sector could be required and continue for an extended period. Assistance would be required for damage assessment, removal of debris and clearance of roadways, demolition of unsafe structures, assistance in

re-establishing public services and utilities, and provision of continuing care and welfare for the affected population, including temporary housing for displaced persons.

Sonoma County is considered to be a combined suburban and rural area, removed from the multiple risks of explosive materials emergencies normally associated with a more urbanized environment.   With the exception of the facilities of several large manufacturers in the County, the central portion of the County along the U.S. 101 corridor contains the majority of facilities associated with explosive materials. These facilities are generally limited to small industrial parks within or near the incorporated cities. The eastern and western portions of the County are primarily rural and most of this area is forested or agricultural. There are little or no explosive materials associated with the agricultural activities of these areas.

Sonoma County's highway network includes approximately 320 miles of federal and state highways, 1,500 miles of county-maintained roads, and 600 miles of city-maintained streets and roads. U.S. 101 is the major freeway and runs north to south through the center of the County. It is the most heavily traveled in terms of truck traffic and is the most frequent location of those accidents involving explosive materials that occur on major roads. Highways 12, 37, 116, 121, 128 and Highway 1, the Pacific Coast Highway, also traverse the County. These routes handle a smaller volume of truck traffic, but historically have been prone to vehicle accidents consistent with heavy traffic on two-lane roadways.

The Sonoma County Airport is located several miles northwest of downtown Santa Rosa. Air transportation of explosive materials involves the smallest quantity estimates but still poses a potential hazard.

The County's accident history shows that most incidents occur in the transportation corridors. Although there have been very few incidents involving explosive materials, the potential for an extreme threat to life, the environment, and property is high.

Flood

Floods are generally classed as either slow-rise or flash floods. Slow-rise floods may be preceded by a warning time lasting from hours, to days, or possibly weeks. Evacuation and sandbagging for a slow-rise flood may lessen flood-related damage. Conversely, flash floods are the most difficult to prepare for, due to the extremely short warning time, if any is given at all. Flash flood warnings usually require immediate evacuation within the hour.

The National Weather Service issues flash flood watches and warnings. A flash flood WATCH is issued when flash flooding is possible within the designated watch area and close to the watch area, but the occurrence location, and/or timing is still uncertain -- all persons should be alert. A flash flood WARNING is issued when a flash flood has been reported, in progress, imminent, or highly likely -- all persons should take necessary precautions.

No area is immune to flash floods. On small streams, especially near the headwaters of river basins, water levels may rise quickly in heavy rainstorms, and flash floods can begin before the rain stops falling. There is little time between the detection of flood conditions and the arrival of the flood crest. Swift action is essential to protect life and property.

Flash floods also occur in or near mountainous areas where torrential rains can quickly change a dry watercourse or small brook into raging treacherous torrents of water.

All low lying areas, both coastal and inland, are subject to flood conditions. Urban development in flood plain areas are often subject to seasonal inundation. The flood plain is a natural extension of any waterway, although infrequently used. Storm water runoff exceeding the capabilities of the physical characteristics of stream and drainage channels results in the natural flooding of a localized area.

Sonoma County has the highest repetitive flood damage rate west of the Rocky Mountains. A large percentage of the County may be subject to flooding due to flash flooding, urban flooding (storm drain failure/infrastructure breakdown), river channel overflow, downstream flooding, etc. The County has historically been vulnerable to storm surge inundation associated with hurricanes and tropical storms.

The majority of areas subject to flooding in Sonoma County are adjacent to the Russian River in that portion of the western county bordered by Mirabel Park on the east and Duncans Mills on the west. The Petaluma River has also caused significant flood problems historically, causing damage within the City of Petaluma, particularly in the Payran Ranch area. Other areas that flood periodically are low lying lands near the San Antonio, Sonoma, Santa Rosa, Mark West and Lichau Creeks, and the Laguna de Santa Rosa. Coyote and Warm Springs Dams afford an appreciable level of flood protection from Russian River overflows during the winter and spring months.

State and federal weather/river forecasters monitor the Russian River through a series of stations located along the river and its tributaries. The system affords a degree of advance flood warning for emergency responders. Flooding has occurred along the lower and middle reaches of the Russian River on a regular basis throughout the last one hundred years of recorded river history. Serious floods occurred in 1937, 1940, 1955, 1964, 1982, 1986, 1993, 1995 and 2006.

Emergency Readiness Stages

The evolution of a flood related emergency could begin with a minor problem, such as one or two days of heavy rainfall, and culminate in a catastrophic event, such as several weeks of excessive rainfall and emergency dam releases. Emergency preparedness measures will be based on four stages of response actions. These response actions are keyed to Russian River elevations measured at the Hopland, Healdsburg and Guerneville Bridges. These river elevations are intended to be guides for declaring the

response stages. The Sonoma County Department of Emergency Services will declare response stages based on a variety of circumstances, including weather forecasts and dam releases.

- **Stage I** (Flood Watch Stage): Pre-emergency river level is at 25 feet at the Guerneville Bridge and is forecasted to continue rising.
- **Stage II** (Flood Monitoring Stage): Moderate to heavy rain expected for next four (4) to six (6) hours. River level is 18 feet at the Hopland Bridge, 15 feet at the Healdsburg Bridge, and/or 29 feet at the Guerneville Bridge and is forecasted to continue rising.
- **Stage III** (Flood Stage): Continuation of heavy rain over next six (6) to twelve (12) hours. Identified risk areas should be closed to traffic. Public information to be distributed to residents and businesses in affected areas. River level is 21 feet at the Hopland Bridge, 19 feet at the Healdsburg Bridge, and/or 32 feet at the Guerneville Bridge and is forecasted to continue rising. The Russian River flows over the banks of the main channel at this elevation and several low-lying areas are flooded.
- **Stage IV** (Significant Flood Stage): Safety/Health threat to private property and persons. Areas subject to flooding should be evacuated. River level is at 36 feet at the Guerneville Bridge and forecasted to continue rising.

Hazardous Materials Incident

The release of hazardous materials has the potential for adverse impacts upon human health, the environment and property, depending upon the type, location, and quantity of material released. Although hazardous material incidents can happen almost anywhere, certain areas of the County are at higher risk. Schools near roadways that are frequently used for transporting hazardous materials or near industrial facilities that use, store, or dispose of such materials, have increased potential for major mishaps.

Sonoma County is considered to be a combined suburban and rural area, removed from the multiple risks of hazardous materials emergencies normally associated with a more urbanized environment. With the exception of the Geysers geothermal fields in the northeast corner of the County, the central portion of the County along the U.S. 101 corridor contains the majority of facilities closely associated with hazardous materials. These facilities are generally limited to industrial parks within or near the incorporated cities.

The eastern and western portions of the County are primarily rural and most of this area is forested or agricultural. There are moderate concentrations of fertilizers, pesticides, and other related substances in these areas consistent with the agricultural activities of these areas.

Spill history in the County shows most problems occurring in the transportation corridors. Although most of these incidents have been easily handled, the potential still exists for an extreme threat to life, the environment, and property.

Illegal disposal of hazardous waste into sewer systems, at landfill or transfer sites, and directly into streams, or dumping along roadways is a problem and accounts for a substantial portion of hazardous materials emergency response in the County. Illicit drug manufacturing operations have been uncovered in the County and they do not legally dispose drug laboratory residue and wastes. Several incidents involving residue and byproducts from these illegal drug laboratories have been dumped on roadsides.

Industry generally is aware of hazardous materials regulations and appropriate disposal procedures and has acted responsibly. To assist small quantity waste generators, there is a County program sponsored by the Sonoma County Waste Management Agency to provide a means for proper disposal, recycling, or reduction in waste generation. In addition, for household waste and Small Quantity Generators, a Household Toxics Waste Facility is available to residents and local businesses at the Central Disposal Site for disposal of toxic material.

Federal, State, regional and local agencies have identified contaminated waste sites in Sonoma County that potentially pose a threat to public health. The majority involve disposal prior to the enactment of regulatory controls and from leaking underground storage tanks. The Environmental Health Division of the Sonoma County Department of Health Services maintains a monthly updated list of contaminated underground storage tank sites undergoing clean up and provides it to the Department of Emergency Services, Hazardous Materials Division.

Landslide

The rolling hills, coastal ranges, and steep canyons that characterize Sonoma County's landscape contribute to a widespread landslide hazard. Landslides are described as downward movement of a slope and materials under the force of gravity. In addition to gravity, extended periods of intense rainfall during the winter months is the primary cause of landslides in the County. Landslides can also be triggered by seismic activity. Landslides are a significant secondary hazard to wildland fire, where periods of heavy rainfall on denuded slopes cause landslides and mudslides.

The main types of landslide activity that can impact Sonoma County include:
- **Slides**: Mass movements, where there is a distinct zone of weakness that separates the slide material from more stable underlying material.
- **Falls**: Abrupt movements of masses of geologic materials, including rocks and boulders, that become detached from steep slopes or cliffs.
- **Debris Flows**: Rapid mass movement of a combination of loose soil, rock, organic matter, air, and water that mobilize as a slurry flowing down slope. These are most often caused by heavy precipitation and intense surface water runoff in steep gullies.
- **Mudflows**: Earth flow consisting of material that is wet enough to flow rapidly and contains at least 50 percent sand, silt, and clay sized particles. Mudflows can travel at speeds of 35 mph or greater.

- **Creep**: Imperceptibly slow, steady, downward movement of slope-forming soil or rock.

The occurrence of landslides is determined by both natural and human factors. Natural factors include the cohesive strength and shrink-well characteristics of the affected minerals, the orientation of joints and planes of weakness between slide material and bedrock, the steepness of slopes, the degree of saturation of ground materials (highly affected by rainfall), and the density of vegetation. Human factors include the oversteepening and overloading of slopes, the removal of natural vegetation, and the addition of water to the soil by watering of lawns and septic system drain fields, and onsite ponding of storm runoff.

In Sonoma County, the hillside areas in both the incorporated and unincorporated areas pose a significant landslide risk to property and infrastructure. This makes much of the land area of the County, with the exception of valley areas, highly susceptible to landslide hazards. The hazard is highest in slopes of thirty percent or greater, but can occur on slopes of fifteen percent or less depending on geologic deposits, vegetation, and building patterns, among other issues. Landslides are also likely along coastal cliffs. Historic landslides are perhaps the best indicator of where landslides will occur again, unless the conditions that contributed to the prior landslide have been mitigated.

Current County codes protect against placing new structures on known landslide areas. However, existing development on or near steep slopes, much of it constructed to previous codes, is at risk. Communities such as Monte Rio and Rio Nido with histories of damaging landslides remain at risk from future events.

Major Earthquake

Sonoma County is cross-cut by and in the vicinity of several known active and potentially active earthquake faults including the San Andreas and Healdsburg/Rodgers Creek. See Earthquake Fault Lines Map. New faults within the region are continuously being discovered.

A major earthquake occurring in or near this jurisdiction may cause many deaths and casualties, extensive property damage, fires, hazardous material spills and other ensuing hazards. The Rodgers Creek fault is considered the greatest earthquake threat to Sonoma County because of the high probability of rupture and its proximity to the County's greatest concentration of population, governmental services and infrastructure. The effects could be aggravated by aftershocks and by the secondary effects of fire, hazardous material/chemical accidents and possible failure of waterways and dams. The time of day and season of the year would have a profound effect on the number of dead and injured. Such an earthquake would be catastrophic in its effect upon the population and could exceed the response capabilities of the individual cities, Sonoma County/Op Area and the Governor's Office of Emergency Services and other state agencies. Damage control and disaster relief support would be required from other

local governmental and private organizations, and from the state and federal governments.

Extensive search and rescue operations may be required to assist trapped or injured persons. Injured or displaced persons could require emergency medical care, food and temporary shelter. Identification and burial of many dead persons would pose difficult problems; public health would be a major concern. Mass evacuation may be essential to save lives, particularly in areas downwind from hazardous material releases. Many families would be separated particularly if the earthquake should occur during working hours, and a personal inquiry or locator system could be essential to maintain morale. Emergency operations could be seriously hampered by the loss of communications and damage to transportation routes within, and to and from, the disaster area and by the disruption of public utilities and services.

The economic impact on Sonoma County from a major earthquake would be considerable in terms of loss of employment and loss of tax base. Also, a major earthquake could cause serious damage and/or outage of computer facilities. The loss of such facilities could curtail or seriously disrupt the operations of banks, insurance companies and other elements of the financial community. In turn, this could affect the ability of local government, business and the population to make payments and purchases.

The potential hazards that the Sonoma Op Area may face in an earthquake include the following:
- Ground Shaking
- Liquifaction
- Damage to Vital Public Services, Systems and Facilities
  - Bed Loss in Hospitals
  - Building Survivability
  - Communications
  - Dam and Flood Control Channels
  - Electrical Power
  - Fire Operations
  - Roads, Highways and Bridges
  - Natural Gas
  - Hazardous Materials
  - Sanitation Systems
  - Water Supply

Ground Shaking

The most significant earthquake action in terms of potential structural damage and loss of life is ground shaking. Ground shaking is the movement of the earth's surface in response to a seismic event. The magnitude of the earthquake, distance from the epicenter, and characteristics of surface geology determine the intensity of the ground

shaking and the resultant damages. This hazard is the primary cause of the collapse of buildings and other structures.

Liquefaction

Many areas may have buildings destroyed or unusable due to the phenomenon of liquefaction. Liquefaction is the loss of shear strength of a soil. The shear strength loss results from the increase of water pressure caused by the rearrangement of soil particles induced by shaking or vibration. Liquefaction has been observed in many earthquakes, usually in soft, poorly graded granular materials (i.e., loose sands), with high water tables. Liquefaction usually occurs in the soil during or shortly after a large earthquake. In effect, the liquefacted soil strata behave as a heavy fluid. Buried tanks may float to the surface and objects above the liquefacted soil may sink. Pipelines passing through liquefacted materials typically sustain a relatively large number of breaks in an earthquake.

Damage to Vital Public Services, Systems and Facilities

- **Bed Loss in Hospitals**: Sonoma County has 8 major medical facilities, and several of the acute care hospitals may be lost due to structural damage. In addition, even the most modern hospitals can be incapacitated by non-structural damage. Earthquake shaking can damage sensitive equipment, topple storage units, and dislodge ceilings or light fixtures. Damage to water pipes could flood portions of buildings. Damages can be serious, and it can cause major areas within hospitals to be nonfunctional during the critical hours immediately following a major quake. This will decrease the number of beds available and create the need for alternate treatment facilities or field hospitals. Although a percentage of the remaining beds could be made available by discharging or transferring non-emergency patients, it will probably be necessary to receive an immediate influx of emergency medical aid and/or export some of the seriously injured to out-of-county facilities.

- **Building Survivability**: An earthquake could shake all parts of Sonoma County. Every building in the County is exposed to high risk of damage in earthquakes by virtue of being located in a seismically active part of the country. Some of these structures face an elevated risk because they are located in high hazard zones, such as near the fault, on liquefiable soils, or on slopes subject to landslides. Other structures face high risk because their construction quality is inadequate to withstand strong shaking, primarily because they were built decades ago before modern building codes were enacted.

- **Communications**: System failure, overloads, loss of electrical power and possible failure of some alternate power systems will affect telephone and cellular systems. Numerous failures can be expected to occur, and the systems will be overloaded beyond capacity. The anticipated damage could disable up to 80% of the telephone system for one day. In light of this, emergency planners

should not expect the use of telephone or cellular systems for the first few days after the event.

- **Dam and Flood Control Channels**: Based upon current design parameters, construction practices and ongoing programs of review and modification, catastrophic dam failure is considered unlikely. The Warm Springs Dam at Lake Sonoma is of modern construction and is closely monitored by an array of seismic sensors. However, many flood control channels are expected to suffer minor damage. Pumping stations in coastal communities are expected to fail due to liquefaction.

- **Electrical Power**: Major power plants are expected to sustain some damage due to liquefaction and the intensity of the earthquake. Up to 60% of the system load may be interrupted immediately following the initial shock. According to representatives of PG&E, electrical power may not be rerouted, resulting in wide spread outages for an undefined period of time. A great deal of the imported power is expected to be lost. In areas of greatest shaking, it should be anticipated that some distribution lines, both underground and surface, would be damaged. Much of the affected area may have service restored in days; areas that suffer extensive damage or have underground distribution may require a longer time.

- **Fire Operations**: Although total collapse of fire stations is not expected, possible disruption of utilities, twisted doors and loss of power can create major problems. Numerous fires due to disruption of power and natural gas networks can be expected. Many connections to major water sources may be damaged and storage facilities would have to be relied on; water pressure and supply could be inadequate to non-existent. First response from fire personnel is expected to be damage assessment and determining resources needed for response and recovery needs. Response could be further complicated and delayed by the disruption of transportation routes. Secondary responses by the fire service will focus on search and rescue of trapped persons.

- **Roads, Highways and Bridges**: Many roads in the county traverse areas subject to liquefaction and landslides. Roadways that experience liquefaction can develop very large cracks that prevent their use, and can develop smaller cracks and sinkholes that impede traffic. Landslides triggered by earthquakes can both block and rip out sections of roads. Numerous roads will be subject to delays and detours. Damage to freeway systems is expected to be major, despite seismic upgrades. Portions of surface streets in the vicinity of freeways may be blocked due to collapsed overpasses. Many surface streets in the older central business districts will be blocked by debris from buildings, falling electrical wires and pavement damage. Local bridges that have not been seismically retrofitted may experience a high percentage of failure.

- **Natural Gas**: Particularly in the areas of intense ground shaking, damage to natural gas distribution networks will consist of; (a) isolated breaks in major transmission lines, and (b) numerous breaks in mains and individual service connections within the distribution systems. Numerous leaks in the distribution system will affect a major portion of the urban areas, resulting in a loss of service for extended periods. Fires should be expected at a small percentage of rupture sites both in the transmission lines and the distribution system. Transmission pipelines serving the Santa Rosa plain are most vulnerable to damage caused by liquefaction.

- **Hazardous Materials**: The County has many sites containing hazardous materials. These sites include drycleaners, gas and service stations, agricultural sites, industrial sites, and high-tech facilities. The majority of the sites of most concern are clustered along U.S. 101 or associated with the Geysers geothermal field. Earthquake shaking can release hazardous materials. There is the potential that trucks or train cars carrying dangerous materials could be tipped over by an earthquake and materials dangerous to health or the environment could be released. Some of these sources may contain gases or liquids that are potentially harmful to human health. Leaking products present a serious fire hazard.

- **Sanitation Systems**: Many of the wastewater treatment facilities could be disrupted up to 6 months, depending on the severity and intensity of the earthquake and damage caused by liquefaction. There is a limited amount of storage available in the wastewater treatment plants; if the treatment train cannot be restored before the storage is exceeded, wastewater will require discharge with emergency chlorination to reduce health hazards. Overflow of sewage through manholes and from ponds can be expected due to breaks in sewer mains and loss of power. As a result, there may be danger of excessive collection of explosive gas in sewer mains, and flow of untreated sewage in some street gutters. Many house sewer connections will break and plug.

- **Water Supply**: Several ruptures are anticipated along the water pipelines in the County. A majority of water wells are expected to be disabled by loss of electricity and the lack of backup power sources. In addition, shear forces could render about a third of the wells inoperative for an indefinite period. Water availability and distribution for needed life support, to treat the sick and injured and for fire suppression activities is of major concern to each community.

Pandemic Influenza

The worst natural disaster in modern times was the infamous "Spanish flu" of 1918-1919, which caused 20 million deaths worldwide and over 500,000 deaths in the U.S. Although the Asian influenza pandemic of 1957 and the Hong Kong influenza pandemic of 1968 were not as deadly as the Spanish influenza pandemic, both were associated with high rates of illness and social disruption.

Influenza is a highly contagious viral disease. Pandemics occur because of the ability of the influenza virus to change into new types, or strains. People may be immune to some strains of the disease either because they have had that strain of influenza in the past or because they have recently received influenza vaccine. However, depending on how much the virus has changed, people may have little or no immunity to the new strain. Small changes can result in localized epidemics, however, if a novel and highly contagious strain of the influenza virus emerges, an influenza pandemic can occur and affect populations around the world.

California, with its West Coast location and several major ports of entry for flights and shipping from Asia (a likely location for the development of a novel virus), would likely be among the first U.S. locations for an influenza pandemic to establish a foothold. The California Department of Health Services (CDHS) estimates that the impact of an influenza pandemic on California's population of 35 million would include:

- 8.8 million persons ill with influenza (estimated range: 5.3 million to 12.3 million)
- 4.7 million outpatient visits (estimated range: 2.8 million to 6.6 million)
- 97,200 persons hospitalized (estimated range: 58,300 to 136,000)
- 21,500 deaths (estimated range: 12,900 to 30,200).

An influenza pandemic is unlike any other public health emergency or community disaster. Many experts consider influenza pandemics to be inevitable, yet no one knows when the next one will occur, and there may be very little warning. Most experts believe that we will have between one and six months between the time that a novel influenza strain is identified and the time that outbreaks begin to occur in the U.S. Outbreaks are expected to occur simultaneously throughout much of the U.S., preventing sharing of human and material resources that normally occur with other natural disasters. The effect of influenza on individual communities will be relatively prolonged -- weeks to months -- when compared to minutes-to-hours observed in most other natural disasters.

Because of the substantial lead times required for vaccine production once a novel strain has been identified, it is likely that vaccine shortages will exist, especially during the early phases of the pandemic. Effective preventive and therapeutic measures -- including antiviral agents -- will likely be in short supply, as may some antibiotics to treat secondary infections. When vaccine becomes available, it is expected that individuals will need an initial priming dose followed by a second dose approximately 30 days later to achieve optimal antibody responses and clinical protection. Health-care workers and other first responders will likely be at even higher risk of exposure and illness than the general population, further impeding the care of victims. Widespread illness in the community will also increase the likelihood of sudden and potentially significant shortages of personnel in sectors who provide critical community services: health-care workers, military personnel, police, firefighters, utility workers, and transportation workers are vulnerable.

Based on estimates from the Centers for Disease Control and County Public Health, a future pandemic could produce the following results:

Result	United States	Sonoma County
Severe Illness	40 - 120 million	122,000
Hospitalized	314,000 – 734,000	1,400
Death	89,000 – 207,000	330
Economic Losses	$71 billion - $166 billion	$1 billion - $3 billion

Because Sonoma County cannot be isolated, its residents are subject to contracting and spreading the illness. The population is centered along the U.S. 101 transportation corridor which could speed the transmission of the influenza as well as impact response efforts. Depending on the perceived risk, large numbers of the public may leave the urban centers of the Bay Area. Under California law and Sonoma County Code, the County Health Officer has the primary responsibility for responding to a public health emergency such as influenza pandemic.

Radiological Incident

The release of nuclear (radiological) materials has the potential for adverse impacts upon human health, the environment and property, depending upon the type, location, and quantity of material released. Although accidental radiological material release incidents can happen almost anywhere, certain areas of the county are at higher risk. Jurisdictions that are near roadways that are frequently used for transporting nuclear materials and jurisdictions with industrial facilities that use or store such materials, have increased potential for major mishaps.

Releases of radioactive materials have caused fatalities and injuries, necessitated large scale evacuation, and made large amounts of property uninhabitable. Radioactivity in gaseous form has caused injuries and fatalities among emergency response teams and others in proximity to the event. Serious health effects have also resulted from radioactive materials entering surface or ground water supplies.

As Sonoma County is considered to be a combined suburban and rural area, it is removed from the risks of radiological materials emergencies normally associated with a more urbanized environment. The central portion of the County along the U.S. 101 corridor contains the majority of facilities closely associated with radioactive materials. These facilities are generally limited to small industrial parks, medical facilities, and hospitals within or near the incorporated cities. The eastern and western portions of the County are primarily rural with mostly forested or agricultural areas.

The County and its nine cities do not have the large industrial complexes normally associated with a high incidence of radioactive material emergencies. However, should

a radioactive material emergency occur, resources that some urban communities draw upon may not be immediately available to Sonoma County. Consequently, it is estimated that significant out-of-county assistance may be unavailable for a period of two to five hours or longer if the incident were to occur at a peak traffic time.

Terrorism

Terrorism is the use of force or violence against persons or property in violation of the criminal laws of the United States for purposes of intimidation, coercion or ransom. Terrorists often use threats to create fear among the public, to try to convince citizens that their government is powerless to prevent terrorism, and to get immediate publicity for their causes. Acts of terrorism include threats, assassinations, kidnappings, hijackings, bombings, cyber-attacks, and chemical, biological and nuclear weapons. In a school setting, terrorism is most likely going to occur as a shooter on campus situation.

Terrorist activities are an increasing threat to our society, and those attacks have occurred against both the public and private sectors. Attacks have been directed against government and corporate leaders, private individuals, governing bodies and related agencies, police and other public service personnel and their facilities, public utility facilities, financial institutions, communication facilities, etc. Government can, to some extent, prepare for these types of attacks with plans to deter or react to a given scenario. Homeland Security grant funding has provided Sonoma Op Area agencies with many additional first responder capabilities that would be used in such an attack. Working relationships with first responders and specialized response teams have been enhanced and expanded.

Since terrorism could occur anywhere in Sonoma County, response plans and/or concepts have been developed for use and adaptability throughout the county. A terrorist activity emergency has its own unique characteristics and must be dealt with in accordance to its magnitude and with an appropriate level of response. The incident might be handled in a relatively short time period or it might go on for days. Response to such an event is the primary responsibility of law enforcement.

Chemical/Biological

Intentional release of such weapons would cause considerable damage. If an incident were to occur in a densely populated area, large numbers of casualties could be expected. Still, there are several factors that would determine the scope of such an event. The amount and effectiveness of the selected agent or chemical, method of dispersal, weather conditions, vicinity to population centers, time of day and the expertise of the responding agencies to recognize such an attack would dramatically affect the outcome. Similar to emerging infectious diseases, early detection and control of biological or chemical attacks is vital to the success in limiting the scope of damage.

Chemical terrorism acts are likely to be identified by police, fire and EMS because of their immediate and obvious symptoms. Conversely, attacks with biological agents are liable to be covert, and therefore much more difficult to recognize. Biological agents will not have an immediate impact because of the delay between exposure and the onset of illness (the incubation period), thus compounding the difficulty of early detection. Moreover, the first casualties will probably be identified by physicians or other primary healthcare providers, and most likely be exhibiting signs of an ordinary viral infection. Recognizing that the symptoms are a result of a biological agent will be extremely difficult without prior experience or training, and an awareness of a preceding event.

Only a short window of time exists between the identification of the first cases and before a second, larger wave of the populace becomes ill. During this phase, emergency officials will need to determine that an attack has occurred, identify the organism, and enact prevention and prophylactic strategies. Responding to large-scale outbreaks caused by bacterial pathogens will require the speedy mobilization of public health workers, emergency responders, and private health care providers. They will also require rapid procurement and distribution of large quantities of drugs and vaccines, which must be available quickly to prevent successive waves of transmission.

Nuclear

A nuclear weapon detonation would have distinct and unique characteristics. Some of the expected dangers from such a detonation would be blast and overpressure, intense heat and light, nuclear radiation (fission and fusion), electromagnetic pulse (EMP), and radioactive fallout. The damage caused by a nuclear explosion is related to the yield of the weapon, type of burst, proximity to the blast, geography, weather, the vicinity to population centers, time of day and the types of construction used on the impacted buildings. Unquestionably, any explosion of a nuclear device no matter the yield, would severely strain, and perhaps cripple the local emergency response infrastructure. The multiple, large-scale hazards resulting from such a blast would, at minimum, delay response. Damage and casualties near the blast would be horrific and massive. The out-lying areas would also have numerous fires, collapsed and damaged buildings, significant casualties and be within the radioactive fallout zone. Great numbers of people would be killed, injured, displaced, and the need for medical, morgue and shelter services would be tremendous.

Radiological Dispersal Device/"Dirty Bomb"

A Radiological Dispersal Device (RDD) or "Dirty Bomb" is a Weapon of Mass Disruption, as opposed to a Weapon of Mass Destruction. A dirty bomb combines a conventional explosive, such as dynamite, with radioactive material. Generally, the conventional explosive would have more immediate lethality than the radioactive material. The most probable sources of radiation in a dirty bomb would not emit enough radiation to kill or cause severe illness in humans.

The extent of local contamination would depend on a number of factors, including the size of the explosive, the amount and type of radioactive material used, and weather conditions. Prompt identification of the kind of radioactive material employed would greatly assist local authorities in advising the community on protective measures, such as quickly leaving the immediate area, or going inside until being further advised. Subsequent decontamination of the affected area could involve considerable time and expense. For example, certain radioactive materials, dispersed in the air, could contaminate up to several city blocks, creating fear and possibly panic and requiring potentially costly cleanup. Prompt and accurate public information should be distributed to prevent the panic sought by terrorists.

A second type of RDD might involve a powerful radioactive source hidden in a public place, such as a trash receptacle in a busy bus or transit station, where people passing close to the source might get a significant dose of radiation.

Recovery, following a disturbance, will not be instantaneous. The restoration will require a continued effort by all involved departments and agencies and elements of the private sector. Community interaction will include restoration of the area to its former condition by terminating emergency regulations and restrictions, removal of barricades, clean-up of debris, and the restoration of services, utilities, transportation routes, and traffic movement and patterns.

Transportation Accident

A major incident involving automobile, truck, bus, airplane, helicopter or any combination of vehicles could result in a large number of casualties and significantly impact regional transportation systems. The ability of emergency responders to minimize suffering, disability, death and transport victims to hospitals will be directly affected by the time of day and traffic congestion. A major incident on any of the primary routes will produce road closures of at least four or more hours. Extensive search and rescue operations may be required to assist trapped and injured persons. Emergency medical care and temporary shelter would be required for injured or displaced persons. Identification, movement and temporary storage of any significant number of dead will be difficult. Families may be separated, particularly if the incident should occur during working hours. In some instances the loss of communications and disruption of other essential services may hamper emergency operations. Under certain circumstances, government effort will be required to remove debris and clear roadways, demolish unsafe structures, and assist in reestablishing public services. It may be necessary to provide continuing care and welfare for the affected population, including temporary housing for displaced persons and psychological support to emergency response workers.

A transportation accident may lead to other threats, such as a hazardous materials incident, fire, severe damage to nearby buildings or vehicles, loss of life in either adjacent buildings or vehicles and pedestrians.

Air Crash

Though an air crash into the urban environment is always a possibility, the probability of one occurring in Sonoma County appears low. A major air crash that occurs in a heavily populated residential area can result in considerable loss of life and property. The impact of a disabled aircraft as it strikes the ground creates the potential for multiple explosions, resulting in intense fires. Regardless of where the crash occurs, it may cause injuries, fatalities and the destruction of property at and adjacent to the impact area. The time of the crash can also affect the number of dead and injured. Damage assessment and disaster relief efforts associated with an air crash incident will require support from local governments, private organizations and in certain instances, the state and federal governments.

There are six airports in Sonoma County open for public use. Two are privately owned (Sonoma Skypark and Sonoma Valley), three are owned by cities (Cloverdale, Healdsburg and Petaluma airports) and one is owned by the County of Sonoma (Sonoma County Airport). These airports all have general aviation activity consisting of single-engine and twin-engine piston-powered aircraft. Twin-engine turboprop and jet powered aircraft utilize the Sonoma County Airport and, to a lesser extent, the Petaluma Airport. The Sonoma County Airport is the largest airport in the County. The airport is located approximately four miles northwest of the Santa Rosa city limits on Airport Boulevard west of U.S. 101. The County Airport is the only service point for commuter airlines and scheduled airlines.

Trucking Incident

A major truck incident that occurs in a heavily populated industrial area or residential area can result in considerable loss of life and property. Potential hazards include overturned tank trailers, direct impact either into a residence or industrial building, or entering into the normal flow of traffic.

The main transportation arteries through Sonoma County are U.S. 101 and Highways 1, 12, 37, 116, 121 and 128. U.S. 101 and Highway 37 are heavily used most hours of the day. Control of vehicular traffic around the affected area of a multi-casualty or hazardous materials incident will be a problem at any time. During commute hours, the problem will be severely compounded. Expediting the flow of emergency response vehicles through the area and diverting nonessential traffic will be problematic. In cases where emergency traffic movement requirements exceed available road space, traffic must be rerouted with alternate routes and closure points.

Tsunami

A tsunami is a series of traveling ocean waves, generated by disturbances below or near the ocean. As the tsunami crosses the deep ocean, its length from crest to crest may be a hundred miles or more, its height from trough to crest only a few feet. It cannot be felt aboard ships in deep water and cannot be seen from the air, but in deep

water, tsunami waves may travel at speeds exceeding 600 miles per hour. As the waves enter shallower waters near coastlines, its velocity decreases and wave height increases. Waves can crest to heights of more than 100 feet and strike the coast with devastating force. Tsunamis can come in a series that may impact the coastline for several hours, and the danger is not over until the entire wave-series has passed. All tsunamis, are potentially dangerous, though they may not damage every coastline they strike. At this time, the amplitude or size of tsunamis in specific locations cannot be predicted. A small tsunami at one beach can be a giant one a few miles away.

In order to generate a giant tsunami, an earthquake must have certain characteristics:
  o The earthquake must occur near the tectonic plate boundary. An earthquake in the middle of a tectonic plate will not cause a tsunami.
  o The earthquake must be large enough (> 9.0M) to cause the sea floor to move vertically over a large area. This propulsive force displaces water in large enough amounts to cause waves.
  o The focus of the earthquake must be shallow (< 43 miles) enough to rupture the surface.

Local or near source tsunamis, caused by offshore faults or coastal or submarine landslides, have the potential to cause greater wave heights locally, than distant origin tsunamis. The largest historic local-source tsunami on the west coast was caused by the 1927 Point Arguello, California, earthquake that produced waves of about 7 feet in the nearby coastal area.

Damaging tsunamis are rare but potentially catastrophic events that present a danger to the people of California. Over 80 tsunamis have been observed or recorded along the coast of California in the past 150 years. 9 have caused minor damage to ports and harbors and 2 have caused major damage. Tsunamis that damaged California's coast have originated throughout the Pacific basin, including South America and Alaska. Four events have caused deaths; the worst occurred in 1964 when 12 people died in California from the tsunami generated by the Great Alaska earthquake.

Tsunamis can crush buildings, smash vehicles and boats, uproot trees, disrupt vital public services, systems and facilities. The outflow of water back to the sea between waves can cause more damage than the original incoming wave fronts. Their effects may be aggravated by the secondary effects of fire. Efforts may be required to remove debris and clear roadways, reestablish public services and utilities and provide temporary housing for displaced persons.

It is essential to evacuate persons in low-lying coastal areas and around the rims of bays and harbors, for these areas consistently sustain the greatest damage by tsunamis. Potential danger exists for all areas within one mile of the coast and less than 50 feet above sea level for tsunamis of distant origin, and for all areas within one mile of the coast and less than 100 feet above sea level for tsunamis of local origin.

Local earthquakes can produce damaging tsunamis with very little warning time, however, there are natural warning signs of tsunamis. Ground shaking felt from a local earthquake and a rapid decrease in sea level are natural warning signs of approaching tsunami waves. People in low-lying coastal areas should heed these warnings as a sign to move to higher ground.

Sonoma County has a long coastline, and the highest impact from a tsunami will be felt in communities such as Sea Ranch, Jenner, and Bodega Bay, and the Sonoma Coast beaches. Areas within San Pablo Bay are not expected to receive large wave impact, but may sustain damage.

Wildland/Urban Interface Fire

The combination of highly flammable fuel, long dry summers and steep slopes creates a significant natural hazard of large wildland fires in many areas of Sonoma County. A wildland fire is a fire in which the primary fuel is natural vegetation. Wildland fires can consume thousands of acres of vegetation, timber and agricultural lands. Fires ignited in wildland areas can quickly spread, if unabated, to areas where residential or commercial structures are intermingled with wildland vegetation. Similarly, fires that start in urbanized areas can grow into wildland fires. Wildland/urban interface fire hazards are especially pronounced in areas of high structure densities adjacent to undeveloped areas with dense vegetation. Wildland/urban interface fires can result in death, injury, economic loss.

Wildfire behavior is based on three primary factors: weather, topography and fuel. Wildland fire season in Sonoma County starts in the weeks after the last spring rains and lasts until the first fall or winter rains. The months of August, September and October have the greatest potential for wildland fires as vegetation dries out, humidity levels fall, and off shore winds blow.

Wildland/urban fire hazards are especially pronounced in areas of high structure densities, narrow roads and high vegetative fuel loading. At risk are residential communities such as: Fitch Mountain, The Sea Ranch, Trinity Road/Cavedale, Montecito Heights, and other areas contiguous to the city limits of many incorporated cities within Sonoma County. In these areas old (pre-building code) and new structures are situated on narrow roads with very poor access/egress. Many of these buildings were designed as summer homes, but are now being occupied year round. This creates problems with inadequate parking and hinders access by fire apparatus and other emergency vehicles.

While the Sonoma County Fire Safe Code addresses new building construction in the unincorporated area, including a residential water supply and fire sprinkler requirement, there are no ordinances that address older buildings and their construction. Thus, older residential areas are more likely to have a large and damaging wildland/urban interface fire.

The population of tan oak vegetation in various areas of the County has particular risk due to the rise of Sudden Oak Death Syndrome. In specific areas, tan oak proliferation and the rapid encroachment of the disease has created an environment of increased vulnerability to wildland fire.

Wildfires can be caused by natural events, such as lightning or high winds. However, most wildland fires are human caused. Campfires, careless smokers, electrical sparks, and arson cause most wildland and wildland/urban interface fires. In Sonoma County, electrical equipment, such as power lines and transformers, has caused numerous fires. An emerging cause for concern is fires started by mowing, use of power equipment and other work around very dry vegetation. The September 2004 Geysers Fire was started by arcing in an electrical circuit box as the result of a faulty splice and consumed 12,525 acres. Trees growing into power lines have also caused large and damaging fires within the county.

Winter Storm

In recent years, winter storms in California have become more intense and longer lasting. Flash floods, mudslides, high coastal surf, coastal erosion, stream and creek flooding, snowstorms, and avalanches have all occurred in the state.

Storm systems typically blow into the North Bay from the west. Topography and altitude affect how much rain and wind a winter storm will bring. Storms hit the coastal hills, forcing the air upward and cooling it, causing condensation and dumping the heaviest rain on windward slopes and ridge tops. This phenomenon gives Cazadero and other west county areas up to 100 inches of rain, typically twice as much as Santa Rosa. Moving inland, the air descends and warms, drying out and producing a "rain shadow" of lighter precipitation on leeward slopes and across the valleys. This pattern is repeated as the air rises and falls, like a roller coaster, over inland hills and valleys. This weather phenomenon ensures that Cotati, Healdsburg, Santa Rosa, Rohnert Park and Windsor get less rain than their westerly neighbors in the hills. Southern areas around Petaluma and Sonoma typically get less rain than northern areas such as Cloverdale.

Authorities and References

The Field Act (Garrison Act and Riley Act)

Sets building code standards for construction and remodeling of public schools and assigns the responsibility for assuring building code compliance to the Division of the State Architect.

CA Education Code Section 560

Requires that school boards adopt written policy for use by schools in formulating individual civil defense and disaster preparedness plans.

The Comprehensive Safe Schools Plan (CA Education Code Section 32280-32289)

Requires schools to establish an earthquake emergency system:
- Develop a disaster plan
- Conduct periodic drop and cover drills, evacuation procedures and emergency response actions- once each quarter in elementary schools and once each semester in secondary schools
- Provide training to students and staff in emergency response procedures
- Be prepared to have your school serve as a possible public shelter
- Take mitigation measures to ensure the safety of students and staff, such as securing equipment and furniture

Post Disaster Shelters

Schools are required by both federal statute and state regulation to be available for shelters following a disaster.
- The American Red Cross has access to schools to set up shelters
- Local governments have access to schools to set up shelters
- Plan and make arrangements in advance to assure that you are prepared

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites*. Ordering information is available from the CA Emergency Management Agency (510) 286-0895.

Disaster Service Workers (CA Government Code Section 3100)

All school employees are considered disaster service workers, and may be subject to disaster service activities when an emergency has been proclaimed on the local or state level, or when a disaster declaration is made on the federal level. As such, all employees are required to take and subscribe to the oath of affirmation in Section 3 of Article XX of the Constitution of California. If the employee does not take and subscribe to the oath, public agencies will not reimburse or compensate the employee for any expenses incurred.

The Petris Bill (CA Government Code Section 8607)

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS).
- Incident Command System (ICS) – organizes response efforts into five basic functions: Management/Command, Operations, Logistics, Planning/Intelligence, and Finance/Administration
- Emergency Operations Center (EOC) – establishes a central area of control using the same basic functions as ICS
- Coordination of all efforts with the operation area (county) EOC, city EOC, and county office of education EOC
- Incorporate SEMS into all school plans, training and drills
- Document the use of SEMS during an emergency

Homeland Security Presidential Directive 5

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 which directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS). The Directive requires federal departments and agencies to make the adoption of NIMS, by state and local organizations, a condition of federal preparedness assistance (grants, contracts and other activities. Minimum training requirements for all school employees (as designated Disaster Service Workers) are IS-100, IS-200, and IS-700.

The Language of Emergency Management

Common Acronyms

ARC	American Red Cross
ACS	Auxiliary Communications Service
Cal EMA	California Emergency Management Agency
CERT	Community Emergency Response Team
DAC	Disaster Assistance Center
DES	Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FCC	Federal Communications Commission
FEMA	Federal Emergency Management Agency
FRS	Family Radio System
HAZMAT	Hazardous Materials
IAP	Incident Action Plan
IC	Incident Commander
ICP	Incident Command Post
ICS	Incident Command System
JIC	Joint Information Center
JIS	Joint Information System
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OASIS	Operational Area Satellite Information System
Op Area	Operational Area
OPS	Operations Section
PA	Public Address
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Services
S&R	Search & Rescue Team
SCOPE	School Communities Organized to Prepare for Emergencies
SEMS	Standardized Emergency Management System
SOP	Standard Operating Procedure
SIT STAT	Situation Status Team
USAR	Urban Search and Rescue
VOAD	Voluntary Organization Active in Disasters
VRC	Volunteer Reception Center

Common Terminology

activate (v) to implement a response section team or plan

damage assessment (n) process used to determine the amount and severity of damage caused by a disaster or emergency

Disaster Assistance Center (DAC) (n) location established in a disaster area that houses all federal, state, and local agencies that deal directly with the needs of individual victims. DACs are established only after a Presidential Declaration

Disaster Service Worker (n) all public employees in California are subject to such emergency or disaster activities as may be assigned by their supervisors or by law

Emergency Alert System (EAS) (n) program of the Federal Communications Commission (FCC) to coordinate the dissemination of emergency information via commercial broadcasters

Emergency Operations Center (EOC) (n) the location from which centralized management is performed during emergency response

Emergency Operations Center Director (n) title within the Incident Command System given to the individual responsible for overall coordination of response and resources for the school district

Emergency Operations Plan (EOP) (n) the plan that each district/school has for responding to disasters and school crises

Incident Action Plan (IAP) (n) plan prepared on-site by the Incident Commander and Planning/Intelligence Chief to guide the emergency response

Incident Commander (IC) (n) title within the Incident Command System given to the individual responsible for the overall management of an emergency response at a school site

exercise (n) a simulated emergency situation designed to evaluate an organization or agency's level of preparedness and Emergency Operations Plan

Federal Disaster Assistance (n) federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act

first responder (n) personnel that are often the first to arrive on scene, e.g., law enforcement, fire fighters, emergency medical services, public works, public health

hazard (n) a source of danger or element of risk to people, property, or the environment

hazard mitigation (n) measures taken to eliminate or reduce the potential damage or injury from a disaster

Incident Command System (ICS) (n) a field-based emergency management system developed to respond efficiently to an incident

Level I Emergency (n) minor to moderate emergency, such as major outage, bomb threat, isolated fire, or minor earthquake (no injuries or significant damage)

Level II Emergency (n) moderate to severe emergency, such as a major fire, moderate earthquake, bomb explosion (with injuries and/or structural damage)

Level III Emergency (n) major emergency or disaster, such as a major earthquake or nuclear explosion

management by objectives (n) a method of management whereby the Incident Commander establishes overarching goals and develops specific tasks and assignments in support of those goals

mass care facility (n) location where food, lodging, clothing, first aid, welfare inquiry and social services are available for disaster victims

mass prophylaxis (n) distribution and administration of medicines, vaccinations or inoculations to the public on a mass scale in response to a public health threat

Memorandum of Understanding (MOU) (n) pre-disaster agreement between agencies to render support (personnel, equipment, facilities) during times of emergency

Operational Area (Op Area) (n) intermediate level of the state emergency, consisting of a county and all of the political subdivisions and special districts within its boundaries

pandemic (n) global outbreak of a novel disease that affects a large portion of the human population for which there is little or no immunity

preparedness (n) phase of emergency management for employee in-service training in emergency responsibilities, such as prevention of injuries and property damage, first aid and other response and rescue operations, and acquisition of adequate supplies and equipment required to respond to an emergency

recovery (n) phase of emergency management for the initiation of short range and long range recovery plans at each effected site to return to normal operations following an emergency

response (n) phase of emergency management for in which all employees take appropriate steps in an emergency situation to put the emergency plan into action

section (n) organizational level in the Incident Command System responsible for a functional area of incident response, e.g., Logistics

Section Chief (n) title within the Incident Command System given to individuals responsible for the command of a functional section

triage (v) process of rapidly classifying patients on the basis of urgency of treatment

Unified Command (n) structure that brings together the Incident Commanders of all major organizations involved in the incident in order to coordinate an effective response while also carrying out their own jurisdictional responsibilities.

ANNEX A
Checklists and Forms

Table of Contents

Emergency Contact Numbers

From a LANDLINE, dial 9-1-1 for:

- Fire Department
- Police Department
- Sheriff's Office
- Highway Patrol

To call the Sheriff's Dispatch from a CELL PHONE, in Sonoma County, dial:
(707) 565-2511

District office contact numbers: 542-7375

Name	Number	Name	Number
Tony Roehrick	D.O. x 4115		
Joe Pandolfo	D.O. x 4114		
Terry Metzger	D.O. x 4126		
Daniel Hebel	D.O. x 4128		

School Site contact numbers:

Name	Number	Name	Number

Other on-site entities (preschool, special education classrooms, day care, etc):

Organization	Name	Number

Local fire department's information line, 543-3500

Local law enforcement's information line, 528-5222

The **District Office EOC Director** is requested to contact SCOE, who will alert the local emergency broadcast stations, Press Democrat and key SCOE staff:
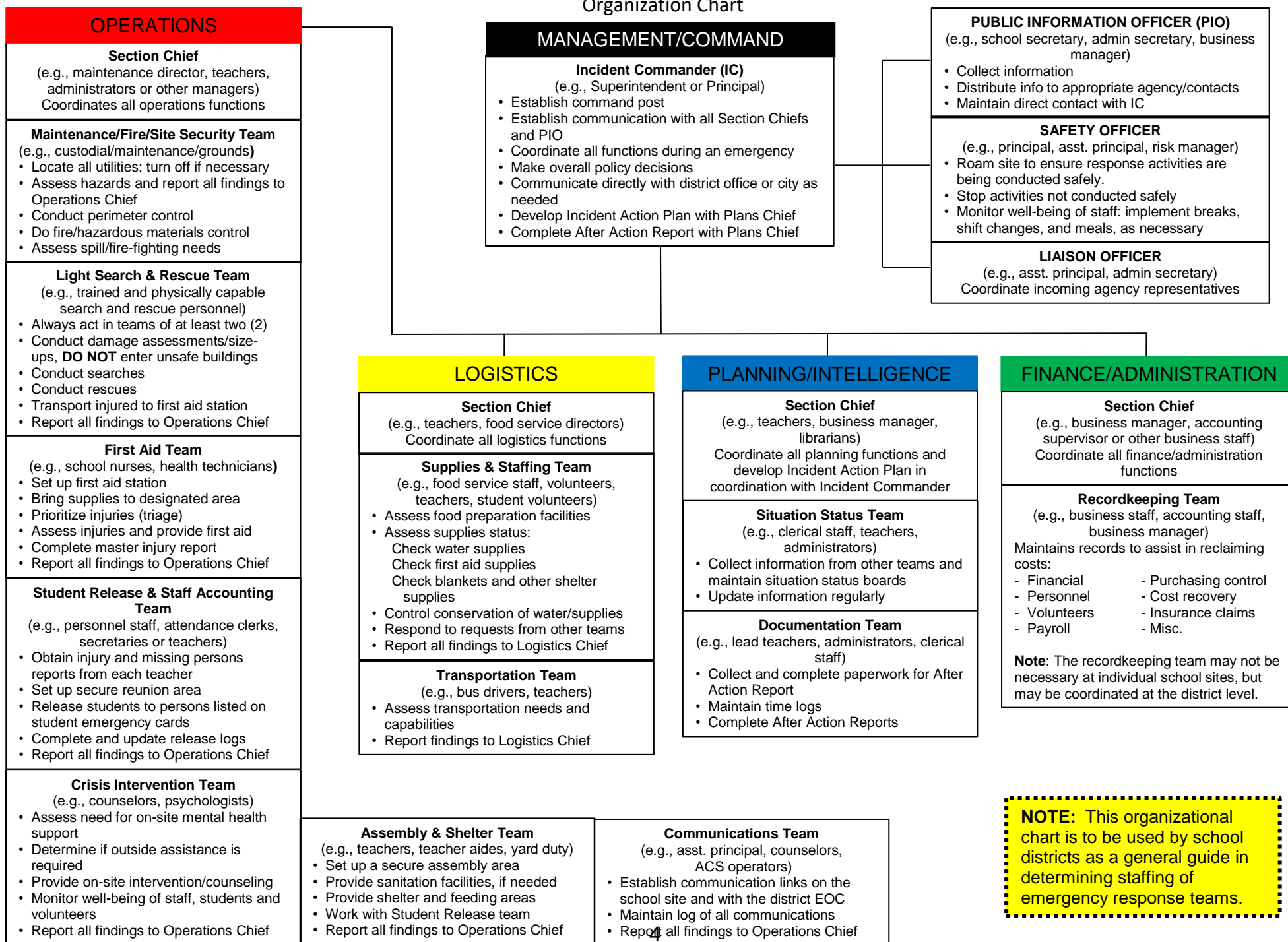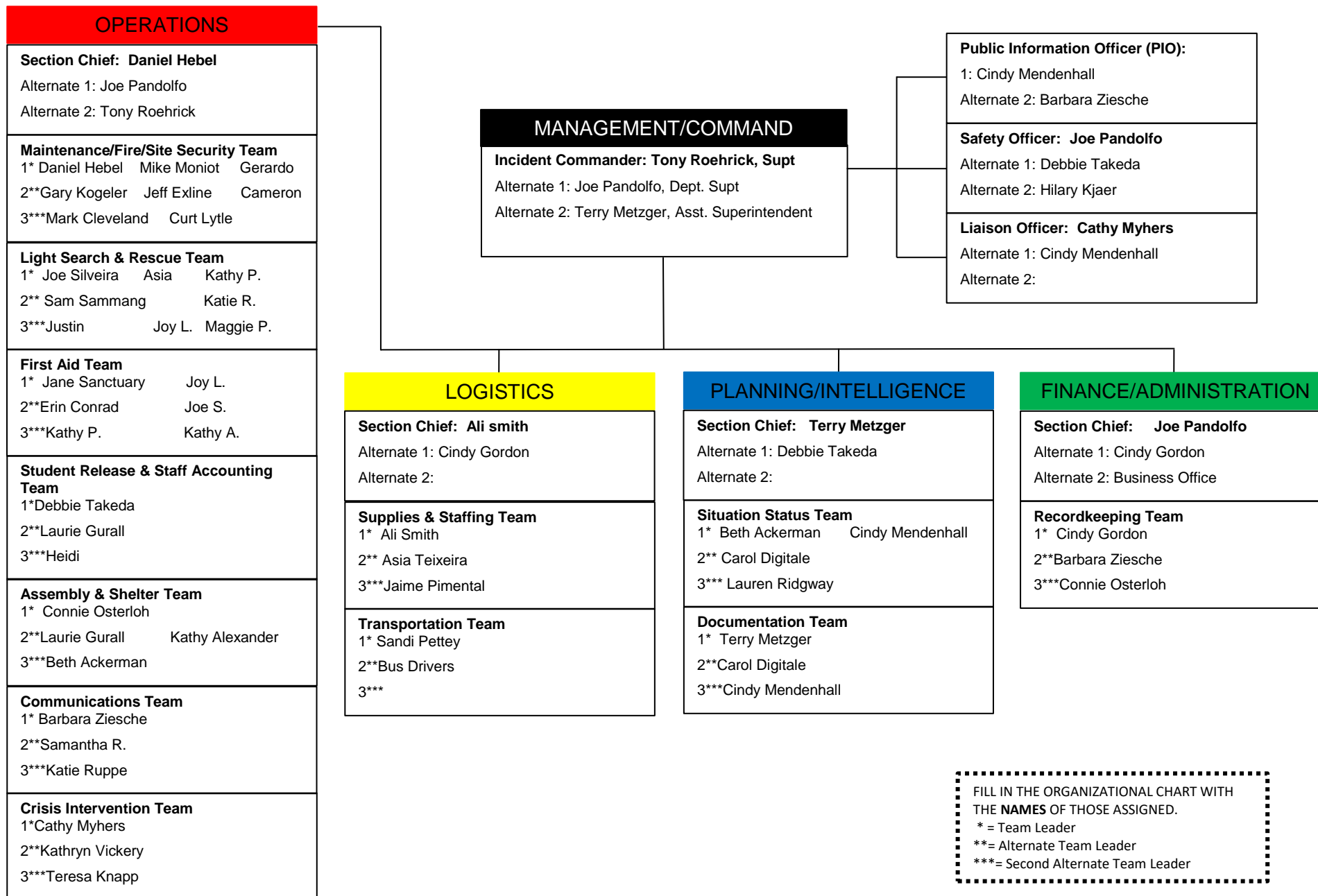School hours: (707) 524-2603 or (707) 524-2606.
Non-school hours contacts:

- Dr. Steve Herrington (707) 837-9087 (h) or (707) 695-1652 (c)
- Jim Cerretta (415) 827-5020 (c) or Mickey Porter (707) 292-0953 (c)

SAMPLE School Incident Command System (ICS)
Organization Chart

OPERATIONS

Section Chief
(e.g., maintenance director, teachers, administrators or other managers)
Coordinates all operations functions

Maintenance/Fire/Site Security Team
(e.g., custodial/maintenance/grounds)
- Locate all utilities; turn off if necessary
- Assess hazards and report all findings to Operations Chief
- Conduct perimeter control
- Do fire/hazardous materials control
- Assess spill/fire-fighting needs

Light Search & Rescue Team
(e.g., trained and physically capable search and rescue personnel)
- Always act in teams of at least two (2)
- Conduct damage assessments/size-ups, **DO NOT** enter unsafe buildings
- Conduct searches
- Conduct rescues
- Transport injured to first aid station
- Report all findings to Operations Chief

First Aid Team
(e.g., school nurses, health technicians)
- Set up first aid station
- Bring supplies to designated area
- Prioritize injuries (triage)
- Assess injuries and provide first aid
- Complete master injury report
- Report all findings to Operations Chief

Student Release & Staff Accounting Team
(e.g., personnel staff, attendance clerks, secretaries or teachers)
- Obtain injury and missing persons reports from each teacher
- Set up secure reunion area
- Release students to persons listed on student emergency cards
- Complete and update release logs
- Report all findings to Operations Chief

Crisis Intervention Team
(e.g., counselors, psychologists)
- Assess need for on-site mental health support
- Determine if outside assistance is required
- Provide on-site intervention/counseling
- Monitor well-being of staff, students and volunteers
- Report all findings to Operations Chief

MANAGEMENT/COMMAND

Incident Commander (IC)
(e.g., Superintendent or Principal)
- Establish command post
- Establish communication with all Section Chiefs and PIO
- Coordinate all functions during an emergency
- Make overall policy decisions
- Communicate directly with district office or city as needed
- Develop Incident Action Plan with Plans Chief
- Complete After Action Report with Plans Chief

PUBLIC INFORMATION OFFICER (PIO)
(e.g., school secretary, admin secretary, business manager)
- Collect information
- Distribute info to appropriate agency/contacts
- Maintain direct contact with IC

SAFETY OFFICER
(e.g., principal, asst. principal, risk manager)
- Roam site to ensure response activities are being conducted safely.
- Stop activities not conducted safely
- Monitor well-being of staff: implement breaks, shift changes, and meals, as necessary

LIAISON OFFICER
(e.g., asst. principal, admin secretary)
Coordinate incoming agency representatives

LOGISTICS

Section Chief
(e.g., teachers, food service directors)
Coordinate all logistics functions

Supplies & Staffing Team
(e.g., food service staff, volunteers, teachers, student volunteers)
- Assess food preparation facilities
- Assess supplies status:
  Check water supplies
  Check first aid supplies
  Check blankets and other shelter supplies
- Control conservation of water/supplies
- Respond to requests from other teams
- Report all findings to Logistics Chief

Transportation Team
(e.g., bus drivers, teachers)
- Assess transportation needs and capabilities
- Report findings to Logistics Chief

PLANNING/INTELLIGENCE

Section Chief
(e.g., teachers, business manager, librarians)
Coordinate all planning functions and develop Incident Action Plan in coordination with Incident Commander

Situation Status Team
(e.g., clerical staff, teachers, administrators)
- Collect information from other teams and maintain situation status boards
- Update information regularly

Documentation Team
(e.g., lead teachers, administrators, clerical staff)
- Collect and complete paperwork for After Action Report
- Maintain time logs
- Complete After Action Reports

FINANCE/ADMINISTRATION

Section Chief
(e.g., business manager, accounting supervisor or other business staff)
Coordinate all finance/administration functions

Recordkeeping Team
(e.g., business staff, accounting staff, business manager)
Maintains records to assist in reclaiming costs:
- Financial   - Purchasing control
- Personnel   - Cost recovery
- Volunteers   - Insurance claims
- Payroll   - Misc.

Note: The recordkeeping team may not be necessary at individual school sites, but may be coordinated at the district level.

Assembly & Shelter Team
(e.g., teachers, teacher aides, yard duty)
- Set up a secure assembly area
- Provide sanitation facilities, if needed
- Provide shelter and feeding areas
- Work with Student Release team
- Report all findings to Operations Chief

Communications Team
(e.g., asst. principal, counselors, ACS operators)
- Establish communication links on the school site and with the district EOC
- Maintain log of all communications
- Report all findings to Operations Chief

NOTE: This organizational chart is to be used by school districts as a general guide in determining staffing of emergency response teams.

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MANAGEMENT/COMMAND

Incident Commander: Tony Roehrick, Supt

Alternate 1: Joe Pandolfo, Dept. Supt

Alternate 2: Terry Metzger, Asst. Superintendent

Public Information Officer (PIO):

1: Cindy Mendenhall

Alternate 2: Barbara Ziesche

Safety Officer: Joe Pandolfo

Alternate 1: Debbie Takeda

Alternate 2: Hilary Kjaer

Liaison Officer: Cathy Myhers

Alternate 1: Cindy Mendenhall

Alternate 2:

OPERATIONS

Section Chief: Daniel Hebel

Alternate 1: Joe Pandolfo

Alternate 2: Tony Roehrick

Maintenance/Fire/Site Security Team
1* Daniel Hebel   Mike Moniot   Gerardo
2**Gary Kogeler   Jeff Exline   Cameron
3***Mark Cleveland   Curt Lytle

Light Search & Rescue Team
1* Joe Silveira   Asia   Kathy P.
2** Sam Sammang   Katie R.
3***Justin   Joy L. Maggie P.

First Aid Team
1* Jane Sanctuary   Joy L.
2**Erin Conrad   Joe S.
3***Kathy P.   Kathy A.

Student Release & Staff Accounting Team
1*Debbie Takeda
2**Laurie Gurall
3***Heidi

Assembly & Shelter Team
1* Connie Osterloh
2**Laurie Gurall   Kathy Alexander
3***Beth Ackerman

Communications Team
1* Barbara Ziesche
2**Samantha R.
3***Katie Ruppe

Crisis Intervention Team
1*Cathy Myhers
2**Kathryn Vickery
3***Teresa Knapp

LOGISTICS

Section Chief: Ali smith

Alternate 1: Cindy Gordon

Alternate 2:

Supplies & Staffing Team
1* Ali Smith
2** Asia Teixeira
3***Jaime Pimental

Transportation Team
1* Sandi Pettey
2**Bus Drivers
3***

PLANNING/INTELLIGENCE

Section Chief: Terry Metzger

Alternate 1: Debbie Takeda

Alternate 2:

Situation Status Team
1* Beth Ackerman   Cindy Mendenhall
2** Carol Digitale
3*** Lauren Ridgway

Documentation Team
1* Terry Metzger
2**Carol Digitale
3***Cindy Mendenhall

FINANCE/ADMINISTRATION

Section Chief: Joe Pandolfo

Alternate 1: Cindy Gordon

Alternate 2: Business Office

Recordkeeping Team
1* Cindy Gordon
2**Barbara Ziesche
3***Connie Osterloh

FILL IN THE ORGANIZATIONAL CHART WITH THE **NAMES** OF THOSE ASSIGNED.
 * = Team Leader
**= Alternate Team Leader
***= Second Alternate Team Leader

Management/Command Section Roster

Incident Commander/EOC Director

Primary:	Contact Info:
Tony Roehrick	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 1:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 2:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org

Public Information Officer

Primary:	Contact Info:
Tony Roehrick	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 1:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 2:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org

Liaison Officer

Primary:	Contact Info:
Terry Metzger	542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org
Alternate 1:	Contact Info:
542-7375 x 4126 c: 209-329-7700 tmetzger@rvusd.org	542-7375 x 4115 c: 321-8816 troehrick@rvusd.org h: 576-1478
Alternate 2:	Contact Info:

Safety Officer

Primary:	Contact Info:
Joe Pandolfo	542-7375 x 4114 c: 529-4409 jpandolfo@rvusd.org
Alternate 1:	Contact Info:
Daniel Hebel	542-7375 x 4128 c: 756-2570 dhebel@rvusd.org
Alternate 2:	Contact Info:

Emergency Operations Center Director Position Description
This position only applies to District Offices

The Emergency Operations Center Director (EOC Director) is the person responsible for coordinating emergency operations at the District Office. One of the primary responsibilities is to activate the Emergency Operations Center (EOC). During the emergency or disaster, the EOC Director will oversee response activities until or replaced by someone of higher authority (e.g., law enforcement, fire department). The EOC Director is responsible for developing district office specific Incident Action Plans (IAP) and the After Action Report (AAR) in cooperation with the Planning/Intelligence Chief. The EOC Director is also responsible for coordinating the flow of information from each school site to SCOE

Action Checklist
- Identify yourself as the EOC Director
- Read this entire checklist
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Assess nature and scope of emergency, determine if EOC activation is necessary
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Determine level of threat to people and facilities
- Implement emergency actions/plan as appropriate to situation
- Activate and brief Section Chiefs and teams as needed
- Meet with Management/Command Staff and Section Chiefs
- Work with Planning/Intelligence Chief to begin development of IAP
- Locate or designate an alternate EOC
- Monitor response activities by staying in communication with Section Chiefs
- Request regular status reports from each school site
- Coordinate local assistance as requested by school sites or request help via SCOE
- Issue status reports to SCOE on a regular basis
- Continue working with Planning/Intelligence Chief to plan the overall response by developing new IAPs for upcoming operating periods and revising plans as the situation develops

- Authorize PIO to release information to appropriate agencies
- Assign/re-assign personnel as needed
- Terminate response activities after making the determination that the incident has been resolved or at the direction of First Responders
- If the school sites have not done so, terminate response activities at school sites after making the determination that the incident has been resolved
- Authorize the deactivation of teams as appropriate and ensure that any pending actions will be completed after deactivation
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached
- After the incident, work with Planning/Intelligence Chief to develop AAR
- After the incident, work with the Finance/Administration Chief to recoup expenses, if possible

Go-Kit
- School District Office EOP
- EOC Director position description
- District Office map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- District office ICS Organizational Chart
- Normal Operations Template
- Staff rosters
- Emergency Contact Numbers
- Whistle
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- *School Incident Response Flow Chart*
- *School Incident Response Management Guide*
- Forms:
    - Section Activity Log
    - Section and Team Rosters
    - Incident Action Plan
    - Situation Status Report

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)

- Handheld radio
- Flashlight (w/batteries)
- AM/FM radio (w/batteries)
- Table and chairs

School Incident Response Flow Chart

```
┌────────────────────────────────┐
│      Affected School Site      │
│       Incident Commander       │
│    determines need to activate │
│   Incident Command Post (ICP)  │
└────────────────────────────────┘
                │
                ▼
┌────────────────────────────────┐
│     Notification of emergency  │
│        services via 911        │
└────────────────────────────────┘
                │
                ▼
┌──────────────────┐   ┌────────────────────────────────┐
│ PIO/Liaison      │◄──│  Incident Commander activates  │
│ Officer          │   │  ICP, assembles Management     │
└──────────────────┘   │        Section staff           │
         │             └────────────────────────────────┘
         ▼
┌────────────────────────────────┐
│     Notification of District   │
│         Superintendent         │
└────────────────────────────────┘
                │
                ▼
┌────────────────────────────────┐
│   Superintendent determines    │
│   need to activate Emergency   │
│    Operations Center (EOC)     │
└────────────────────────────────┘
                │
                ▼
┌──────────────────┐   ┌────────────────────────────┐   ┌────────────────────┐
│ PIO/Liaison      │◄──│  Activates EOC, assembles  │──►│ Determines if mutual│
│ Officer          │   │  Management Section staff  │   │   aid is required  │
└──────────────────┘   └────────────────────────────┘   └────────────────────┘
         │
         ▼
┌────────────────────────────────┐
│   Notifies Operational Area via│
│             SCOE               │
└────────────────────────────────┘
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School Incident Response Management Guide

Step 1: Gather the Facts
- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

Step 2: Determine Level of Response
- The Incident Commander (IC) shall determine the level of response required
    - o Readiness - Minimal Standby Activation
    Readiness is typically a "monitoring" phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.
    - o Local Emergency - Partial Activation of the ICP
    Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site's ICP or by the District's Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.
    - o Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC
    Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.
- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

Step 3: Document the response
- Ensure that **all** sections are keeping appropriate documentation
- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

Step 4: Manage the flow of information
- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

Step 5: Release and Debrief Staff
- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

Step 6: Prepare for Recovery
- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

Normal Operations Template

To assist in an emergency, administrative personnel should document critical information as to the organization and management of the school site. A copy of this form should be included in the EOC Director's Go-Kit. The district may also request a copy of each school site's Normal Operations Template.

NORMAL OPERATIONS TEMPLATE		
Name of school district: Rincon Valley Union School District		
Name of Superintendent: Dr. Tony Roehrick		
Supt's cell: 707-321-8816	D.O. phone:542-7375, 4115	D.O. fax: 542-9802
D.O. hours: 8:00 a.m. – 5:00 p.m.	Number of staff: 43	
Opening building time: 8:00 a.m.	Closing building time: 5:00 p.m.	
Custodial first in @ 6:30 a.m.	Last out @ 8:00 p.m.	
Location of custodial supplies:		
Location of Safety Data Sheets (formerly known as MSDS) for chemical supplies:		
Location of all D.O. gates; key numbers to gate padlocks:		
Where are emergency keys located or who has access?		
Location of roof access:	Roof key number:	Custodial closet key number:
Location of main water valves: Key number:		
Location of main electrical panel: Key number:		
Location of main telephone panel: Key number:		

Incident Commander Position Description

The Incident Commander (IC) is the person responsible for coordinating emergency operations on site. One of the primary responsibilities is to activate the Incident Command Post (ICP). During the emergency or disaster, the IC will oversee and direct response activities until relieved by an alternate, is dismissed by the District Superintendent or replaced by someone of higher authority (e.g., law enforcement, fire department). The IC is responsible for developing the Incident Action Plan (IAP) and the After Action Report (AAR) in cooperation with the Planning/Intelligence Chief.

Action Checklist

- Identify yourself as the Incident Commander
- Read this entire checklist
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Assess nature and scope of emergency, determine if ICP activation is necessary
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Determine level of threat to people and facilities
- Implement emergency actions/plan as appropriate to situation
- Activate and brief Section Chiefs and teams as needed
- Meet with Management/Command Staff and Section Chiefs
- Fill in the staffing form as positions are filled
- Work with Planning/Intelligence Chief to begin development of IAP
- Locate or designate an alternate IC
- Monitor response activities by staying in communication with Section Chiefs
- Issue regular updated status reports to the district office
- Continue working with Planning/Intelligence Chief to plan the overall response by developing new IAPs for upcoming operating periods and revising plans as the situation develops
- Authorize PIO to release information to appropriate agencies
- Assign/re-assign personnel as needed
- Terminate response activities after making the determination that the incident has been resolved or at the direction of the Superintendent or First Responders
- Authorize the deactivation of teams as appropriate and ensure that any pending actions will be completed after deactivation
- Return all equipment and reusable supplies to Logistics

- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached
- After the incident, work with Planning/Intelligence Chief to develop AAR

Go-Kit
- School site EOP
- Incident Commander position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas
- School ICS Organizational Chart
- Normal Operations Template
- Staff and student rosters
- Emergency Contacts
- Whistle
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- *School Incident Response Flow Chart*
- *School Incident Response Management Guide*
- Forms:
  - Section Activity Log
  - Section and Team Rosters
  - Incident Action Plan
  - Situation Status Report

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlight (w/batteries)
- AM/FM radio (w/batteries)
- Table and chairs

School Incident Response Flow Chart

Affected School Site Incident Commander determines need to activate Incident Command Post (ICP)

↓

Notification of emergency services via 911

↓

PIO/Liaison Officer ← Incident Commander activates ICP, assembles Management Section staff

↓

Notification of District Superintendent

↓

Superintendent determines need to activate Emergency Operations Center (EOC)

↓

PIO/Liaison Officer ← Activates EOC, assembles Management Section staff → Determines if mutual aid is required

↓

Notifies Operational Area via SCOE

School Incident Response Management Guide

Step 1: Gather the Facts
- Survey situation or dispatch personnel to survey
- Follow the School Incident Response Flow Chart to notify the appropriate authorities if necessary

Step 2: Determine Level of Response
- The Incident Commander (IC) shall determine the level of response required
  - Readiness - Minimal Standby Activation

    Readiness is typically a "monitoring" phase. Notification and briefing will be made to Incident Command Post (ICP) staff and management teams. This might occur if the incident occurs nearby, not on campus, but may have the potential to affect the campus.
  - Local Emergency - Partial Activation of the ICP

    Local Emergency is a site level response, the extent of which is determined by the IC. This level might be appropriate when an incident directly impacts the school site and outside resources are needed. The incident may be managed either by the school site's ICP or by the District's Emergency Operations Center (EOC). The ICP shall inform the District if they need assistance, and the EOC Director at the District will determine the level of activation at the EOC.
  - Local Disaster or Major Disaster - Full Scale Activation of the ICP and EOC

    Local Disaster or Major Disaster is a full scale response throughout all local government levels and possibly the state level. This type of response occurs in response to a major event such as an earthquake. All staff at the school site, the ICP, and at the district level, the EOC, will be fully activated. SCOE will be notified by the EOC during a Local Disaster or Major Disaster.
- The IC will activate the ICP as appropriate to the incident. The IC, management staff and section chiefs will evaluate the problem and determine the degree of impact on the school. The IC will determine response priorities and initiate response activities. The section chiefs will ensure that those activities proceed.
- Request assistance from the District as needed by contacting the District EOC.
- Re-evaluate level of response as the incident progresses.

Step 3: Document the response
- Ensure that **all** sections are keeping appropriate documentation
- Information and response documentation should be used to record response activities, information received, decisions made and justifications for those decisions

Step 4: Manage the flow of information
- Determine what information will be shared with the school community
- Prepare emails, letters, messages, press releases or other forms of communication to distribute to staff, students, parents, and the media.

Step 5: Release and Debrief Staff
- Release staff according to a previously established release priority list.
- Ensure all records are collected.
- Team Leaders shall debrief with their team just prior to release
- Section Chiefs shall debrief with their Team Leaders just prior to release
- IC shall debrief with Section Chiefs just prior to release

Step 6: Prepare for Recovery
- Create a recovery action plan to return to learning as soon as possible

Consider future response to anniversaries or other events that may trigger reactions from the staff/students

Normal Operations Template

To assist in an emergency, administrative personnel should document critical information as to the organization and management of the school site. A copy of this form should be included in the Incident Commander's Go-Kit and submitted to the district for reference.

NORMAL OPERATIONS TEMPLATE		
Name of school:		
Name of Principal:		
Principal's cell:	School phone:	School fax:
School population:	Number of staff:	
School office hours:	School session hours:	
Opening building time:	Closing building time:	
Custodial first in @	Last out @	
Location of custodial supplies:		
Location of Safety Data Sheets (formerly known as MSDS) for chemical supplies:		
After school activities:		
Location of all school gates and key numbers to gate padlocks:		
Where are emergency keys located or who has access?		
Location of roof access:	Roof key number:	Multi/MU key number::
Auditorium key number:	Cafeteria key number:	Custodial closet key number:
Location of main water valves: Key number:		
Location of main electrical panel: Key number:		
Location of main telephone panel: Key number:		
Location of student emergency cards: Key number:		

Public Information Officer Position Description

The Public Information Officer (PIO) is the school site's official spokesperson during emergency operations. The PIO releases information about the incident and response activities to the media until the District Office PIO is available. If the school site does not have a designated PIO, refer all requests for information to the District PIO.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Designate a media reception area, with IC approval
- Advise on site media of the time of the first press release or press conference
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Keep updated on response activities
- Request additional PIO staff if necessary
- Schedule regular press conferences, if appropriate
- Get approval from IC for all press releases/statements (see *Guidelines for Speaking to the Media* on the following page)
- Remind staff and volunteers to refer all parent and/or media questions to the PIO
- Arrange for the translation of announcements and response-related information, when appropriate
- Monitor news broadcasts and correct any misinformation as soon as possible
- Make sure IC is aware of all media-related activities
- Release and sign out PIO staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

Go-Kit

- PIO position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Sharpies, dry erase markers
- Masking tape/duct tape
- List of media contacts
- *Guidelines for Speaking to the Media*
- *Sample Press Release*
- Forms:
    - Section Activity Log

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- AM/FM radio (w/batteries)
- Newsprint or dry erase board and portable easel
- Scissors

Guidelines for Speaking to the Media

When speaking to the media about campus emergencies, it is extremely important to adhere to the following guidelines:
- **Read** all press statements
- Restate 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 any names**
- When answering questions 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

SAMPLE PRESS RELEASE

Event: Earthquake
Date/Time: March 1, 2008/8:00 AM
Release #:   001

Title of Release: Large Earthquake Causes Moderate Damage To ABC Elementary
                  School in Sonoma County

FOR IMMEDIATE RELEASE

EXAMPLE At 5:25 AM on March 1, 2012, an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC Elementary School located at 1234 Anywhere Blvd. in Santa Rosa, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Highway 101 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked to NOT go to the school as this will hamper response efforts.

School Districts throughout the county are instructed to call in to the SCOE office, (707) 524-2603, to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the Sonoma County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by calling the Operational Area Public Information Hotline at (707) 565-3856.

Further details will be provided when available.

Next Scheduled Release: As needed

###

Safety Officer Position Description

The Safety Officer (SO) is responsible for ensuring that all response activities are conducted safely. The SO has the authority to stop any response activity that would create an unsafe situation or put anyone at risk. The SO is responsible for communicating any possible safety hazards in the Incident Action Plan. The SO is responsible for the well-being of all staff and can implement shift changes, reassignments, breaks, and meals as necessary.

Action Checklist
- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Monitor emergency response activities for safe practices
- Request additional SO staff if necessary
- Identify and mitigate on-site hazards and unsafe situations whenever possible
- Stop or modify any unsafe activities or operations
- Ensure that school response teams are using appropriate personal protective equipment
- Anticipate future hazards
- Work with Maintenance/Fire/Site Security Team to determine if buildings are safe to enter; pass information to Ops Chief
- Create safety message to communicate any hazards in the Incident Action Plan
- Release and sign out SO staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Sign out and leave contact information in case you need to be reached

Go-Kit
- School site EOP
- SO position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Regional/neighborhood maps

- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
    - Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
    - Face masks
    - Hard hat (meeting ANSI Z89.1-1986)
    - Leather palm work gloves
- Flashlight (w/batteries)
- Handheld radio
- Forms:
    - Section Activity Log

Liaison Officer Position Description

The Liaison Officer is the point of contact for outside agency representatives offering organizational assistance during school site emergency response. The Liaison Officer coordinates the efforts of these outside agencies while on-site to ensure the proper flow of information. This person is also responsible for initiating and maintaining the Management/Command Section sign-in/sign-out portion of the Section Activity Log. They must ensure that every person assigned as Management/Command Section staff and Section Chiefs sign in when they are assigned and sign out when they are released.

Action Checklist

- Wait to be activated by the Incident Commander (IC)
- Initiate sign-in/sign-out procedures for Management/Command Section and Section Chiefs. Sign yourself in.
- Open Go-Kit and check contents
- Read this entire checklist
- Meet with IC for a briefing
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Greet arriving organizations and orient them to the status of the situation, response priorities, and the Incident Action Plan
- Request additional Liaison Officer staff if necessary
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Release and sign out Liaison Officer staff and volunteers when directed by IC
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team
- Complete sign-in/sign-out portion of the Section Activity Log and provide to Documentation Team. Leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Liaison Officer position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Forms:
  - Section Activity Log

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio

Operations Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Assembly & Shelter Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Communications Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Crisis Intervention Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

First Aid Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Light Search & Rescue Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Maintenance/Fire/Site Security Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Student Release & Staff Accounting Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Operations Section Chief Position Description

The Operations Section Chief is responsible for initiating and directing the "hands-on" response to the school's emergency/disaster through the activities of the Operations Section Teams (Ops Teams).

Action Checklist
- Wait to be activated by the Incident Commander (IC)
- Sign in with Liaison Officer
- Read this entire checklist
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Ops Teams as needed, assume lead of all Ops Teams until staffed
- Meet with Ops Team Leaders and assist them in initiating their team's response activities
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Monitor emergency response activities through contact with Ops Team Leaders
- Keep IC and Planning/Intelligence Chief informed of field activities and any developments
- Request additional staff or supplies from Logistics, when requested by Ops Teams
- Keep Ops Teams informed of shifting tasks/priorities as dictated by the situation or the Management/Command Section staff
- Ensure that all Ops Teams are documenting their activities and utilizing proper safety protocols
- Return all equipment and reusable supplies to Logistics
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Ops Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit
- School site EOP
- Operations Section Chief position description
- Campus map with locations of exits, phones, shut-off valves, emergency supplies and assembly areas

- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
  - Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
  - Face masks
  - Hard hat (meeting ANSI Z89.1-1986)
  - Leather palm work gloves
- Flashlight (w/batteries)
- Handheld radio
- Campus supply storage lists
- Forms:
  - Section Activity Log
  - Operations Section Roster
  - Operations Section Team Rosters

Assembly & Shelter Team Leader Position Description

The Assembly & Shelter Team is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. The team is also in charge of facilitating campus evacuation when the school site is deemed to be unsafe by the Incident Commander or first responders. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist
- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Assembly & Shelter Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Assembly & Shelter Team members
- Open Go-Kit and check contents
- Team Leader makes appropriate assignments
- If designated assembly or shelter site is destroyed or inaccessible, consult with Ops Chief and determine alternate location
- Gather supplies and initiate shelter set-up or, if evacuating, confirm that assembly area and routes to it are safe
- Conduct initial population assessment and request up-to-date student roster from the Student Release & Staff Accounting Team
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Request additional Assembly & Shelter Team staff and/or supplies, if necessary
- Ensure initial record of all students and staff in shelter area is made and that it is updated regularly during the incident
- Monitor safety and well-being of students and staff in shelter area and send to First Aid or Crisis Intervention as needed. If possible, request that Safety Officer assist person(s) to First Aid or Crisis Intervention area.
- Procure and distribute food and water
- Set up sanitary facilities
- Work with Student Release Team to facilitate parent/student reunion procedures

- Break down, clean up, and close shelter when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader shall release and sign out Assembly & Shelter Team members and volunteers when directed by Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Assembly & Shelter Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
    - Section Activity Log
    - Assembly & Shelter Team Roster
    - Student and Staff Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries) or portable lighting
- Bullhorn
- Whistles
- Tarps or black poly sheeting (rolls)
- 5-gallon buckets (for toilets)
- Toilet bucket liners
- Toilet paper
- Stainless steel clamps
- Sanitation supplies (disposable hand wipes, hand sanitizer)
- Blankets
- Duct tape
- EZ-up tents or poles for build shelters

Communications Team Leader Position Description

The Communications Team is responsible for establishing, coordinating, and directing verbal and written communications both on-site and with the district office. The team is in charge of setting up communications systems and ensuring that communication devices are functioning properly. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist
- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Communications Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Communications Team members
- Open Go-Kit and check contents
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Establish communications center in a quiet location near the Incident Command Post (ICP)
- Set up and test communications equipment
- Team Leader shall advise Ops Chief when communications center is operational
- Request additional Communications Team staff if needed
- Coordinate all communications between the ICP and the district office
- Coordinate all communications on the school site and provide communications assistance to response teams when requested
- Team Leader shall periodically check that all communication systems are functioning and that logs are being maintained
- Establish other forms of communication as needed (e.g., message relay via runners)
- Refer all media requests to the Public Information Officer

- Monitor radio and television station(s) and radio scanner for local emergency news:
  - o Radio:
    - KZST 100.1FM
    - KSRO AM1350
    - KCBS AM740
    - KBBF 89.1FM
  - o Television:
    - KFTY Ch50
    - KTVU Ch2
    - NBC11 Ch3
    - KRON Ch4
    - KPIX Ch5
    - KGO Ch7
- Break down and close communications center when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Communications Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Communications Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Communications equipment (e.g., handheld radios, mobile and landline phones, fax, computer)
- Contact list for district office
- Phone book
- Forms:
  - o Section Activity Log
  - o Communications Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- AM/FM Radio
- Flashlights (w/batteries)
- Tables and chairs
- File boxes
- Power strip with surge protection and extension cords

Crisis Intervention Team Leader Position Description

The Crisis Intervention Team monitors and supports the mental health needs of students, staff, parents, and volunteers involved or affected by a school emergency. The Team Leader is also in charge of assessing the immediate and long-term mental health needs of persons affected by a school emergency. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Refer to the *School Crisis Response and Recovery Resource Guide* and the System of Support (available on the Resources page of the Safe Schools Program website www.scoe.org/safeschools) for more information and direction.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine immediate need for mental health support/intervention
- Identify appropriate location on campus for intervention and counseling
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Implement components of the *School Crisis Response and Recovery Resource Guide*
- Request additional Crisis Intervention Team staff if needed
- Set up and staff intervention and counseling site(s)
- Monitor well-being of staff, students, parents, and volunteers
- Escort parents, to First Aid or Morgue as needed
- Determine need for outside assistance and activate System of Support if necessary
- Provide information to the Public Information Officer for dissemination
- Request student emergency contact cards from Student Release Team if needed

- Close intervention and counseling sites when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Crisis Intervention Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Crisis Intervention Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Tissues
- Rubber gloves
- *School Crisis Response and Recovery Resource Guide* and System of Support information, available on the Resources page of SCOE's Safe Schools Program (www.scoe.org/safeschools)
- Student and Staff Roster
- Forms:
  - Section Activity Log
  - Crisis Intervention Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Privacy screen
- Phones and phone book

First Aid Team Leader Position Description

The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities. The Team is responsible for recording accurate treatment notes for all victims. The Team Leader is also responsible for determining when the scope of an emergency exceeds the capabilities of the team and requesting outside assistance. The Team Leader may also be charged with directing the establishment of an on-site morgue. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Crisis Intervention Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Crisis Intervention Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Determine if medical needs exceed the scope of the First Aid Team. Notify Ops Chief if outside assistance is needed
- Set-up first aid treatment area in a location away from the media center and student release site, but in an area accessible to emergency vehicles
- Set-up a triage station adjacent to the first aid treatment area to re-assess and process incoming victims
- Team Leader will consult with Crisis Intervention Team Leader regarding the need to establish an intervention and counseling area
- Set-up areas for "Immediate" and "Delayed" victims in the first aid treatment area
- Use appropriate personal protective equipment
- Request additional First Aid Team staff if needed
- Maintain open lines of communication with Ops Chief
- Use the following procedure in the treatment area for each victim:
  - Greet injured party, reassess triage category, tag is to remain with victim;
  - Direct injured party to the appropriate area (Immediate or Delayed);

- o Conduct head to toe assessment of injured party;
- o Provide appropriate first aid;
- o Fill out Medical Treatment Form (on opposite side of Triage Tag)
- Assist Light Search and Rescue Team with field first aid treatment if requested
- Maintain Medical Treatment Log including information for all victims
- Monitor/assess patients for changes in conditions at regular intervals
- Report deaths immediately to Team Leader and then Ops Chief (**NOT** by radio)
- Determine need to establish a morgue and choose an appropriate location, away from the media center, student release site, and not in view of the first aid treatment area
- Monitor situation for communicable diseases
- Work with Ops Chief to monitor the health care needs of students and staff with known medical conditions, all personal medical information should be securely stored
- Request student emergency contact cards from Student Release Team if needed
- When transportation becomes available, facilitate patient evacuation and note status on back of triage tag; DO NOT send any original campus records off-site with patient
- If injured student is transported off campus, send a copy of student emergency contact card with him/her
- Clean up and break down first aid treatment areas when directed by Ops Chief
- Properly dispose of hazardous waste
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out First Aid Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- First Aid Team Leader position description
- Campus map
- Writing utensils (incl. permanent markers), paper, clipboard
- Vest and/or ID badge/signifier
- Rubber gloves
- Face masks
- Student and Staff Roster
- Quick reference medical guides

- Forms:
  - Section Activity Log
  - Medical Treatment Log
  - Medical Treatment Form (on opposite side of Triage Tags)
  - First Aid Team Roster
  - List of Staff with First Aid and CPR Certification

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Duct tape
- Site first aid kit
- Tarps
- Stretchers
- Blankets
- EZ-up tents or poles for build shelters

Light Search & Rescue Team Leader Position Description

The Light Search & Rescue Team is responsible for safely conducting all on site search and rescue efforts. The Team Leader is in charge of identifying search and rescue priorities and responsible for ensuring the safety of his/her teams while they are in the field. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist
- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Light Search & Rescue Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Light Search & Rescue Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments into search teams of at least two and gives each team specific assignments and a campus map
- Search teams should don appropriate equipment, visually inspect each other's gear, flashlights and perform a radio check before going to the field
- Consult with Maintenance/Fire/Site Security Team Leader and Safety Officer to determine if buildings are safe to enter for search
- Document all incoming messages, actions taken, and decisions made (with justifications) on the Section Activity Log
- Team Leader will not perform any search functions, unless no Team Members are available
- Search the campus from areas of high priority to areas of low priority
- Conduct Search & Rescue operations according to the following procedure:
    - Inspect the exterior of each building for structural integrity before entering
    - Notify the Team Leader of the location of any gas leaks, fires, or structural damage. The Team Leader will pass this information on to the Ops Chief and the Maintenance/Fire/Site Security Team Leader
    - Mark unsafe areas with caution tape; **DO NOT** enter unsafe buildings, search only structurally sound buildings
    - Search assigned areas using established search protocols

- When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. The X indicates that the room has been searched.
- Notify the Team Leader when injured persons are found; **DO NOT** mention any names over the radio. The Team Leader will pass this information on to the Ops Chief and the First Aid Team Leader
- Rescue lightly trapped victims first
- Triage all victims and fill out a triage card for each victim; the card shall stay with the victim
- Provide rapid treatment if practical
- Transport victims to the first aid treatment area. Remember to use proper lifting techniques to avoid back strain
- As searched rooms have been cleared, call in report to Team Leader
- Request additional Light Search & Rescue Team staff if needed
- Team Leader will maintain contact with all dispatched search teams and pass any pertinent information to the Ops Chief
- Team Leader will monitor each search team's progress and record it in the Section Activity Log and on the site map. Keep triage tally on the map
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Light Search & Rescue Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Light Search & Rescue Team Leader position description
- Campus map with locations of exits, phones, shut-off valves and emergency supplies
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
  - Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
  - Face masks
  - Hard hat (meeting ANSI Z89.1-1986)
  - Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)

- Whistles
- Markers
- Caution tape
- Duct tape
- Small first aid kit
- Chalk
- Student and Staff Roster
- Forms:
    - Section Activity Log
    - Triage Tags (and string)
    - Light Search & Rescue Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Table and chairs
- White board or newsprint flipchart
- Fire extinguishers
- Tarps
- Stretchers
- Blankets
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Cribbing supplies

Maintenance/Fire/Site Security Team Leader Position Description

The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating on-site hazards during and immediately following an emergency. The Team is responsible for site security for the duration of the incident, or until first responders assume the responsibility. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Maintenance/Fire/Site Security Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Maintenance/Fire/Site Security Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments and distributes maps showing areas of responsibility
- Check flashlights and radios
- Team Leader surveys on-site hazards and prioritizes response
- Work with Safety Officer to determine if buildings are safe to enter
- Request additional Maintenance/Fire/Site Security Team staff if needed
- Team Leader will regularly report on progress or status to the Ops Chief
- Shut off utilities as necessary; shut off gas ONLY if you smell gas
- Determine integrity of on-site water system and report to Ops Chief
- Suppress small fires
- Notify the Team Leader of any existing or potential hazards. The Team Leader will pass this information on to the Ops Chief
- Facilitate emergency vehicle access
- Monitor campus security, implement perimeter control if necessary
- Secure site from unauthorized access
- Return all equipment and reusable supplies to Logistics

- Team Leader shall release and sign out Maintenance/Fire/Site Security Team members and volunteers when directed by Ops Chief
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Maintenance/Fire/Site Security Team Leader position description
- Campus map with locations of exits, phones and utility shut-off valves
- Campus supply storage lists
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Personal protective equipment
    - Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
    - Face masks
    - Hard hat (meeting ANSI Z89.1-1986)
    - Leather palm work gloves
- Handheld radio
- Flashlights (w/batteries)
- Markers
- Caution tape
- Duct tape
- Forms:
    - Section Activity Log
    - Maintenance/Fire/Site Security Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Fire extinguishers
- Bolt cutters
- Crowbars
- Shovels
- Rope
- Wrenches
- First aid kit

Preliminary Structure Evaluation Criteria

It is important to conduct an initial inspection of a building (called a size-up) before entering, particularly after an earthquake. Some possible conditions have been listed below and the appropriate way to respond to them. Please keep in mind that more than one condition may apply to a building.

Conditions	Action
Building has collapsed, partially collapsed, or moved off its foundation.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Building or any story is leaning significantly.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious severe damage to primary structure, severe leaning of walls or other signs of severe stress.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Large cracks in the ground, massive ground movement, or slope displacement present that are under or near the building and are a hazard to the building.	DO NOT OCCUPY. Tag DANGEROUS. Prevent access.
Obvious parapet, chimney, or other falling hazard present.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
Other hazard present (i.e., toxic spill, asbestos contamination, broken gas line, fallen power lines).	Barricade to prevent access to the area. Once area is made as safe as possible, rescuers may enter with proper safety equipment.
Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodged. Suspended ceiling system grid fallen or dislodged. Broken windows. Overhead mechanical equipment supports or bracing dislodged.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.
No damage is apparent; however, areas with overhead elements such as above that may fall in an aftershock, are potentially hazardous.	Barricade to prevent access to the area. Rescuers may enter with proper safety equipment.

FEMA 154 Rapid Visual Screening of Buildings for Potential Seismic Hazards, is available at http://www.fema.gov/library/viewRecord.do?id=3556 for a more in-depth look at post earthquake building evaluation.

Student Release & Staff Accounting Team Leader Position Description

The Student Release & Staff Accounting Team is responsible for the orderly and secure reunion of students and their parents or an authorized adult. This team is also responsible for accounting for all staff and visitors on site at the time of the incident. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Operations Section Chief (Ops Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Student Release & Staff Accounting Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Ops Chief and passes pertinent information to Student Release & Staff Accounting Team members
- Open Go-Kit and check contents
- Locate supplies or contact Ops Chief for additional supplies
- Team Leader makes appropriate assignments
- Check with main office personnel to determine staff absences and procure list of substitutes or visitors on site at the time of the incident. Determine if there are any staff or visitors unaccounted for; the Team Leader will pass this information on to the Ops Chief
- Collect classroom rosters to account for all students
- Provide up-to-date student roster to Shelter & Assembly Team Leader
- Set up secure areas for student request and release gates
- Place traffic cones and signs to direct parking
- Clearly mark location of Student Request and Student Release areas
- Post alphabetize signage on request table(s), such as A-F, G-L, M-R, S-Z
- Have Student Request Forms available on clipboards with pens/pencils
- Team Leader shall collect the Emergency Contact Cards from their secure storage area and give them to Team members staffing the release gate
- Request additional Student Release & Staff Accounting Team staff if needed
- Team Leader will regularly check each gate to ensure that the process is flowing smoothly
- Team Leader will regularly report on progress or status to the Ops Chief

- Work with the Ops Chief to locate missing students, staff or visitors
- Team Leader will provide information regarding missing persons to the Ops Chief, Crisis Intervention Team Leader and the Light Search & Rescue Team Leader
- Request gate procedures:
  - Distribute Student Emergency Contact Cards according to table signage
  - Instruct parent or authorized adult to fill out one Student Request Form per student and assist parents as needed
  - Verify ID of requesting parent or authorized adult, not of Form
  - Give Student Request Form to a runner
  - Direct parent or authorized adult to wait at the release gate for their student(s)
- Runner procedures:
  - Take verified Student Request Form from the request gate staff to classroom or assembly area
  - Retrieve student(s)
  - Take student to release gate and wait as the release gate staff processes the student
  - If student is absent, missing, or receiving first aid, make a note on the Student Request Form and consult with the Team Leader to determine next steps. Options may include escorting the parent or authorized adult to the First Aid area or the Crisis Intervention area
  - Return to the request gate for another Student Request Form
- Release gate procedures:
  - Match student to the requesting parent or authorized adult
  - Reverify ID and have the requestor countersign the Student Release Log
  - Release student to parent or authorized adult
  - Release runner back to the request gate
- Close request and release gates when directed by Ops Chief
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Student Release & Staff Accounting Team members and volunteers when directed by Ops Chief
- Return Emergency Contact Cards to a secure location
- Complete and send all logs, reports, and response related documentation to the Ops Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Ops Chief

Go-Kit
- Student Release & Staff Accounting Team Leader position description

- Campus map
- Lots of pens and clipboards
- Vest and/or ID badge/signifier
- Duct tape
- Scotch tape
- Markers
- Student and Staff Roster
- Alphabet Signage (e.g., A-F, G-L, M-R, S-Z)
- *Student Release Actions*
- *Student Release Flow Chart*
- Forms:
  - Section Activity Log
  - Student Request Form
  - Student Release Log
  - Student Release & Staff Accounting Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Easel and paper or white board
- Stanchions and/or barricades
- Student Emergency Contact Cards
- Caution tape

Student Release Actions

Some emergency situations may warrant the release or relocating of students at a time when parents expect their children to be at the school site. Student release will be initiated by a school administrator, and many staff members (even those not on the Student Release team) will be involved.

Four Steps for Staff	**Four Steps for Parents**
1. Request Table staff verifies parent ID and authorization.	1. Fill out Student Request Form.
2. Staff directs parent to the Release Gate and sends a runner to find student.	2. Show photo ID at the Request Table.
3. Runner brings the student to the Release Gate. Release Gate staff verify Student Request Form is signed.	3. Move to the Release Gate to wait for student.
4. Release student to custody of authorized adult.	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; evaluate evacuation spot to determine if students should be moved.
- For schools without parent parking or a turnaround, develop a procedure that enables students to be released directly to the authorized adult's vehicle.
- Determine medical, search and rescue or other needs after population assessment.
- Reassess situation on a regular basis. Reassign emergency teams as needed.
- Keep staff informed as to status of missing students.

Teacher/Staff Actions:
- Evacuate students to designated area, take roll.
- Report population assessment. On roll, mark student status beside name:
     A = Absent
     M = Medical; student taken to the First Aid station
     U = Missing/Unaccounted
- Monitor students' medical and emotional condition.
- Partner with other staff for assigned duties; report to team when activated.

Student Release Team Actions:
- Take supplies to designated Request Table and Release Gate locations.
- Set up Student Request Table, Student Release Gate, and appropriate signage to direct parents.

- For a large student body, establish several lines at the Request Table for speedier processing.
- Post signs and set out file boxes of Student Emergency Cards for each line.
- Distribute clipboards with Student Request Forms to parents in line.
- Pull cards of absent, injured and missing students. Note status on those cards and file at back of box.

Runner (staff, students, parent volunteers) Actions:
- Take Student Request Form to Student Assembly Area to find requested student.
- Retrieve student and escort him/her to Student Release Gate
- If student cannot be found, alert Team Leader and request further direction.

Maintenance/Site Security Team Actions:
- Place signs to guide parents to preferred parking area.
- Establish an access point for emergency vehicles and place traffic cones to discourage parents from blocking the area.
- Maintain order in parking areas; direct cars away from areas for emergency vehicles.
- Report crowd control issues on school grounds to Operations Chief, request assistance if necessary.

Crisis Intervention Team Actions:
- 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.

Student Release Process Flow Chart

Parent/Guardian/Authorized Adult arrives at School

↓

Parent/Guardian fills out a student request form

↓

Student Release Team checks requestor's ID against info on student emergency card to make sure it matches up

↓ (YES)　　　　　↓ (NO)

YES
Information matches up

NO
Information does not match up, refer to Team Leader

↓

Send runner to Student Assembly area to retrieve child, send parent/guardian to reunification area

Attempt to contact parent or guardian for permission to release student

↓　　　　　↓

YES
Student is in the assembly area and is matched with paperwork

NO
Child is not in the student assembly area

Permission is granted, make sure to document

Request assistance from security team, if necessary

↓

Runner escorts student to reunification area

Refer to Team Leader

↓

Reunify student with parent/guardian/ authorized adult; have them sign student out

Team Leader to check medical triage area, morgue and list of missing students

↓

Request assistance from Crisis Intervention Team

Logistics Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Supplies & Staffing Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Transportation Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Logistics Section Chief Position Description

The Logistics Section Chief is responsible for ensuring that all sections have the materials, equipment, personnel, services, and facilities that they need in order to fulfill their responsibilities during an emergency.

Action Checklist
- Wait to be activated by the Incident Commander (IC)
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. If you are not able to keep up with the recordkeeping, request a Scribe from the Documentation Team
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Logistics Teams as needed and assume lead of all Logistics Teams until staffed
- Meet with Logistics Team Leaders and assist them in initiating their team's response activities
- Open supply containers and facilities
- Ensure that ICP and other facilities are properly equipped
- Monitor emergency response activities through contact with Logistics Team Leaders
- Oversee the distribution of supplies, equipment and personnel
- Maintain security of stored supplies and equipment
- Ensure that all Logistics Teams are documenting their activities
- Oversee the return of all equipment and reusable supplies from other sections
- Ensure that all equipment is properly stored or returned to its original location
- Collect, complete and send all logs, reports, and response related documentation to the Documentation Team
- Release all Logistics Teams and volunteers when directed by IC
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit
- School site EOP
- Logistics Section Chief position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies

- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
  - Section Activity Log
  - Logistics Section Roster
  - Logistics Section Team Rosters

Other Supplies/Equipment on Site
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Phone
- Phone book

Supplies & Staffing Team Leader Position Description

The Supplies & Staffing Team is responsible for filling all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Supplies & Staffing Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Supplies & Staffing Team members
- Open Go-Kit and check contents
- Open storage facility or storage containers and inventory supplies, if time allows
- Team Leader makes appropriate assignments
- Team Leader maintains contact with Logs Chief regarding the needs of other sections and teams
- Develop method for tracking resources
- Locate and provide additional personnel (staff, volunteers, or students as appropriate) to teams that request assistance. Track the deployment of these personnel
- Procure and distribute supplies and equipment as requested
- Facilitate the return of all equipment, unused and reusable supplies from other sections and teams
- Properly store all equipment or return to its original location
- Re-inventory equipment and supplies and create list of materials that need to be replaced
- Complete and send all logs, reports (including list of materials that need to be replaced), and response related documentation to the Logs Chief
- Team Leader shall release and sign out Supplies & Staffing Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

Go-Kit

- Supplies & Staffing Team Leader position description
- School ICS Organizational Chart
- Campus map with locations of emergency supplies
- Regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements, contracts, or MOUs (if available)
- Campus supply storage lists
- Forms:
  - Section Activity Log
  - Supplies & Staffing Team Roster
  - Student and Staff Roster
  - List of volunteers (if available)

Other Supplies/Equipment on Site

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

Transportation Team Leader Position Description

The Transportation Team is responsible for facilitating the use of vehicles, buses or other modes of transportation during school emergencies. This may include directing buses or trucks to areas where they are needed. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist
- Wait to be activated by the Logistics Section Chief (Logs Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Transportation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Logs Chief and passes pertinent information to Transportation Team members
- Open Go-Kit and check contents
- Determine and gather transportation equipment and resources needed
- Team Leader makes appropriate assignments
- Maintain contact with Logs Chief regarding the needs of other sections and teams
- Secure transportation as requested
- Direct the safe movement of vehicles on campus
- Return all equipment and reusable supplies to the Supplies & Staffing Team
- Return vehicles to pre-incident locations
- Complete and send all logs, reports, and response related documentation to the Logs Chief
- Team Leader shall release and sign out Transportation Team members and volunteers when directed by Logs Chief
- Team Leader signs out and leaves the Section Activity Log, including contact information, with the Logs Chief

Go-Kit
- Transportation Team Leader position description
- Campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard

- Vest and/or ID badge/signifier
- List of available vehicles and equipment
- Copies of any agreements or MOUs
- Copy of bus routes and schedules
- Forms:
    - Section Activity Log
    - Transportation Team Roster

Other Supplies/Equipment on Site (available from the Supplies and Staffing Team)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Phone
- Phone book

Planning/Intelligence Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Documentation Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Situation Status Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Planning/Intelligence Section Chief Position Description

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site maps. The Section Chief works with the Incident Commander (IC) to develop and update the Incident Action Plan (IAP) and to complete the After Action Report (AAR).

Action Checklist

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Activate Planning/Intelligence Teams as needed and assume lead of all Planning/Intelligence Teams until staffed
- Meet with Planning/Intelligence Team Leaders and assist them in initiating their team's response activities
- Develop IAP in cooperation with IC. Update IAP with IC at regular intervals to reflect the current situation
- Monitor emergency response activities through contact with Section Chiefs and relay information to Situation Status Team
- Request scribes from Documentation Team if they are needed by Management/Command or Section Chiefs
- Return all equipment and reusable supplies to Logistics
- Ensure that the Documentation Team has collected and completed all logs, reports, and other response related documentation.
- Release and sign out all Planning/Intelligence Teams and volunteers when directed by IC
- Submit all documentation to the Recordkeeping Team
- After Recordkeeping Team has added final financial and time records and has compiled a final report, work with IC to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached
- After the incident work with Incident Commander to development AAR

Go-Kit

- School site EOP
- Planning/Intelligence Section Chief position description
- Campus map with locations of exits, phones, utility shut-off valves and emergency supplies
- Regional/neighborhood maps
- Normal Operations Template (see IC position description)
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
    - Section Activity Log
    - Incident Action Plan
    - Situation Status Report
    - Planning/Intelligence Section Roster
    - Planning/Intelligence Section Team Rosters

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Easel and paper or white board

Documentation Team Leader Position Description

The Documentation Team is responsible for the collection and organization of all completed emergency related forms just before the end of the Operational Period. The Documentation Team may provide scribes to assist Management/Command Section or Section Chiefs in documenting all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log. The team may also be involved in the reproduction and distribution of the Incident Action Plan, After Action Report and other documents as requested. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Documentation Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Scribes assigned to specific personnel will create a record of all radio and verbal conversations, actions taken and decisions made (with justifications) by that person on the Section Activity Log (see The Scribe's Role on the following page)
- Maintain contact with Plans Chief regarding the needs of other sections
- Documentation Team members will regularly update the Team Leader. The Team leader will share key information with the Situation Status Team Leader
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Collect and complete all logs, reports, and response related documentation from each section
- Return all equipment and reusable supplies to Logistics
- Team Leader shall release and sign out Documentation Team members and volunteers when directed by Plans Chief

- Team Leader signs out and leaves all completed paperwork and the Section Activity Log, including contact information, with the Plans Chief

Go-Kit
- Documentation Team Leader position description
- Campus map
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
    - Section Activity Log
    - Documentation Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

The Scribe's Role
It is vital to document and communicate information about the disaster situation and resource status. Efficient flow of information makes it possible for resources to be deployed effectively and for professional emergency services to be applied appropriately. Depending on the situation, Section Chiefs and the Incident Commander may request assistance of a scribe to document:
- important events
- communications
- analyses
- decisions and justifications for those decisions

The scribes shadow and create records of the incident from the vantage point of the Section Chief or Incident Commander. Scribes may use the Section Activity Log to record information. The role of the scribe is important because these documents are crucial for the school district to receive reimbursement from the state or federal government.

Situation Status Team Leader Position Description

The Situation Status Team is responsible for collecting, evaluating, and documenting situation information regarding the incident. The Situation Status Team will maintain situation status boards detailing the development of the incident, the status of resources, and an accurate campus map. The team will also provide ongoing analysis of situation and resource status. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Planning/Intelligence Section Chief (Plans Chief)
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Situation Status Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Plans Chief and passes pertinent information to Situation Status Team members
- Open Go-Kit and check contents
- Locate supplies or contact Plans Chief for additional supplies
- Team Leader makes appropriate assignments
- Record updates from each section and the Documentation Team Leader on Situation Status Boards
- Keep Situation Status Boards in a location visible or easily accessible by the ICP
- Update campus map throughout the response
- Team Leader will assess and analyze information and relay it to the Plans Chief
- Anticipate situations and potential problems and develop contingency plans
- Return all equipment and reusable supplies to Logistics
- Complete and send all logs, reports, and response related documentation to the Documentation Team Leader
- Team Leader shall release and sign out Situation Status Team members and volunteers when directed by Plans Chief
- Team Leader signs out and leaves all completed paperwork and the Section Activity Log including contact information with the Plans Chief

Go-Kit

- Situation Status Team Leader position description
- Large campus map, regional/neighborhood maps
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Campus supply storage lists
- Forms:
    - Section Activity Log
    - Situation Status Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Situation Status Boards (can be whiteboards, chalkboards, easels, etc)

Finance/Administration Section Roster

Section Chief

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Recordkeeping Team Leader

Primary:	Contact Info:
Alternate 1:	Contact Info:
Alternate 2:	Contact Info:

Finance/Administration Section Chief Position Description

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Section Chief is also responsible for submitting all final paperwork, logs and other documentation to the Incident Commander (IC) and Planning/Intelligence Chief (Plans Chief) for inclusion in the After Action Report.

Action Checklist

- Wait to be activated by the IC
- Read this entire checklist
- Sign in with Liaison Officer
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Open Go-Kit and check contents
- Meet with IC for a briefing
- Coordinate recordkeeping procedures with the Plans Chief
- Activate the Recordkeeping Teams when needed and assume lead of the team until staffed
- Meet with Recordkeeping Team Leader and assist in initiating the team's response activities
- Periodically ensure that all procedures are in place to accurately track time and expenditures
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation
- Compile final financial and time records and prepare a final report
- Release and sign out Recordkeeping Team and volunteers when directed by IC
- Submit all documentation and final report to IC and Plans Chief to complete the After Action Report
- Sign out with Liaison Officer and leave contact information in case you need to be reached

Go-Kit

- School site EOP
- Finance/Administration Section Chief position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier

- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
    - Section Activity Log
    - Finance/Administration Section Roster
    - Finance/Administration Section Team Rosters

Other Supplies/Equipment on Site (may be requested from Logistics)
- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Table and chair
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

Recordkeeping Team Leader Position Description

The Recordkeeping Team is tasked with the maintenance of records for tracking personnel costs, volunteer hours, payroll, materials and supplies purchased, insurance claims, and cost recovery in support of response activities. The team is also responsible for compiling all final paperwork, logs and other documentation collected by the Documentation Team and submitting it to the Finance/Administration Section Chief. The Team Leader is responsible for having all team members sign in and sign out throughout the incident. The Team Leader is responsible for all incident response activities until Team Members are available or needed. The Team Leader will delegate activities to the Team Members and then oversee and coordinate the team's operations.

Action Checklist

- Wait to be activated by the Finance/Administration Section Chief
- Read this entire checklist
- Initiate sign-in/sign-out procedures for all Recordkeeping Team members, including yourself
- Document all incoming messages, actions taken, and decisions made (with justification) on the Section Activity Log
- Team Leader is briefed by the Finance/Administration Section Chief and passes pertinent information to Documentation Team members
- Open Go-Kit and check contents
- Locate supplies or contact Finance/Administration Section Chief for additional supplies
- Team Leader makes appropriate assignments
- Track staff and volunteer hours
- Track response-related requests and purchases
- Process purchase requests from the Logistics Section Chief
- File all reports as they are turned in. Although a permanent log may be typed up at a later date, all original notes and records MUST be kept as they are legal documents
- Return all equipment and reusable supplies to Logistics
- Close logs. Collect, file and secure all final logs, reports, and response related documentation from Documentation Team. Compile final financial and time records and prepare a final report
- Team Leader shall release and sign out Recordkeeping Team members and volunteers when directed by Finance/Administration Section Chief
- Team Leader signs out and leaves all completed paperwork, final report, and the Section Activity Log, including contact information, with the Finance/Administration Section Chief

Go-Kit

- Recordkeeping Team Leader position description
- Writing utensils, paper, clipboard
- Vest and/or ID badge/signifier
- Copies of vendor agreements/contracts
- Copies of any agreements or MOUs
- Student and Staff Roster
- List of volunteers (if available)
- Forms:
  - Section Activity Log
  - Recordkeeping Team Roster

Other Supplies/Equipment on Site (may be requested from Logistics)

- Personal protective equipment (see Annex A, Recommended Emergency Supplies)
- Handheld radio
- Flashlights (w/batteries)
- Tables and chairs
- Computer
- Calculator
- Paperwork organization accessories (e.g., file folders, file boxes, accordion files)

INCIDENT ACTION PLAN		
District/School:	Incident Name:	Date and Time Prepared
For Operational Period	From Date/Time:	To Date/Time:

General Objectives

Objectives should be stated in measureable terms to allow for evaluation of progress. Each task assigned to a section should address a specific objective.

Safety Message

Safety message should summarize the known safety hazards and is written by the Safety Officer

Completed by (Name and Position): Approved by (IC):	Date:

SECTION ACTIVITY LOG

Incident Name:	Date and Time Prepared:		Operational Period:
Section:	Team:		Section Chief/Team Leader:

Staff Sign In/Out Log

Name/Initials	Time In	Time Out	Destination Upon Check Out and Contact Info

Event Log

Time	Incidents, Messages, Notes	Action Taken

Completed By (Name and Position):	Date:

SECTION ACTIVITY LOG: Event Log continued		
Time	Incidents, Messages, Notes	Action Taken
Completed by (Name and Position):		Date:

SITUATION STATUS REPORT			
Initial Assessment	Incident Name:	District/School:	Date and Time Prepared:

Immediate Assistance Required
(e.g., search and rescue, medical, personnel, fire, communications, transportation, other)

Condition of Students	
Status and #	Names
Missing	
Trapped	
Deceased	

Injured	Name	Type of Injury

Condition of Staff/Visitors	
Status and #	Names
Missing	
Trapped	
Deceased	

Injured	Name	Type of Injury

Condition of School Building and Grounds
(e.g., walls cracked, fallen light fixtures, shattered windows, broken water pipes, flooding)

Condition of Neighborhood/Other Issues
(e.g., fallen power lines, debris-cluttered streets, road closures)

Completed by (Name and Position):	Date:

STUDENT REQUEST FORM

STEP 1: Have parents/guardians fill out one form for each student requested. INSTRUCT THEM TO PRINT CLEARLY AND LEAVE SECTION ON RIGHT BLANK FOR STAFF USE.

STEP 2: Check ID of person requesting student and make sure they are on the Emergency Contact Form.

STEP 3: Send this sheet with a runner to retrieve student and bring both to the reunification area. Send requestor to the reunification area.

		FOR STAFF USE ONLY
STUDENT NAME:	GRADE:	
TEACHER:	DATE/TIME:	PHOTO ID VERIFIED BY:
REQUESTED BY (PRINT NAME):		AUTHORIZED ON EMERGENCY CARD? YES NO
I assume custody of the named above as a (circle one) Parent Guardian Authorized Adult Signature:		MEDICAL NEEDS?
		STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINATION:	PHONE:	NOTES:
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? YES NO If YES, Name(s):		TIME OF RELEASE:

FORMULARIO DE SOLICITUD DE ESTUDIANTE

PASO 1: Pedir al padre/guardián que llene un formulario por cada estudiante solicitado. PEDIR QUE ESCRIBA EN LETRA DE MOLDE Y DEJE LA SECCIÓN DEL LADO DERECHO EN BLANCO PARA EL USO DEL PERSONAL DE LA ESCUELA.

PASO 2: Revisar la ID de la persona que solicita al estudiante y asegurar que esté en la tarjeta de emergencia del estudiante.

PASO 3: Mandar al "mensajero" a encontrar el estudiante y llevarlo al área de reunificación. Envíe al solicitante al área de reunificacíon.

		PARA EL USO DEL PERSONAL DE LA ESCUELA
ESTUDIANTE:	GRADO:	
MAESTRO/A:	FECHA/HORA:	PHOTO ID VERIFIED BY:
SOLICITADO POR (Escribir nombre y apellido in letras de molde):		AUTHORIZED ON EMERGENCY CARD? YES NO
Yo asumo custodia del estudiante nombrado como (círcule uno) Padre/Madre Guardián Adulto Autorizado Firma:		MEDICAL NEEDS?
		STUDENT STATUS (circle one): Released Custody Issues Absent Medical/First Aid Missing Deceased Other:
DESTINACIÓN:	TELÉFONO:	NOTES:
¿ESTÁ UD. AUTORIZADO A RECOGER A OTROS ESTUDIANTES? SÍ NO Si marcó SÍ, nombre(s):		TIME OF RELEASE:

STUDENT RELEASE LOG		
Student Name	Date/Time Released	Signature of Parent/Guardian/Authorized Adult

TEAM ROSTER	
School Year:	Section:	Team:
Team Member Name	Contact Information

STAFF TRAINED IN FIRST AID AND CPR				Date Prepared:
Name	Department	Contact Information	First Aid Certification Date	CPR Certification Date

MEDICAL TREATMENT LOG			Date Prepared:	
Patient Name	Time	Description of Treatment	Triage Category	Initials

BOMB THREAT REPORT FORM		
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. If given the opportunity, ask:
What time is the bomb set for?
Where has it been placed?
What does it look like?
What kind of bomb is it?
Why are you doing this?
Who are you?

After the caller has hung up, take a moment to jot down some notes about the caller including the wording of the threat.				
Caller's demographics	Sex		Approx. age	
Caller's voice (circle all that apply)				
Loud	Soft	Deep	High-pitched	Raspy
Pleasant	Intoxicated	Nasal	Angry	Stutter
Disguised	Accent	Slurred	Slow	Calm
Irrational	Incoherent	Ragged	Rapid	Lisp
Other:				
Caller's language (circle all that apply)				
Well-spoken	Educated	Foul	Taped	Poor
Background sounds (circle all that apply)				
Street noise	Voices	Music	PA system	House noises
Motor	Office	Factory	Static	Street traffic
Machinery	TV			
Other:				

Search and Rescue Team	Search and Rescue Team	Search and Rescue Team
Found by: Location: Patient Name:	Found by: Location: Patient Name:	Found by: Location: Patient Name:
Triage Category (Circle One) **MINOR** **walking wounded** **DELAYED** **R<30/min; P<2 sec; M-can do** **IMMEDIATE** **R>30/min; P>2 sec; M-can't do** **DEAD** **No respirations**	Triage Category (Circle One) **MINOR** **walking wounded** **DELAYED** **R<30/min; P<2 sec; M-can do** **IMMEDIATE** **R>30/min; P>2 sec; M-can't do** **DEAD** **No respirations**	Triage Category (Circle One) **MINOR** **walking wounded** **DELAYED** **R<30/min; P<2 sec; M-can do** **IMMEDIATE** **R>30/min; P>2 sec; M-can't do** **DEAD** **No respirations**
Actions taken:	Actions taken:	Actions taken:
If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.	If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.	If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

	UPDATES	
Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

	UPDATES	
Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

First Aid Team
Medical Treatment Form

Injuries:

Time of treatment:

Treatment provided by:

	UPDATES	
Time	Action/Treatment	Initials

If patient's triage category changes, cross out previous category, initial and note the time next to deletion, then circle the new category.

Student Emergency Contact And Medical Consent Card

In case of an emergency, it is imperative that the school be able to reach the student's parent or guardian. Please fill in the information on both sides of this card!

STUDENT

_____ M / F _____
Last Name   First   Middle   Teacher/Advisor   Grade

_____ _____
Home Address (Primary Residence)   City   State/Zip   Home Phone   Birthdate   Birthplace

_____ Lives with: Both Parents   Mother   Father   Legal Guardian
Mailing Address, if different from above   City   State/Zip   Address change?   No   Yes (if yes, please contact school office)

MOTHER/GUARDIAN

_____ _____
Last Name   First   Middle   Email   Employer

_____ _____
Home Address, if different from above   City   State/Zip   Home Phone   Work Phone   Cell Phone   Pager

FATHER/GUARDIAN

_____ _____
Last Name   First   Middle   Email   Employer

_____ _____
Home Address, if different from above   City   State/Zip   Home Phone   Work Phone   Cell Phone   Pager

Are there any COURT-MANDATED custody or visitation orders limiting access to this student?   No   Yes   If yes, please attach LEGAL ORDER.

Other children at home:

_____
Name   Grade   School

_____
Name   Grade   School

Languages spoken at home:

1. _____

2. _____

AUTHORIZED CONTACTS

Please list the names of relatives/neighbors/friends in close proximity to the school to which we may release your child or contact if you cannot be reached. No student will be released to anyone other than the parents, guardians or adults listed on this card. In selecting someone to whom you authorize the release of your child, consider: Would your child feel safe and comfortable with this person and family? Could this person care for your child for several days? Is this person prepared to handle any special medical needs required by your child?

I/We hereby authorize the release of the student named above to the following persons in the event of illness, injury, evacuation or emergency that may occur while students are in school.

Name	Relationship	Home Phone	Work or Cell Phone
Out-of-state contact:			

I declare that the information on this form is true and correct. I will notify the school office immediately of any changes to be made in the foregoing information.

Parent/Guardian Signature   Date   Relationship

Student Medical Information and Consent Card

Medical/Health Information

Student Name:

Medication: Does your child require medication?   No Yes
If your child requires medication at school, all medication sent to school must be in the original prescription container with a current date and the child's name. An "Authorization for Administration of Medication" form must be on file. For disasters, please provide a separate 3-day supply for the school office, in the same format, along with the "72-Hour Disaster Medication" form. Both forms are available at the school office.

Medication	Dosage	Hour(s) given

Health Insurance Information (please circle)
   Family Health Insurance   Healthy Families   California Kids
   Medi-Cal #_____   No health insurance
Physician/Health Care Provider_____Phone
Health Plan/Group Name_____Policy #
Dentist_____Phone_____

Vision and/or Hearing Problems
   Wears glasses/contacts: distance   near
   Date of last eye exam_____   Wears hearing aids   Y   N

Medical Conditions (please circle where appropriate)
   Severe allergies requiring: Epi-pen   Benadryl
   Type of allergies: Food/Environmental   Stinging Insects/Bees
                        Medicines/Drugs   Other:
   Asthma: Inhaler   Daily Medication
   Seizures: Medication   None
   Diabetes: Insulin dependent   None
   Behavior problems: (describe)
   Movement limitations: (describe)
   Other: (please explain)
   Recent illness, hospitalization or surgery. Please provide date(s) and description(s):

   Medical condition which might require care or accommodation at school. Please describe:

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Emergency Treatment Authorization

I/We, the undersigned parent(s) or legal guardian of, _____, a minor, do hereby give authorization and consent to the school to obtain emergency medical care and necessary transportation, including x-ray examination, anesthetic, medical or surgical diagnosis and emergency hospital care which is deemed advisable by and is to be rendered under the general or specific supervision of medical and emergency room staff licensed under the provisions of the Medical Practice Act and the State of California Department of Public Health.

It is understood that effort shall be made to contact the undersigned prior to rendering treatment to the student, but that any of the above treatment will not be withheld if the undersigned or authorized adults cannot be reached.

The hospital I/we prefer for emergency medical treatment of my/our child is_____.

I/We understand that the school district does not provide accident/medical insurance for students, and I/we further understand that all costs related to medical treatment may be my/our responsibility and not that of the school district.

_____
Parent/Guardian Signature   Date

Volunteer Assistance

If you live close to school and feel that, if called, you can offer volunteer assistance during an emergency, please provide your name, phone number and expertise.

_____
Name   Phone

_____
Qualifications

Tarjeta de Contacto de Emergencia del Estudiante
Contacto de Emergencia/ Consentimiento Médico (página dos)

ESTUDIANTE

_____
Apellido

M / F _____
Grado

_____
Estado/Zip

Teléfono de casa

_____
Estado/Zip

Vive con: Ambos padres   Mamá   Papá   Tutor legal
Cambio de domicilio?   No   Si (si: favor de contactar a la oficina escolar)

_____

_____

_____
Celular

_____

_____

¿Hay alguna ORDEN DE CORTE de visita/custodia limitando acceso a este estudiante?   No   Si
Si: favor de adjuntar ORDEN LEGAL

Otros niños en casa:

Nombre	Grado	Escuela
Nombre	Grado	Escuela

Lenguajes hablados en casa:

1. _____

2. _____

Favor de anotar los nombres de parientes/vecinos/amigos cerca dela escuela a quien podemos contactar o entregar a su hijo/hija si no podemos contactarlo. NINGÚN ESTUDIANTE SERÁ ENTREGADO A NADIE A PARTE DE LOS PADRES, TUTORES O ADULTOS ANOTADOS EN ESTA TARJETA. Al escoger a alguien a quien usted autorice entreguemos a su hijo, considere: (a) ¿Se sentirá su hijo cómodo y seguro con esta persona y su familia? (b) ¿Puede esta persona cuidar a su hijo por varios días? (c) ¿Puede esta persona lidiar con cualquier necesidad médica especial que requiera su hijo?
Yo/nosotros autorizamos la entrega del estudiante anotado en esta hoja a las siguientes personas en el evento de enfermedad, lesión, evacuación o emergencia que pueda suceder en lo que el estudiante está en la escuela.

Nombre	Relación		

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Contacto fuera del estado:			

Domicilio de ca

Dirección de co

Dirección de ca

Dirección de ca

Firma del padr

Tarjeta de Contacto De Emergencia del Estudiante
Información y Consentimiento Médico

Estudiante:

Información Médica/Salud

Medicamento: ¿Toma su hijo medicamento?　　□No　　□Si

Si su hijo requiere medicamento en la escuela, toda medicina mandada a la escuela debe estar en el pomo original de la farmacia con fecha actual y nombre del niño. Debe haber en el expediente un formulario para "Autorizar Administrar Medicamento". Para desastres, favor de proveer a la oficina por separado una provisión de tres días, de la misma manera, junto con el formulario verde "Medicamento de desastre de 72 Horas". Ambos formularios están disponibles en la oficina escolar.

Medicamento	Dosis	Horas (de tomar)

Información de seguro de salud (favor marcar lo apropiado)

□ Seguro de salud familiar　　□Healthy Families　　□California Kids

□ Medi-Cal #_____　　　　　　　　□No hay seguro de salud

Doctor/Proveedor de cuidado médico_____　　Teléfono_____

Plan de salud/Nombre de grupo_____　　Policy #_____

Dentista_____　　Teléfono

Problemas de la vista/oídos:

　Usa lentes/contactos:　　□para trabajo en el pizarrón　　□para leer　　□todo el tiempo

　Fecha del último examen de la vista_____　　□Usa aparato(s) para oír

Condiciones médicas: (favor de marcar donde apropiado si su hijo tiene algo de lo siguiente)

□Alergias severas requiriendo: □Epi-pen　　□Benadryl

　□Alimentos/ambiente　　　　□Piquetes de insectos/abejas

　□Medicinas/Drogas　　　　□Otras: (favor de explicar) _____

□Asma actual: si marca,　　□usa inhalador　　□toma medicina a diario

□Ataques actuales: si marca, ¿toma medicina? □Si　　□No

□Diabetes:　　si marca, ¿depende en insulina? □Si　　□No

□Problemas del comportamineto:

□Movimiento limitado:

□Otro: (explique)

□Enfermedad reciente, hospitalización o cirugía. Si lo marca, de fecha(s) y descripción(es):

□Condición médica requiriendo cuidado o acomodación en la escuela (describa):

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Autorización de Tratamiento de Emergencia

Yo/nosotros el padre(s) firmando o tutor legal de _____, un menor, autorizo y consiento que la escuela, por medio de la presente obtenga cuidado médico y transporte, incluyendo rayos x, anestesia, diagnostico médico o quirúrgico y hospital de emergencia el cual es determinado recomendable y será llevado a cabo bajo la supervisión específica de personal médico y de emergencia licenciado bajo las provisiones de la ley de práctica médica y por el Departamento de Salud del Estado de California.

Se entiende que se hará un esfuerzo de contactar a los firmantes antes de llevar a cabo tratamiento al estudiante, pero no se evitará llevar a cabo cualquiera de los tratamientos mencionados si no se puede contactar al firmante o adultos autorizados.

_____es el hospital que yo/nosotros prefiero para el cuidado médico de emergencia de mi/nuestro hijo.

Yo/nosotros entiendo que el distrito escolar no provee seguro de accidente/médico para los estudiantes, y yo/nosotros también entiendo que todos los costos relacionados al tratamiento médico pueden ser mi/nuestra responsabilidad y no del distrito escolar.

_____

Firma del Padre/Tutor　　　　　　　　Fecha

Asistencia de Voluntario

Si usted vive cerca de la escuela y siente que, si le llaman, puede ofrecer asistencia como voluntario durante una emergencia, favor de proveer su nombre y habilidad.

Me gustaría ayudar en una emergencia.

_____

Nombre　　　　　　　　Teléfono

_____

Calificaciones

Recommended Emergency Supplies Inventory

To be able to respond to an emergency effectively, it will be necessary to have ready access to the tools and supplies needed. Below are recommended emergency supplies to store on campus. Supplies can be stored in each classroom, in one central location, or in several caches around campus. How supplies are stored on each site should be determined by factors such as quantities, availability of storage space inside buildings, age of buildings, budget, temperature extremes, etc. Regardless of how supplies are stored, several people on campus (i.e., Incident Commander and alternates, Logistics Chief and alternates, Supplies Team Leader) should know the locations of the supplies and be able to access them.

Water

At a minimum, store 2 quarts/person/day for drinking water. For individual consumption and immediate use, store water pouches, boxes, or bottles with an extended shelf life. For cooking, cleaning, and hygiene purposes, store 7-gallon containers that are replaced annually.

Food

When considering what and how much food, water and other supplies should be stored on site it is important to make some planning assumptions: do most students' families live nearby, or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If it is determined that most students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half of the remainder the next day, and the remaining students within another day; these schools stock supplies for 100% of the student population for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 100% of their students for 3 days, which is also the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus as well.

Select foods that are shelf stable and require little preparation or added water. Foods should have a long shelf life, be nutritious and be low in sodium. Food is a morale booster and can be chosen for enjoyment purposes as well. Some recommended foods include: applesauce, jerky, instant cocoa, instant coffee, tea, raisins, ready-to-eat canned meats, fruits and vegetables, juice, soup, granola bars, canned trail mix, and dried fruits. If sufficient water can be stored, lightweight foods such as cup-o-soups and freeze-dried foods may be chosen. Pre-packaged meals that are ready to eat (also known as MREs) with a 5 year shelf life are readily available as well. However, be aware that each meal may include more calories than a child needs in one day.

Foods should be replaced on a regular basis, but it is important to know how long each product can be stored. Foods such as dried fruit and crackers should be used or replaced within six months. Foods to be used or replaced within one year include: canned condensed meat and vegetable soups, canned fruits, fruit juices, and vegetables, cereals, peanut butter, jelly, hard candy, canned nuts, and vitamins. Foods that may be stored indefinitely (in proper containers and conditions) include: instant coffee, tea, cocoa, non-carbonated soft drinks, dry pasta, bouillon products, and white rice.

Regardless of the foods chosen, items for preparation, distribution, and clean-up of food should be available as well. These items will vary, but may include:

- Rubber gloves
- Can opener
- Cutting board
- Knives
- Large bowls
- Serving utensils
- Pots
- Potholders
- Portable heating mechanism (i.e., stove and fuel)
- Hand soap/hand sanitizer
- Cups, plates, eating utensils, napkins/paper towels
- Buckets for washing dishes
- Dishwashing soap
- Sponges
- Storage bags

Additional information regarding choosing and storing food and water can be found in the FEMA and Red Cross pamphlet "Food and Water in an Emergency" available for download at www.fema.gov.

Response Supplies

The Logistics Section is responsible for meeting response needs and they should have access to an area stocked with emergency response items. This may include items such as:

- Office supplies:
  - Paper (various colors)
  - Envelopes
  - File folders and labels
  - Notepads
  - Paper clips, stapler and staples

- o Permanent markers
- o Post-its
- o Rubber bands
- o Scissors
- o Tape- masking, mailing, duct
- o Tissues
- o Ziplock bags
- Sanitation supplies:
  - o Baby wipes
  - o Duct tape
  - o Hand soap/hand sanitizer
  - o Large 3-ply garbage bags
  - o Medium garbage bags
  - o Paper towels
  - o Portable toilets/5 gallon buckets
  - o Sanitary napkins
  - o Tarps/screens
  - o Toilet disinfectant
  - o Toilet paper
- Miscellaneous
  - o Batteries
  - o Blankets
  - o Bullhorn
  - o Books
  - o Duct tape
  - o Flashlights (with batteries)
  - o Fire extinguisher
  - o Flip charts
  - o Games
  - o Hand tools (crowbar, pliers, screwdrivers, utility knife, utility wrench, etc)
  - o Lanterns/large lights (with batteries)
  - o Personal Protective Equipment (multiple sets):
    - ▪ Eye protection (goggles, safety glasses, meeting ANSI Z87.1-1989)
    - ▪ Face masks
    - ▪ Hard hat (meeting ANSI Z89.1-1986)
    - ▪ Leather palm work gloves
    - ▪ Vests or other signifier (e.g, ID, arm band, ball cap), brightly colored or color-coordinated by section
  - o Portable generators
  - o Portable tables
  - o Rain ponchos
  - o Radios (AM/FM and 2-way)

- o Tarps/canopies
- o Toothbrushes
- o Trash bags
- o Whistles

First Aid Supplies

The First Aid Team may request the site first aid kit, which may include:

- First Aid Handbook
- Antibiotic solution
- Bandaids of various sizes
- Bandages of various sizes or bed sheets cut into various sizes
- Bleach
- Cardboard "splints"
- Cold packs
- Cotton swabs
- Disinfectant – hand washing
- Disposable blankets
- Duct tape
- Eye drops
- Facemasks
- Forms (extra copies): Medical Treatment Log, Triage Tags
- Gauze, 3" or sanitary napkins
- Hot packs
- Nitrile/non-latex gloves
- Rubber gloves
- Rubbing alcohol
- Saline solution (or 1 tsp salt/quart of water)
- Sterile dressings of various sizes

LOGISTICS INVENTORY		Date Completed:
Item	Quantity	Location

ANNEX B

Response Actions

Rincon Valley Union School District

Table of Contents

Closure of School (school hours)

Schools are closed or classes cancelled when it is unsafe for students and staff due to road closures, power outages, severe weather, earthquakes, etc. Schools may also be closed if the campus is needed for public sheltering or public health measures.

When to close your school:
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake

- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Closure Procedures
- Contact District Office to obtain permission or collaborate on decision to close school
- Notify staff and students via:
  - An announcement over the PA:
    "Your attention please, your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until further notice."

    OR
  - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Activate parent alert system (phone tree if one is in place, or other method)
- Post "School Closed" signs in school office and main entry points. Indicate on the signs how to get additional information such as an emergency phone number, radio station, etc.
- Prepare for Student Release. Sections: Teams that may be activated:
  - Management
  - Operations: Student Release

Note: The conversion of a school campus for purposes of public sheltering or mass prophylaxis **must** be initiated by the District Superintendent/Designee at the request of the Department of Emergency Services, the American Red Cross, or the Department of Health Services.

Cancellation of School (before school hours)

If conditions warrant the cancellation of school prior to the beginning of the school day, the Sonoma County Office of Education (SCOE) normally requests the following protocol be utilized. The utilization of this procedure will ensure that all authorized school closure announcements are properly communicated to media representatives.

When to cancel school:
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

Cancellation Procedures
- School site administrator is to notify the District Office
- District Office will notify SCOE in the following manner:
  - 5:00AM - 7:30AM, call
    - the County Superintendent:
      Home: (707) 837-9087
      Cell: (707) 695-1652
    - if County Superintendent is unavailable, call the Deputy Superintendent:
      Home: (707) 823-0523
      Cell: (707) 799-6567
  - After 7:30AM, call
    - SCOE: (707) 524-2606
- Notify staff (use staff phone tree, if one is in place or other method)
- Activate Parent Alert System (phone tree, if one is in place or other method)
- Assign someone to go to the school/district site (if safe to do so) to post a notice of school closure and contact numbers to call for information.
- Sections that may be activated:
  - Management

Shelter-In-Place

When a hazardous substance such as a chemical, biological, or radiological contaminant is released into the environment, "Shelter-in-Place" is a common method of protecting students from exposure. While similar to a "Lockdown," the critical difference between the responses is the shutdown of the air handling systems in a "Shelter-in-Place" response. In order to quickly implement the procedure, it is necessary that facility personnel be familiar with the location and operation of the heating, ventilation, and air conditioning (HVAC) system. Some of the information that should be gathered to prepare for this response include:

- Identify and record the location of all air intake vents, HVAC shutdown switches and access keys
- Identify and record the location of all other points where outside air can enter the building (e.g., ventilation grills, gaps under doors)
- Train team members (e.g., maintenance workers, custodians) who will be asked to respond

When to Shelter-In-Place :
- Explosion
- Hazardous Materials Incident
- Radiological Incident
- Terrorism
- Transportation Accident

Shelter-In-Place Procedures
- Notify District Office
- Notify staff and students via:
  - An announcement over the PA:
    "Your attention please, your attention please. Due to the

    _____

    students and staff should immediately prepare to Shelter-In-Place and stand by for further instructions.

    OR
  - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates. Order staff to seal doors and vents if necessary.
- Activate Parent Alert System (phone tree, if one is in place or other method). Request that parents **DO NOT** come to school until safe to do so.
- Post signs on exterior windows, if there is time and it is safe to do so:

"This school is sheltering-in-place. Do not attempt to enter any office or building"

Shelter-In-Place Preparations:
- In classrooms and offices:
    - Post "Shelter-In-Place" sign on exterior door or window, if safe to do so
    - Shut doors and all windows, pull draperies or close blinds
    - Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
    - Take out class roster and take roll
    - Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows
- In the cafeteria, library or gymnasium:
    - Move students and staff into a hallway or small room
    - Shut doors and all windows, pull draperies or close blinds
    - Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
    - Write down names of everyone in the room or collect sign-in sheets
    - Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows
- Outdoors:
    - Move inside the nearest building
    - Shut doors and all windows, pull draperies or close blinds
    - Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
    - Write down names of everyone in the room or collect sign-in sheets
    - Wait for an announcement or communication of "all clear" before releasing anyone or opening doors and windows

Note: A request to "Shelter-In-Place" is usually of short duration (a few hours), so there is little danger that you will run out of oxygen or suffocate. In the event of an extended "Shelter-In-Place," there will be access to food and water in classroom and/or school emergency kits.

Lockdown

Lockdown is the response action initiated when schools are faced with extremely violent behavior, armed intruders, an on-campus hostage situation, snipers, or police activity in the vicinity that could threaten the safety of students and staff. When a superintendent, principal, or designee initiates a lockdown it means that there is an immediate and possibly life-threatening situation on campus.

When to Lockdown your school:
- Civil Unrest/Law Enforcement Activity
- Terrorism (i.e., shooter on campus)

Lockdown Procedure
- Designate an individual to call 911 and stay on the phone with the operator. Notify District Office at the same time, or as soon as possible.
- Notify staff, students, and visitors of the situation without using code words or euphemisms via:
  - An announcement over the PA:
    "LOCKDOWN-LOCKDOWN!!! Your attention please, initiates lockdown procedures immediately and stand by for further instructions."
     OR (if <u>no</u> PA system is available or audible in all areas of campus)
  - Use pre-determined Bell Code System to alert staff. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Lockdown your office.
- Sit tight! When law enforcement arrives on campus they will give you instructions.

Lockdown Preparations:
- In classrooms and offices:
  - Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows. DO NOT open the door for anyone or peek out windows until "All Clear" signal is given
  - Move all students and staff out of the line of sight, usually away from the windows and staying low and quiet
  - Turn off lights
  - Keep calm and quiet
  - Take out class roster and take roll. Notify office (as pre-determined via phone, email, text, etc.) of any missing or extra students.
  - Post red or green signs, if recommended by district, if it is safe to do so

- o Remain in classrooms and offices until the "All Clear" signal is given or you are escorted out by first responders
- In the cafeteria, library or gymnasium:
  - o Shut and lock doors and all windows, pull draperies or close blinds and blacken any doorway windows
  - o Move all students and staff away from windows and stay low, below the window line
  - o Turn off lights
  - o Keep calm and quiet
  - o Take out class roster and take roll. Notify office (via phone, email, text, etc.) of any missing or extra students.
  - o Post red or green signs, if recommended by district, if it is safe to do so
  - o Remain in place until the "All Clear" signal is given or you are escorted out by first responders
- Outdoors, passing periods, before and after school, and at lunch:
  - o Immediately move inside the nearest building
  - o Follow procedures above
  - o Remain in place until the "All Clear" signal is given or you are escorted out by first responders

Additional Lockdown Procedures:
- Short term lockdown (less than 8 hours)- open emergency supply box/kit if needed
- Long term lockdown (more than 8 hours)- open emergency supply box/kit and set-up latrine system
- After "All Clear " signal is given:
  - o Activate Parent Alert System (phone tree, if one is in place or other method)
  - o Retake roll to determine if any students remain unaccounted
  - o Initiate Crisis Intervention Team for grief support and trauma recovery if necessary

Note: "Lockdown," like "Drop, Cover, and Hold On" can be initiated by a teacher or employee in response to violent behavior, shots fired, or any other activity that threatens the safety of students and staff. When initiated by a teacher or employee, it is their responsibility to get a message to the school office about the nature of the incident, when it is safe to do so.

How to assist those with disabilities during a lockdown:

<u>Visually impaired</u>

- Announce the type of emergency
- Offer your arm for guidance if they need to be moved to safety

<u>Hearing impaired</u>

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with directions

<u>Individuals with crutches, canes or walkers</u>

- Assist to safety, if necessary

<u>Individuals in wheelchairs</u>

- If necessary, move wheelchair to appropriate place

Evacuation

This emergency response activity is initiated when it is determined that it is not safe to remain in school buildings or to stay on campus. In this situation, students and staff are moved to a safer location either on or off site.

When to evacuate your school:
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

Evacuation Procedures
Remember to take your personal belongings with you (such as purses and car keys) when you evacuate
- On-site evacuation:
  - Notify District Office
  - Sound alarm
  - Notify staff and students via:
    - An announcement over the PA:
      "Your attention please, your attention please. Due to the

      _____

      students and staff should proceed immediately to the _____ evacuation site"
      <div align="center">**OR**</div>
    - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
  - Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their "go-kit" (if they have one) and Quick Reference Guide
  - When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
  - Prepare for student release.
  - Activate Parent Alert System (phone tree, if one is in place or other method)

- Off-Site Evacuation
    - Notify District Office
    - Activate Transportation Team
    - Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
    - Sound alarm
    - Notify staff and students via:
        - An announcement over the PA:
        "Your attention please, your attention please. Students and staff should proceed immediately to the off-site evacuation staging area"
        OR
        - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
    - Classroom teachers are to make sure that emergency supplies are brought to the evacuation site along with their "go-kit" (if they have one) and Quick Reference Guide
    - While waiting at the staging area or as students board buses, classroom teachers are to take roll and determine if anyone is missing. Missing students should be immediately reported to the Incident Command Post. Add names of guests/visitors that were in your classroom.
    - Prepare for student release.
    - Activate Parent Alert System (phone tree, if one is in place or other method)

How to assist those with disabilities during an evacuation:
Visually impaired
- Announce the type of emergency
- Offer your arm for guidance
- Tell the person where you are going, and mention any obstacles you encounter
- When you reach safety, ask if further help is needed
Hearing impaired
- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with evacuation directions
Individuals with crutches, canes or walkers
- Evacuate these individuals as injured persons
- Assist and accompany to evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

<u>Individuals in wheelchairs</u>
- 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

<u>Individuals with respiratory issues</u>
- Remove individuals from smoke and vapors immediately

Reverse Evacuation

This emergency response action is designed to immediately bring people **indoors** from outside. Reverse evacuation is often called for in circumstances of severe weather and whenever law enforcement or fire-fighting activities near the school could pose a threat to students and staff.

When to reverse evacuate your school:
- Civil Unrest/Law Enforcement Activity
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

Evacuation Procedures
- Sound alarm, if available
- Notify staff and students via:
  - An announcement over the PA:
    "Your attention please, your attention please. Students and staff should return to your classrooms or offices immediately and stand by for further instructions."

    OR
  - Use Bell Code System to alert all areas of the campus

    OR
  - If it is safe to do so, send runners to each classroom with the above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- Initiate "Lockdown" or "Shelter-In-Place" procedures if necessary
- Notify District Office
- Once the threat passes, either:
  - Issue an "All Clear" to resume regular activities

    OR
  - Initiate student release
- Activate Parent Alert System (phone tree, if one is in place or other method)

How to assist those with disabilities during a reverse evacuation:

<u>Visually impaired</u>
- Announce the type of emergency
- Offer your arm for guidance
- Tell the person where you are going, and mention any obstacles you encounter
- When you reach safety, ask if further help is needed

<u>Hearing impaired</u>
- Indicate directions with gestures or write a note with evacuation directions

<u>Individuals with crutches, canes or walkers</u>
- Assist and accompany to appropriate evacuation site, if possible
- Use a sturdy chair (or one with wheels) to move a person or help carry individual to safety

<u>Individuals in wheelchairs</u>
- Give priority assistance to wheelchair users with electrical respirators
- Assist and accompany to appropriate evacuation site, if possible

<u>Individuals with respiratory issues</u>
- Remove individuals from smoke and vapors immediately

Drop, Cover and Hold On

Drop, Cover and Hold On is a self-protective action called for whenever there is immediate danger from flying objects and/or falling debris. Usually initiated in earthquakes, it is an appropriate response for a number of different threats, such as severe weather or shooter on campus.

When to Drop, Cover and Hold On:
- Civil Unrest/Law Enforcement Activity
- Explosion
- Landslide
- Major Earthquake
- Terrorism
- Winter Storm

Drop, Cover and Hold On Procedures
- At the first sign of shaking or imminent threat, all students and staff should immediately, **drop to the floor, cover the back of their necks, and hold on to the closest piece of furniture** (desk or chair) or other stable object with their free hand.
- If you are in a location without furniture (such as a **hallway or bathroom)**, immediately kneel next to a bare, inside wall and place your arms and hands over the back of your neck and head.
- If you are **outdoors**, move away from trees, billboards, signs, buildings, electrical wiring and power poles. Drop to the ground and cover the back of your neck and head with your arms and hands.
- Stay in this position until the threat passes and an "All Clear" announcement has been made-either through the PA system or via runners.
- The main office should then make the announcement to either:
    - Resume regular activities

    OR
    - Direct a response action such as evacuation, cancellation, or closure of school
- Check for injuries and take roll to be sure all students, guests and visitors are accounted. Notify the office of any injuries or missing persons.

Note: Remember to stay alert for aftershocks!

How to assist those with disabilities during Drop, Cover, and Hold On:

<u>Visually impaired</u>

- Announce the type of emergency and tell them to "Drop, Cover, and Hold On"

<u>Hearing impaired</u>

- Turn lights on/off to gain persons attention
- Indicate directions with gestures or write a note with evacuation directions

<u>Individuals with crutches, canes or walkers</u>

- Have child cover his/her head and neck with both arms

<u>Individuals in wheelchairs</u>

- Lock the wheels on the chair
- Have child cover his/her head and neck with both arms

Bomb Threat

Schools can receive bomb threats via telephone, mail, or someone may simply notice a suspicious package.

Telephone

In the event that the school receives a bomb threat by telephone:

- Listen, do not interrupt the caller.
- Keep the caller on the line with statements such as "I'm sorry, I didn't understand you. What did you say?"
- Alert someone else by prearranged signal to call 9-1-1 and notify the telephone company to trace the call while the caller is on the line. Tell the operator the name of the school, the name of the caller, and the phone number on which the bomb threat came in.
- Notice details: background noises, voice description
- Notify the site administrator immediately after completing the call.
- Complete the Bomb Threat Report Form (Annex A)

Mail

In the event that the school receives a bomb 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. Written threats should be turned over to law enforcement.
- Notify principal or site administrator.

Suspicious package

In the event that a suspicious package is found on campus:

- Caution students against picking up or touching any strange objects or packages
- Notify principal or site administrator

Principal/Site Administrator Actions

- Call 9-1-1
- Instruct staff and students to turn off any pagers, cellular phones, or two-way radios. Use of these devices may trigger explosive devices.
- Determine whether to evacuate the threatened building and adjoining buildings. Modify evacuation routes as necessary to bypass the location of the bomb, if known. Keep in mind that evacuation may not be the best response
- Use the intercom, runners, or the PA system to evacuate threatened rooms.

- Direct a staff to look for suspicious packages, boxes or foreign objects. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- If it is necessary to evacuate the entire school, use the fire alarm.
- Notify the superintendent of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects in work areas, public areas, unlocked closets, exterior areas, and power sources. If suspicious item is found, note the location, description, and report to the principal/site administrator, but make no attempt to investigate or examine the object.
- Do not return to the school building until it has been inspected and determined safe by emergency response officials.
- Avoid publicizing the threat any more than necessary.

Guidelines for Writing an After Action Report

The National Incident Management System requires the development of an After Action Report after every exercise or response operation. The After Action Report is intended to help schools improve their Emergency Operations Plan by analyzing exercise results or incident activities. The report should identify strengths to be maintained and built upon, areas for improvement, and follow-up actions. The report should include:

- Summary of Event (e.g., incident/exercise name, date/time, location, exercise timeline, hazard, other participating agencies)
- Exercise Goals and Objectives
- Management Section Summary
    - Incident Commander(s), Name and Summary of Events
    - PIO(s), Name and Summary of Events
    - Liaison Officer(s), Name and Summary of Events
    - Safety Officer(s), Name and Summary of Events
    - Management Section Lessons Learned
- Other Sections Summaries
    - Each Section Chief(s), Name and Summary of Events
    - Each Activated Team Leader(s), Names and Summary of Events
    - Section Lessons Learned
- Analysis of Outcomes
- Items for correction/improvement
    - Estimated date for completion of corrections/improvements
- Other Comments/Conclusion
- Dated signatures for Incident Commander and Planning/Intelligence Chief

Recovery

The goal of recovery is to return to learning and restore the infrastructure of the school. Focus should be on students and the physical school site, and should take as much time as needed. School staff can be trained to deal with the emotional impact of the crisis, as well as to initially assess the emotional needs of students, staff and responders. One of the major goals of recovery is to provide a caring and supportive school environment. Financial recovery and protection of the district's assets are also crucial to the overall restoration of the educational process.

It is important to plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselors may want to train school staff to assess the emotional needs of

students and colleagues to help determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and verify those that will be used during recovery.

During the preparedness phase, identify local vendors who may assist in recovery. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged in advance of an emergency situation. It is also crucial to identify service providers in the community with appropriate skills and certifications that may want to assist after a crisis. This planning will help district and school personnel coordinate recovery activities and see that district procedures and intervention goals are followed.

Financial Recovery and Accountability

There are two crucial requirements in order to recover the financial costs of a disaster. The first requirement is that the incident is declared a disaster/emergency at the local, state, and federal levels. These declarations allow agencies to seek reimbursement from the government. The second requirement is good recordkeeping throughout the response, recovery and rebuilding period. While schools are unable to control the first requirement, they are fully responsible for meeting the second.

As a subgrantee, the school district will have to identify all eligible activities and/or projects to be approved by the granting agency (FEMA or Cal EMA). All costs will need to be documented by project, by person, and by minute. It is also critical to have well-defined methods of procurement and accounting, as granting agencies ask for documentation detailing the authorized procurement authorities, the proper administration of these methods, contractor selection, and contractor pricing. It is recommended that one person at the district be designated to coordinate the accumulation of records.

When applying for reimbursement, subgrantees will have to summarize labor, equipment, material, rental equipment, and contract costs to turn into the granting agency. Format templates will be available from the granting agency, and it will be helpful to maintain contact with the granting agency to ensure that all necessary parts of the application are completed. Applications for expenses will be submitted by the project, and each cost must be clearly tied to the project, including management costs. Copies of supporting documentation such as receipts, invoices, contracts, and time cards will have to be submitted to the granting agency.

It is important to remember that it may take a long time to get reimbursed by the State or Federal government, probably years. Once the grant has been formally closed, it may be audited within the next three years. See the Department of Homeland Security's *Audit Tips for Managing Disaster-Related Project Costs* for more helpful tips, http://www.oig.dhs.gov/assets/Audit_Tips.pdf. **All** original documentation will need to be maintained for at least that time period, and it is advisable to keep the documentation around even longer. If maintaining or storing the documentation is a burden, the district may choose to scan and save the documents in a digital format. In order to do this, the school board must define/authorize scanned or other electronic documents as their originals. In this situation, the district would benefit from an audit of the electronic duplication procedures and processes, to show that the digital format is an accurate "copy" of the source document.

School Community Recovery
While fiscal recovery will undoubtedly be the longest part of the recovery phase, most of the school staff will be involved in the shorter term response actions. The following Recovery Action List will guide schools through the non-fiscal recovery process.

Recovery Action List
- Assemble the Crisis Intervention Team as needed
- Strive to return to learning as quickly as possible
- Restore the physical school site, as well as the school community
- Restore communications systems
- Recover data
- Make arrangements for alternative housing for classes and offices
- Monitor staff assessments of students for emotional impact of the crisis
- Identify follow up interventions that are available to students, staff and first responders
- Conduct debriefings with staff and first responders
- Assess curricular activities that address the crisis
- Allocate appropriate time for recovery
- Plan how anniversaries of events will be commemorated
- Capture "lessons learned" and incorporate them into revisions and trainings
- Complete all paperwork and reports for financial aid for disaster relief, if available
- Work with local state emergency services professionals to maximize your cost-recovery efforts

Many of these steps are discussed in the *Sonoma County School Crisis Response and Recovery Resource Guide,* developed by the Sonoma County Office of Education's

Safe Schools Program. The manual can be downloaded from the Resources page of the Safe Schools website, www.scoe.org/safeschools.

Assemble the Crisis Intervention Team
A Crisis Intervention Team, or CIT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. The CIT may be organized at the district level to serve all schools in the district, alternatively, each school has an on-site CIT. Even if CITs exist at each site, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

Return to learning as quickly as possible
Experts agree that the first order of business following a crisis is to return students to learning as quickly as possible. This may involve helping students and families cope with separations from one another with the reopening of school after a crisis.

Focus on the building, as well as people, during recovery
Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged.

Provide assessment of emotional needs of staff students, families and responders
Assess the emotional needs of all students and staff, and determine those who need intervention by a school counselor, social worker, school psychologist or other mental health professional. Arrange for appropriate interventions by school or community-based service providers. In addition, available services need to be identified for families who may want to seek treatment for their children or themselves. Appropriate group intervention may be beneficial to students and staff experiencing less severe reactions to the crisis. Group interventions should be age appropriate.

Provide stress management during class time
Trauma experts emphasize the need to create a caring, warm and trusting environment for students following a crisis. Allow students to talk about what they felt and experienced during the traumatic event. Younger children who may not be able to fully express their feelings verbally will benefit from participating in creative activities including drawing, painting or writing stories. Young adolescents benefit from group discussions in which they are encouraged to talk about their feelings, as well as from writing play or stories about their experiences. Engage older adolescents in group discussions and address any issues of guilt.

Remember anniversaries of crises

Many occasions will remind staff, students and families about crises. The anniversaries of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crisis, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incidents. This underscores the notion that recovery may take a longer time than anticipated. Staff members need to be sensitive to their own as well as the students' reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

Provide information on the incident to the appropriate person

Follow the chain of command in the plan when providing information about an incident. All information is to be disseminated through the PIO position. It is important to have a single message being sent out to parents, staff, the community and the media.

Take as much time as needed for recovery

An individual recovers from a crisis at his or her own pace. Recovery is not linear and healing is a process filled with ups and downs. Depending on the traumatic event and the individual, recovery may take months or even years.

Evaluate recovery efforts

Evaluating recovery efforts will help prepare for the next crisis. Use several methods to evaluate recovery efforts. Conduct brief interviews with emergency responders, families, teachers, students and staff. Focus groups may also be helpful in obtaining candid information about recovery efforts. The following are examples of questions to ask:

- Which classroom-based intervention proved most successful and why?
- Which assessment and referral strategies were the most successful and why?
- What were the most positive aspects of staff debriefings and why?
- Which recovery strategies would you change and why?
- Do other professionals need to be considered to help with future crises?
- What additional training is necessary to enable the school community to prepare for future crises?
- What additional equipment or resources are necessary to support recovery efforts?
- What other planning actions will facilitate future recovery efforts?

Recovery may seem like an end, but it is also a beginning. A critical step in crisis planning is to evaluate each incident. What worked? What did not work? How could you improve operations?   Take what was learned, as discussed in the After Action Report, and incorporate those findings back into the Emergency Operations Plan.

ANNEX C
Training

Table of Contents

Resources Available for Schools

U.S. Department of Education Emergency Plan Website
The U.S. Department of Education's Office of Safe and Drug-Free Schools' Emergency Plan Website, www2.ed.gov/emergencyplan, provides a one-stop site for information to help plan for, mitigate, respond to and recover from any emergency (natural disasters, violent incidents, terrorist acts and the like). The site provides access to materials such as *Practical Information on Crisis Planning*, and links to additional emergency planning resources of government agencies, non-governmental organizations, health care provider resources, mental health resources, and state and local resources.

Practical Information on Crisis Planning: A Guide for Schools and Communities
This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for the four phases of crisis planning: mitigation and prevention, preparedness, response, and recovery. This information is available at www2.ed.gov/emergencyplan.

Readiness and Emergency Management for Schools Technical Assistance Center
The comprehensive Readiness and Emergency Management for Schools Technical Assistance Center at http://rems.ed.gov/ is also available to answer questions on all school related emergency preparedness and management issues. The website provides online courses regarding the four stages of emergency management and on topics such as special needs and bereavement.

Infrastructure Protection: National Clearinghouse for Educational Facilities
This web based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: USDOE and Bureau of Alcohol, Tobacco and Firearms
The *Step-by-Step Guide for Bomb Threats* can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD/ROM interactive planning tool provides schools with a 15 step guide. In 2003, a copy of the CD/ROM was distributed to every school district in the country. It is still available at www2.ed.gov/emergencyplan/. A discussion board for individuals to share ideas and assistance with the CD/ROM is available at the www.threatplan.org website.

Safe Schools Initiative: USDOE and the U.S. Secret Service
The 2002 *Safe Schools Initiative Guide and Final Report* provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www2.ed.gov/emergencyplan/.

Information for Children
A website with age appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security's www.ready.gov website discusses how to involve children in preparing for crises.

Grants available from the USDOE
The Safe Schools-Healthy Students Initiative grants provide students, schools and communities with federal funding to implement a comprehensive plan of activities, programs and services focusing on promoting healthy childhood development and preventing violence and alcohol and drug abuse. At the time of this revision, it is not known if the USDOE anticipates awarding new grants in FY2011 or beyond. For more information, visit www2.ed.gov/programs/dvpsafeschools/funding.html.

Dealing with Children and Adults in Traumatic Situations
The National Child Traumatic Stress Network website www.nctsnet.org contains tools and materials that can be used by schools both for school planning purposes and as handouts for parents and caregivers. Tools accessible on the website include presentations on selected topics related to child trauma and traumatic stress and tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

The *Sonoma County School Crisis Response and Recovery Resource Guide* is another valuable tool for administrators and other Crisis Intervention Team Leaders and members. The manual has been designed to assist schools in responding to the psychological impact of school crises, large and small. The manual outlines appropriate responses to a range of situations, guiding the school and the Crisis Intervention Team in moving through them. The goal is to address the trauma experienced by the school community to prevent or reduce long term negative impacts. The *Resource Guide* is available on the Resource page of SCOE's Safe Schools Program website at www.scoe.org/safeschools.

Developing a Training Calendar

It has been noted that when a crisis occurs, people will go on autopilot, and do not respond in a manner they normally would. Because this happens, it is important to train staff and students to respond to emergency signals in an appropriate way, as is done across the country with fire drills. As with fire drills; lockdowns, shelter-in-place, reverse evacuations, drop, cover and hold on, and student release signals and procedures need to be practiced at the school site on a routine basis.

To ensure that these drills and trainings are "institutionalized," it may be helpful to establish an Emergency Planning Calendar. Some items to include are assessing site hazards, scheduling drills, updating the emergency plan, arranging for staff training, and updating/replacing emergency supplies. A sample Emergency Planning Calendar has been included on the following page to assist in the planning process.

Addressing the Needs of Disabled Individuals
It is also crucial while planning for an emergency and during drills and trainings, to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because schools may, at one time or another, have staff students or visitors who need evacuation assistance, each school must have a plan that includes the needs of individuals with disabilities. While specific instructions have been included in the response actions, this checklist covers additional steps necessary to address the needs of disabled individuals.

- Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency
- Take mitigation measures to eliminate or reduce hazards
- Develop a list of individuals needing assistance and update regularly
- Establish a Buddy System and assign an adult to assist a disabled individual
- Train staff to use the site Emergency Operations Plan
- Test your plan
- Include individuals with disabilities in drills and exercises

- Review procedures annually and make changes as necessary

SAMPLE EMERGENCY PLANNING CALENDAR		
Person Responsible	Activity	Month
Principal or designee	• School Facilities Hazard Assessment walk through (buildings, grounds, evacuation routes, etc)	August
	• Review EOP, know responsibilities	August
	• Update ICS organizational chart	August
	• Train new employees, refresh returning employees regarding the EOP and their role in a response	August
	• Plan annual training schedule	August
	• Review emergency plan with parents; give them a copy of the "Emergency Guide for Parents"	September
	• Fire Drill	September
	• Earthquake Drill/California ShakeOut	October
	• Discuss winter storm and flooding preparedness at staff meeting	November
	• Fire Drill	December
	• Practice using student release forms	January
	• Review Shelter-in-Place procedures with staff	January
	• Shelter-in-Place Drill	February
	• Tabletop exercise	April
	• Fire Drill	April
Office Secretary	• Update student rosters for each classroom	August
	• Inventory and restock classroom emergency supplies	September
	• Collect and prepare student emergency contact cards	September
Maintenance Director	• Conduct School Facilities Hazard Assessment walk through with principal or designee	August
	• Check fire extinguishers	August
	• Inventory and restock site emergency supplies	August
Teachers	• Attend EOP training	August
	• Ensure that you understand your role in an emergency	August
	• Participate in drills	

		Continuous

Stages of Training

Training is an important component of emergency preparedness, and is conducted to help clarify roles and responsibilities, find resource gaps and to develop individual performance. There are a number of different training methods, but overall, training should be planned so that complexity increases over time and each exercise builds on the previous one. Four stages of training will be discussed in this Annex:
- Orientation
- Tabletop exercises
- Drills
- Functional exercises

Much of the information that follows comes from FEMA's online course, IS120.A - An Introduction to Exercises. This course is available, free of charge at http://training.fema.gov/IS.

Orientation
The first stage of training is orienting staff to the basics of emergency management and the school site's Emergency Operations Plan. NIMS, the National Incident Management System, requires that all public employees receive ICS 100, 200, and ICS 700 training. These courses discuss the principles of all-hazards emergency management and the requirements of NIMS, such use of ICS, common terminology and Joint Information Systems. These free courses are available online at http://training.fema.gov/IS, or through a 1-hour training presented by RESIG's Loss Prevention Program and approved by Sonoma County's Department of Emergency Services. This basic emergency management information will help staff understand their role in the school site's Emergency Operations Plan. RESIG's Loss Prevention Department can be reached at (707) 836-0779.

Each staff member should be given a copy of the school's ICS organizational chart, their position description, and any additional information pertinent to their position. RESIG recommends that this information be included in their classroom's purple Quick Reference Guide. It is also important that staff understands how to transition from normal operations to emergency operations. At this point, and throughout the training process, staff will have a lot of questions. Some of the things that may be asked, and should be considered include:
- Using teacher buddy systems to release staff into their emergency roles
- What happens with the students

- Where each team meets
- How teams are deployed
- Where emergency supplies are located and who has access to them
- Where the "Go-Kits" are located

Tabletop Exercises

After a successful orientation to the Emergency Operations Plan, tabletop exercises can be conducted with staff. Tabletops are informal discussion-based exercises where staff considers and works through a hypothetical scenario. Tabletops encourage in-depth discussions and can help identify strengths and shortfalls in the plan, and enhance understanding of new concepts. This gives staff a chance to ask "what if" questions and further clarify how the Emergency Operations Plan is expected to work. RESIG's Loss Prevention staff, (707) 836-0779, is available to help facilitate this type of exercise. Several sample tabletop exercises have been included in this annex and may be modified for each school site.

Drills

Once tabletops have been conducted to help staff understand how an emergency will progress, operations-based exercises can be implemented to train on new equipment, test new procedures, or practice skills. Drills are supervised activities that test a specific operation or function, such as the activation of the Incident Command Post or the test of a communications system. These exercises are helpful to continue to clarify roles and responsibilities and to improve individual and team performance.

RESIG's Loss Prevention Department is available to help develop and conduct drills to test functions and procedures. RESIG can conduct a Student Release Game to demonstrate student release procedures and improve Student Release/Staff Accounting Team performance. RESIG also offers SCOPE (School Communities Organized to Prepare for Emergencies) to improve the skills of Maintenance/Fire/Site Security, Search & Rescue, and First Aid team members. For more information, contact the Loss Prevention Department at (707) 836-0779.

Functional exercises

The goal of a school's administration or emergency preparedness coordinator may be to eventually be able to conduct functional exercises which are single or multi-agency activities designed to evaluate capabilities and multiple functions using simulated response. This type of exercise is helpful to evaluate the management of the incident command post and assess the adequacy of response plans and resources. In functional exercises, the deployment of resources and personnel is simulated and persons in leadership positions are required to make rapid decisions. Although the

scenario is scripted, the stressful environment will make the response seem more realistic and participants will often react to the stimulus as they would in a real situation (e.g., higher blood pressure, sweat, confusion, etc).

Planning a functional exercise should start months in advance and should include developing a master task list and delegating task assignments. The number of personnel involved in planning the exercise is proportional to the size of the exercise (e.g., a district-wide exercise will need a bigger planning team than an individual school-site exercise). This exercise planning team will need to determine the type, scope, scenario and objectives of the exercise and set task assignments for each team member. Responsibilities for planning the exercise may be divided among the exercise planning team according to the Incident Command System; for example, the Logistics Section may be responsible for procuring facilities and snacks for the exercise, while the Operations Section may be responsible for setting up the scene. The exercise planning team may also develop a list of updates, similar to tabletop exercise updates, to be injected at various points to make the exercise more realistic. During the exercise it is important to give the participants a safety net to prevent physical harm to individuals or damage to property. Clearly lay out the boundary of the exercise and introduce any rules (e.g., no carrying of individuals is allowed) to the participants. Remember that the exercise should not turn into a real incident! To ensure that the exercise is evaluated objectively, it will be important to recruit outside evaluators. The evaluators should be given a specific task (e.g., evaluate the search methods used by the search and rescue team, or analyze the flow of information and decisions within the Management Section) to ensure that goals of the exercise are met. The planning team may develop a set of questions to focus the evaluator on particular aspects of the exercise and to gauge performance against expected outcomes. Evaluators will also be helpful to identify any resolved and unresolved issues, to help analyze exercise results, and to determine what changes are needed to ensure outcomes. Good evaluations result in suggestions for filling and bridging capability gaps or making needed improvements which may involve changes to procedures, plans, staffing, equipment, and/or communication.

After the exercise is concluded it is important to get immediate feedback from the participants. This can be done as a "hot wash" or through participant feedback forms. If a hot wash is chosen, all comments, thoughts, and ideas should be recorded for the exercise planning team to evaluate at a later date. This information along with evaluator's reports and comments should be incorporated into an After Action Report.

RESIG's Loss Prevention Department is also available to help organize, conduct, and evaluate functional exercises. With first responder contacts across the county, RESIG

can bring in collaborators from multiple response fields as well. Contact the Loss Prevention Department at (707) 836-0779.

Sample Earthquake Scenario

A magnitude 6.4 earthquake struck around 10 AM this morning. Most of the school buildings were slightly damaged, light fixtures and ceiling tiles fell in many classrooms. Books and boxes fell off shelves. Several students were injured by falling items, they are currently being cared for by the first aid team. The kitchen staff is trapped in the kitchen where they were preparing lunch. They are scared, but okay. Students had assembled in the fields by 10:30 AM, about half have been picked up by parents. The remaining students are getting antsy. Six students were unaccounted for, but two walked out, shaken and bruised, around 11 AM. The Search and Rescue team self-deployed and has swept classrooms 15-18 and 26-28. The XYZ Volunteer Fire Department is fighting three house fires and is unavailable. There is no electricity. Your cell phones are dying.

Questions:
- What were your initial actions (i.e. at 10 AM)?
- What teams have you activated?
- What is your top priority at this time?
- Are you concerned that the S&R team self-deployed?
- What do you want to know about the missing children to focus your search?
- How are you learning about the overall situation?
- What are your plans for the trapped kitchen workers?
- Where might you look for help?
- For what contingencies do you need to plan?
- What will you do if a parent of one of the missing children arrives?

Update #1

An amateur radio operator arrives and asks if he can be of assistance. A runner from the first aid team comes to report that one of the injured students has gone into shock. The first aid team recommends removing the student to a hospital. The condition of the roads is unknown at this time.

Questions:
- Do you accept the amateur radio operator's offer? What precautions might you take?
- How do you transport the student to a hospital? What about a clinic?

Update #2

The District Office contacts the school and asks for a situation update.

Questions:
- Do you request any assistance from the District Office?
- What is your plan for the next five hours?

Sample Fire Scenario

It is March and rain is threatening. The temperature is 50 degrees Fahrenheit and the wind is blowing at 14 mph from the north. At 11:10 AM, the science room is rocked by an explosion, immediately the sprinkler system activates and, within a minute, someone activates the fire alarm. For the most part, teachers begin an orderly evacuation. Because no one had time to get their belongings, and there is no shelter in the immediate area for the school, everyone is exposed to the elements. Some students begin walking toward a stand of trees outside the assembly area. Others who live within walking distance begin walking home.

Questions:
- Where will you establish your Command Post for this incident?
- After establishing command, what will you do first? Why?
- What is your first concern in this situation?
- For what contingencies should you plan?
- What teams will you activate?

Update #1

It is now 11:20 AM and both the fire and police have arrived. They are beginning to fight the fire and organize search and rescue operations for 12 students and 2 teachers who were in adjacent classrooms at the time of the explosion. It has started raining on the remaining students.

Questions:
- What information will you provide the fire captain as you transfer command?
- The fire captain has asked what chemicals were in the lab so that they can determine if hazardous materials may be involved. Do you have a list you can give to him?
- How does the new information about the missing students change your planning?
- How will you work with response personnel throughout the remainder of the incident?
- What will you tell parents? How will you notify them?

Update #2

Not realizing that the school has been evacuated, parents are calling the school. When no one answers their calls, some are coming to the school to pick up their children.

Questions:
- How will you deal with the parents?
- For what long-term contingencies should you plan?
- How can you prepare to deal with questions from the media?

Update #3

It is 1:30 PM and the fire has been extinguished. Some firefighters are still on the campus conducting search and recovery operations. At least six students and one teacher are missing. All

were in classrooms adjacent to the science lab at the time of the explosion. Many others are suffering from severe burns and smoke inhalation. Damage to the science lab is extensive. There is a partial roof collapse in the classroom where the explosion occurred. There is also heavy smoke and water damage to the adjacent buildings. Students are still being picked up by parents. Unfortunately, it became necessary for several students to be transported to medical facilities for treatment of hypothermia.

Question:

- What are your long term recovery concerns?

Sample Intruder Scenario

Midmorning, a teacher sees a parent, Mr. Snidely, walking onto the campus from her window. The teacher steps outside the classroom and asks Mr. Snidely if he needs help. Mr. Snidely tells the teacher that he is here to pick up his child. Since the teacher recognizes the parent, she directs Mr. Snidely to the front office to check out his child. Mr. Snidely goes to the office and asks to pull his son out of class. The school recently received a restraining order to prevent Mr. Snidely from taking his son off campus, and the principal, hearing the conversation, sends an urgent e-mail to her secretary to call 911 for help and to get the custodian to the front office as quickly as possible. The principal attempts to talk to Mr. Snidely and informs him that his son is not on the campus that day. Mr. Snidely yells at the principal, telling her that he knows his son is there because he followed his soon to be ex-wife and saw her drop off their son. Mr. Snidely starts to leave the office when the custodian tries to intervene and talk to Mr. Snidely. Mr. Snidely punches the custodian, knocking him to the ground, and runs away yelling for his son.

Questions:
- At this point what steps should be taken?
- Who should be alerted as to the situation?

Update #1
Students and staff near the multipurpose room hear a man yelling at the custodian. The teacher in room 8 looks out her door and sees the custodian down on the ground and trying to get up and a parent who is known to be in the middle of a child custody issue walking toward her classroom.

Questions:
- What steps should the teacher take?
- What, if anything, should be done to assist the custodian?

Update #2
The principal activates the school's emergency plan and calls for a lockdown over the intercom system. Shortly after a lockdown is called, the police arrive at the school site.

Questions:
- What information will the police need and who will they get it from?
- What is the school's role at this point?
- What steps should be taken by teachers?

Update #3
The police officers conduct a sweep of the campus but are unable to find Mr. Snidely, so they bring in a search dog to help track Mr. Snidely. Parents who have heard about the incident start to show up outside of the school looking for answers. Just after noon, Mr. Snidely is found by the police dog hiding in a neighbor's garage. The police department gives the all clear to the principal.

Questions:

- What steps should be taken by school staff in the office?
- How will the parents and incoming phone calls be dealt with?
- How is the lockdown terminated?
- What can be done to prepare for a situation like this in the future?

Sample Skit

The following skit was developed to show school staff how an emergency might evolve over time. While not a true tabletop, the skit demonstrates how ICS allows for the expansion and contraction of the response effort. Due to the location of this school site and the frequency with which they have to call lockdowns, this site has developed several lockdown levels which call for different response actions depending on the situation. Your school may choose to use a level system or not.

A Day in the Life of the Incident Command System
"An Emergency Preparedness Skit"

Narrator: It was a typical morning at school, the sun was shining, the birds were singing, and there was a busy hum of student achievement in the air.

Incident Commander: What a beautiful day! I just have a feeling that today's going to run smoothly. No matter what comes at us today, my gut feeling is that we can handle it!

Narrator: Little did they know that a huge emergency would occur within minutes, and staff members would show their hidden talents of emergency preparedness and teamwork as the day progressed.

(phone rings in the school office)

Secretary: Good morning, XYZ School!

Sheriff: Yes, hello, this is the Sonoma County Sheriff's Department. We are calling to report gang activity occurring at the supermarket and have reason to believe that these gang members are armed and headed your way. Please secure your campus immediately!

Secretary: No problem, we've got it covered! Bye. *(hangs up phone)* I'd better notify the Incident Commander, AKA the site principal, to announce a CODE RED LOCKDOWN for all students and staff. Principal, the Sheriff's Department just called to say gangs with weapons are headed our way. We need a CODE RED LOCKDOWN ASAP!

Incident Commander: Good thing we practiced this! *(announces on the PA system)* CAN I HAVE YOUR ATTENTION PLEASE. WE ARE HAVING A CODE RED LOCKDOWN; I REPEAT, CODE RED

LOCKDOWN. TEACHERS PLEASE SECURE YOUR CLASSROOMS IMMEDIATELY AND POST RED OR GREEN CARD IN WINDOW ONCE ROLL IS TAKEN!

Incident Commander: I hope the teachers remember that during a CODE RED LOCKDOWN they need to round up students from the playground quickly, with the help of the Instructional Assistants and begin CODE RED LOCKDOWN procedures!!

Secretary: You mean like locking their doors, closing their blinds, turning off their lights, assembling students quietly in an area of the carpet far away from windows or doors and taking roll? Oh, and placing their red or green card from their Red Classroom Emergency Bags in their window to show if there is a problem or not. Right?

Incident Commander: That's exactly what I mean. But I know that our staff rocks, so I'm sure that it is all being done as we speak. I'd better call the District Office immediately!

District Office Secretary: Hello, District Office!

Incident Commander: Hello, this is the school office; we received a call from the Sheriff's Department notifying us of an armed gang headed our way. We are in CODE RED LOCKDOWN. We are prepared to activate our Emergency Operations teams if necessary. Please alert the superintendent of our situation!

District Office Secretary: Will do! Please continue to keep me posted of your changing situation.

Incident Commander: I will, bye!

Narrator: Not a moment later, shots rang out on the playground. All staff members and students remain contained in the classrooms under CODE RED LOCKDOWN procedures as everyone waits. Many teachers have a green card posted visibly in their window nearest the outward facing door symbolizing that a complete class with no missing or extra students, or injuries are inside. Some teachers have posted a red card. Possibly, they are missing students who are not absent, or have an injury in their class due to the emergency. Regardless of which card they posted or the shots they heard, teachers know not to call the school office tying up the phone lines unless they have an injured student that cannot be treated with the contents of their red emergency bag. Staff members with students under their supervision are remaining calm, keeping the students calm and assembled quietly, and waiting for more announcements on the PA system. Unbeknownst to all members of the school community, a fatal battle was taking place right outside their locked doors.

Incident Commander: Oh my gosh!! Was that gunshots I just heard? Oh my gosh, I'd better go find my Emergency Operations Plan Binder. I'm pretty sure that this is a situation that will require

the activation of many teams from the Emergency Plan. I need to designate someone already in the office to keep the Sheriff's Department and the District Office updated.

Narrator: While the Incident Commander is locating the Incident Command System organization chart with team personnel, conveniently located inside her Emergency Operations Plan Binder, the office staff is alerting the Sheriff's Department and the District Office of the changing situation. More shots are heard, and a group of teenagers is heard running and yelling by the school office and out onto the street. The office continues to notify the Sheriff's Department of these changes, and soon sirens are heard by several law enforcement vehicles racing past the school in pursuit. Although it seems the threat has left the campus, the Incident Commander will keep the school in CODE RED LOCKDOWN until the Sheriff's Department confirms the absence of a threat.

(phone rings)

Secretary: XYZ School.

Sheriff: This is the Sonoma County Sheriff Department. We have just apprehended the suspects who were on your campus, but have found them with injuries. We believe that their injuries occurred while on your campus. At this time, there is no further threat to your school, but you will need to conduct a campus sweep and take appropriate action on your findings.

Secretary: Okay, thank you. We will be activating the appropriate teams in our Emergency Operations Plan and determine our next steps.

Sheriff: Great, and I must say, your school seems very prepared!!

Secretary: Thank you! _(hangs up phone)_

Narrator: After relaying this information to the Incident Commander, next steps are being planned.

Incident Commander: Okay, first thing's first. Let's make sure that the teachers know that the threat is no longer on our campus, but we are still on lockdown while we assess our campus for problems. Hmmmmm, I'd better also call the members of the Emergency Operations teams who are needed right now. _(announces on PA system)_ CAN I HAVE YOUR ATTENTION PLEASE. WE ARE ON CODE YELLOW LOCKDOWN, I REPEAT, CODE YELLOW LOCKDOWN. ALL _AVAILABLE_ MEMBERS OF THE ASSEMBLY/SHELTER TEAM AND THE MAINTENANCE/FIRE/SITE SECURITY TEAM, PLEASE REPORT IMMEDIATELY TO THE SCHOOL OFFICE. ALL _AVAILABLE_ MEMBERS OF THE ASSEMBLY/SHELTER TEAM AND THE MAINTENANCE/FIRE/SITE SECURITY TEAM, PLEASE REPORT IMMEDIATELY TO THE SCHOOL OFFICE, THANK YOU.

Secretary: But wait a minute! How can the teachers who have students come to the office? They can't leave their students!!

Incident Commander: You're right, that's why I announced for only the AVAILABLE members to come. If teachers still have their students, they will NOT come to the school office. If I need them, I will be sending someone to cover their class.

Secretary: Oh, that's right! Boy, I'm glad we have been trained on all this!

Narrator: While waiting for available members of the Assembly/Shelter Team as well as the Maintenance/Fire/Site Security Team to arrive, the Incident Commander is realizing that she needs to begin delegating jobs to her Incident Command System section chiefs. She will shortly be sending some available staff members who report to the office to release staff members who are most needed for the emergency. Once the Maintenance/Fire/Site Security Team arrives, they arm themselves with a walkie talkie and are sent out to sweep the campus.

Incident Commander: Okay, Maintenance/Fire/Site Security Team, I need you to do the initial campus sweep. Be my eyes! Please use the walkie talkies to report everything you see that is out of the ordinary, including red cards in windows of classrooms. Return after 10 minutes for your next steps.

Maintenance/Fire/Site Security Team Leader: Okay, will do!! I will remember that it is not my job to fix problems as I see them, but to report on everything out of the ordinary so that you can activate appropriate teams. I won't be entering any classrooms; I will just be your eyes around the campus.

Incident Commander: Great! Thank you!

Narrator: As the available members of the Maintenance/Fire/Site Security Team begin their sweep, the Incident Commander will designate someone in the school office to be on the receiving end of the walkie talkie. Several members of the Assembly/Shelter Team have begun arriving to the office, ready to be sent to classrooms to release team leaders and section chiefs. The members of this team were purposefully chosen to include several people who do not have a classroom of their own, and could be used to release other team leaders. They include Instructional Assistants and CAL Serves Mentors. In order to activate appropriate teams, the Incident Commander needs to know what occurred on the campus, and is awaiting the results of the campus sweep.

Maintenance/Fire/Site Security Team Leader: This is the Maintenance/Fire/Site Security Team Leader to report the situation on the playground. Over.

Secretary: This is the office; what do you see? Over.

Maintenance/Fire/Site Security Team Leader: The situation is pretty ugly. I see about a dozen people scattered around the playground and they are not moving. There are bullet holes in many of the classrooms surrounding the playground, and the library windows are shattered. Over.

Secretary: Okay, I got all that. What else do you see? Over.

Maintenance/Fire/Site Security Team Leader: I also see a lot of classrooms that have red cards hanging in the windows. The ground has bullet shells all around, and blood is all around the playground. There is a gun in front of the library on the ground. Over.

Secretary: Okay, I got all that. Please continue your sweep and report the rooms which have red cards hanging in the window. Over.

Maintenance/Fire/Site Security Team Leader: Will do. Over.

Narrator: The person in the office documenting this conversation shares this with the Incident Commander who realizes that this emergency situation is far from over. She will keep a CODE YELLOW LOCKDOWN activated while she calls upon the section chiefs to report to the office. All the while, she is keeping the District Office apprised of changing conditions.

Incident Commander: Okay, this emergency will require more help! I need to call all my section chiefs and the rest of the management section to help me. *(announces over the PA system)* CAN I HAVE YOUR ATTENTION, WE ARE STILL IN CODE YELLOW LOCKDOWN. ALL <u>EMERGENCY OPERATIONS SECTION CHIEFS</u> AND ALL <u>MEMBERS OF THE MANAGEMENT SECTION</u>, PLEASE REPORT IMMEDIATELY TO THE OFFICE ONCE YOU ARE RELEASED FROM YOUR CLASSROOM. I REPEAT, ALL <u>EMERGENCY OPERATIONS SECTION CHIEFS</u> AND ALL <u>MEMBERS OF THE MANAGEMENT SECTION</u>, PLEASE REPORT IMMEDIATELY TO THE OFFICE AS SOON AS YOU ARE RELEASED FROM YOUR CLASSROOM.

Narrator: In order for the Section Chiefs and Management Section to assume their responsibilities, they will need to be released quickly by available Assembly/Shelter team members who are already in the office. That means that if you are needed, you will be provided a staff member to care for your class. If you are called to the office and do not have a class, you will not wait for coverage, but rather report immediately to the office. Once the Section Chiefs and Management Section has arrived, the Incident Commander begins debriefing and delegating.

Incident Commander: We have quite a lot of work to do. It will be necessary for us to activate parts of the Management Section, the Operations Section, the Logistic Section, and the Planning/Intelligence Section. Okay, is everyone here? Safety Officer, are you here?

Safety Officer: I'm here!

Incident Commander: Great, I will be activating teams of XYZ School staff members and I need you to make sure we are being safe. Please take a walkie talkie and walk around to the different teams once they are in place making sure that everyone is protecting themselves, and that we are not putting ourselves or others at risk.

Safety Officer: No problem, I am sure that we all want to be as safe as possible!

Incident Commander: Liason Officer, are you here?

Liason Officer: Here I am!

Incident Commander: Super! I will need you take over the outgoing office phone and make any appropriate calls to get the services we need for this emergency.

Liason Officer: Okay, but how will I know what services we need?

Incident Commander: Great question! Well, we already know that ambulances are needed, and the Sheriff is already on their way over. But you will need to listen to the Logistics Section Chief to determine if we need something we don't have, or if it is reported that we need more ambulances.

Liason Officer: Got it! I will stay in the office at the phone and make sure that I document all incoming phone calls and make any necessary phone calls for additional help.

Incident Commander: Operations Section Chief, are you here?

Operations Section Chief: Ready to go!

Incident Commander: You have your work cut out for you! Please start out by listening in to the walkie talkie transmission from the Maintenance/Fire/Site Security Team conducting the campus sweep to determine which of your teams to activate. We already know that there are injuries on the campus, and may need to activate the First Aid Team. We also know that many classrooms have red cards hanging in their classroom windows, so please activate the Search and Rescue Team to check out what's going on. Since there is damage to the classrooms around the playground, you also should start to set up an Assembly/Shelter area for those students. We will need to wait for the

injured students to be cleared before allowing students to leave those rooms to go to the assembly area, so please make sure your team leaders keep you posted of their progress. If you feel that the other teams in the Operations Section need to be activated, please do so.

Operations Section Chief: Hmmmmm… Well, since some of the students are probably going to be affected by what has happened at our campus, I think that once the campus is cleared, we will set up a Crisis Intervention room for upset students and staff. I also am pretty sure that we should set up a secure student release area since parents will want to pick up their kids immediately once word gets out that an emergency happened. Gosh, with so many different teams activated, I want to make sure that everyone keeps me posted, so I will also activate the Communications Team to serve as runners if we don't have enough walkie talkies.

Incident Commander: Wow, you are on top of it! Please remind your team leaders to report to you, the Operations Section Chief, and not directly to the office. I would like for you to report to me.

Operations Section Chief: Not to worry! I will immediately activate the necessary teams to begin their work.

Incident Commander: Logistics Section Chief, are you here?

Logistics Section Chief: You betcha!

Incident Commander: Wonderful! You will need to work closely with the Operations Section Chief to make sure all Operations Teams have the supplies and staff that they need.

Logistics Section Chief: So for example, you want my team to bring first aid equipment to the first aid team location, and help the operations teams with their staffing?

Incident Commander: Exactly! You are so on top of it!

Logistics Section Chief: I'm ready to go! I will have my teams report to me and I'll report to you.

Incident Commander: Perfect! Planning/Intelligence Section Chief, are you here?

Planning/Intelligence Section Chief: Right here!

Incident Commander: With so much going on, we really need you to help us organize all this information and help plan our next steps. Can you activate your Documentation Team to collect all phone logs, team sign-in sheets, and activity logs from all teams activated so that we can make sure that this emergency is well documented? Also, you should activate your Situation Status Team so

that we can keep an up-to-date situation status board in the staff room. That way we will keep all this information organized.

Planning/Intelligence Section Chief: I'm on it right now! Not to worry, we will keep all this information organized!

Incident Commander: Excellent! Finance/Administration Section Chief, are you here?

Finance/Administration Section Chief: Ready to go!!

Incident Commander: Wonderful, I'll need your help! The Documentation Team will turn in all their paperwork to you. You will need to keep track of any missing documents, logs, activity sheets, phone logs, and personnel sign in sheets so that we can financially recover from this emergency!

Finance/Administration Section Chief: Okay, I will make sure we have the documentation needed to be turned in to RESIG. As long as we follow the Incident Command System and keep good documentation throughout the emergency, we will be able to get reimbursed for any damages we incur and any money we need to return our campus to its original state. I sure hope XYZ School Staff can remember to sign in to their teams and that all team leaders and section chiefs keep activity logs of their work! That will sure make my job easier!

Incident Commander: I think we can count on our staff!

Narrator: As the section chiefs begin to assemble their necessary teams, the Incident Commander continues to manage the section chiefs and management section only. Section chiefs assume the responsibility and delegation of the teams within their section with the help of the team leaders. Let's check in with the Operation Section Chief to see what the Operations Teams are doing.

Operation Section Chief: Wow! So many of my teams are being activated, I am so glad that the team leaders for each team keeps me apprised of what's going on.

First Aid Team Leader: Hi, First Aid Team Leader here to give you our status update.

Operation Section Chief: Wonderful, what's going on with your team?

First Aid Team Leader: We just finished setting up the First Aid Station in the Library. We have areas designated for minor injuries, immediate injuries, and a separate room for those who have deceased. We have already contacted the Logistics Section to get us some more medical supplies, and the Search and Rescue Team has begun bringing us injured people. I am sad to announce that some of the injured people are XYZ School students. I think they might have gotten caught in the

crossfire, and are seriously injured. The ambulance has already arrived to take the first seriously wounded person away. We need at least three more ambulances.

Operation Section Chief: Good work, I will contact the Liaison Officer for more ambulances. Please remember to contact the Logistics Section Chief if you need more supplies or staff.

First Aid Team Leader: Sounds good.

Search and Rescue Team Leader: Hi Operations Section Chief, this is the Search and Rescue Team Leader, I am reporting on our status.

Operation Section Chief: Go ahead.

Search and Rescue Team Leader: We all gathered in the staff room to put on our protective gear that the Logistics Team brought to us and have two jobs to do. Half of us will work in teams of two to transport the injured students from the playground to the First Aid Station. The other half of us will work in teams of two to check out the situation in every classroom with a red card visible in the window. We will collect the teacher's accounting of the students in his or her classroom including extra students and missing students. This information will be brought to the Assembly/Shelter Team who is setting up their location. We might have to ask the Assembly/Shelter Team to bring classrooms of students to a common assembly location if their classroom is unsafe or if the teacher is needed to work on their team and we don't have anyone to cover that class. We will work closely with the Maintenance/Fire/Site Security Team to ensure that all hazardous materials have been cleared and determine which classrooms are not safe to enter or contain injured students.

Operation Section Chief: Great Job!! Please let me know when your duties have ended so that I can inform the Logistics Section in case they need more staff for a different team.

Search and Rescue Team Leader: You got it!

Maintenance/Fire/Site Security Team Leader: This is the Maintenance/Fire/Site Security Team Leader. We are finished sweeping the campus and have already given the location of all injured students to the Search and Rescue Team. We wrote down the list of the classrooms with red cards in the windows and have given that information to them as well. What should we do next? There are no fires to put out!

Operations Section Chief: Well, we need to make sure that each classroom and building on our campus is safe. If a classroom isn't safe, we will need to move the students to the assembly/shelter location and determine what needs to be done to make those classrooms safe.

Then your team will need to clean up any hazardous materials that are on our campus. We need to get our campus back to normal.

Maintenance/Fire/Site Security Team Leader: We will get to work right away!

Assembly/Shelter Team Leader: Hi, this is the Team Leader for the Assembly/Shelter Team. I am reporting for our group. We have set up a safe location for students. Some teachers have already started bringing their students to us since they have to report to their own team. We are organizing fun activities for the kids to do to keep them occupied and are monitoring the students that seem upset. We will notify the Crisis/Intervention Team if we see any students who look like they need to speak with a counselor. We have started to think about how we might get lunches to the assembly location since it looks like we might be here a while. We might even ask the Logistics Section to bring us the emergency food supplies from the classrooms to give the students a snack.

Operations Section Chief: That sounds really good! Please remember to keep all kids indoors until we announce CODE GREEN.

Assembly/Shelter Team Leader: If the CODE GREEN is announced, we will be sure to check in with you for our next steps.

Operations Section Chief: Excellent!

Communications Team Leader: This is the Communications Team Leader. It seems that we are short a couple of walkie talkies for all the different teams, so we have been running messages from the teams to the office. We are getting our exercise and ensuring good communication.

Operations Section Chief: Great! Good communication is key!

Crisis Intervention Team Leader: Hi, this is the Crisis Intervention Team Leader. We have noticed that a few students are really upset about what happened. One second grade student was inside the girls' bathroom when the shootings happened, and she saw the whole thing. Another student noticed that her cousin was one of the students lying on the playground because she looked out the window during the CODE YELLOW. We have set up a Crisis Intervention area in a classroom and have counselors who are working with these two students. We are waiting for the Search and Rescue Team to inform us of any emotional trauma the students might have as they search the classrooms with the red cards in the window.

Operations Section Chief: Good job! Please make sure you note the students who require counseling on your activity log so that we can follow up with additional counseling.

Crisis Intervention Team Leader: I will.

Operations Section Chief: Well, one team that has not been activated yet is the Student Release/Staff Accounting Team. Considering the amount of damage that has happened to our school and due to the fact that the news of our emergency will probably be reaching the parents throughout the day, I think we should probably prepare for a large number of parents arriving to our school to pick up their children. We also will need the Student Release Team to prepare for parents of injured, deceased or traumatized students.

Narrator: As the Operations Section Chief works with the Logistics Section to arrange for team members of the Student Release/Staff Accounting Team to be released, all Operations Section Teams continue to keep the Section Chief updated.

Student Release/Staff Accounting Team Leader: Hi, I am the Student Release/Staff Accounting Team Leader checking in for my briefing.

Operations Section Chief: Yes! I think it is time to start assembling this team. Our school has had a lot of damage and I know that the news of our emergency will probably be reaching the parents any minute now. We need to be ready for all the parents coming to our school to pick up their children. I need your team to work with the Assembly/Shelter Team to get those kids to their parents. You should also prepare to inform parents that their student is injured, deceased or traumatized. Make sure you get the attendance records from the office and the current location of each class.

Student Release/Staff Accounting Team Leader: Ok, we are going to set up in the school cafeteria because it is near the front of the school and we don't want parents walking across campus to find their child. This might cause problems. We will make sure that we are organized because there will be many parents coming to pick up their children.

Narrator: Meanwhile, the Logistics Section Chief is busy organizing Logistics Teams as needed.

Logistics Section Chief: Whoa! We are so busy! It seems like everyone needs us right now! We brought supplies to the First Aid Team. We sent extra staff members to the Student Assembly/Shelter area so they could release teachers. We brought supplies to the Search and Rescue Team and the walkie talkies to the Communications Team. Now we are making sure that the Student Release Team has enough staff members to help with releasing all the students. Right now we don't need our Transportation Team since we don't need to immediately leave campus. The threat is gone, and we are safe right here. Sorry, gotta go; we just got a call from the Maintenance/Fire/Site Security Team. They need more bleach from the janitor's closet to clean up the hazardous materials.

Narrator: In another part of the office, the Incident Commander is preparing a letter to go out to all students about the emergency today. She is also preparing a statement for the media who have called the office several times in the past hour. While she is doing this, she hears from the Maintenance/Fire/Site Security Team that the campus is cleared of all injured students and hazardous materials and is safe. The Search and Rescue Team has also finished checking classrooms with red cards in the window. All students have been accounted for and are either in their own classrooms or in the Assembly/Shelter location.

Incident Commander: Wow! What amazing team effort! I am so proud of our staff for working together towards our safety goal during this emergency. We no longer need students and staff to remain in their classrooms because the campus is safe. I am pretty sure though that we will need to have an emergency assembly for the entire school so that students know that our school is safe. *(announces on the PA system)* CAN I HAVE YOUR ATTENTION PLEASE. WE ARE CODE GREEN; I REPEAT WE ARE CODE GREEN. WE WILL BE HAVING A SCHOOL WIDE ASSEMBLY IN 15 MINUTES. ALL CLASSES ARE TO REPORT IMMEDIATELY TO THE GYM FOR A SCHOOL WIDE ASSEMBLY. THANK YOU, AND GREAT WORK.

Narrator: All students report to the assembly with their teacher in charge, and are given appropriate information regarding the situation at school today. The principal announces the change for student dismissal for today only, and teachers are given parent letters to distribute regarding the emergency. The sun comes out once again from behind the trees, the birds resume their singing, and students at XYZ School are safe once again.

ANNEX D
Site Information

Planning Considerations

There are many factors that can impact the development of a site or district office specific Emergency Operations Plan (EOP). Some of these considerations are obvious such as the age of the students at the school site, while others are less apparent but just as important. Below are some key considerations that will affect the response operation and should be addressed in the school site and/or district office specific plan:

Location
- Is the site located on school district property?
- Is the site located off of school district property?
- Is the site shared with another entity (i.e., charter school, daycare, special ed classroom)? Have plans been coordinated with these other entities?
- Is the school located on multiple properties?

Demographics
- What are the ages of the population served?
- How many students are in the school?
- What are the access and functional needs of the population served? How many students have mobility difficulty?
- Are wheelchairs available? How many?
- How close or far do students live?
- What are the cognitive needs of the population served?
- How many staff work at the school?
- How close or far does staff live?
- Do any staff members with skills such as EMT training, or volunteer firefighting training (see Staff Skills Survey & Inventory in this Annex)?
- What are substitute teachers told about the emergency plan?
- How, or will, substitute teachers be included in an emergency response?
- Will long term substitutes be more involved in a response than short term substitutes?

Neighborhood
- What are the primary languages of the population served?
- What are the neighboring businesses and what populations do they serve?
- Have agreements with local stores for goods and supplies during an emergency been formalized?
- Has a secondary evacuation site been chosen (and is an MOU in place)?

Small Schools
- Smaller schools may incorporate volunteers into the ICS organizational chart.
- Every staff member may have more than one role, as long as those roles do not conflict (i.e., the PIO and Liaison Officer may be filled by the same person, whereas the IC cannot be on the Search and Rescue Team).
- Consider partnering with local volunteer groups, such as CERT (Community Emergency Response Team).
- Consider combining some teams, such as creating a Staffing, Supplies, and Transportation Team.
- Single school districts only need to have one plan that addresses all needs.

District or Site Governance
- If board members are involved, what is their role?
- As a charter school, what is the relationship with the district?
- As a charter school, is the school funded through a district?
- How are charter schools different from non-charters in the school district?
- Do employee union negotiations address lockdown or fire situations, which, because they are not declared disasters, the state and federal governments do not reimburse schools for personnel overtime?

Student Release
- May an adult, known to the school but not on the emergency contact card, pick up a child that they normally pick up?
- Will a student who is 18 years or older be allowed to sign themselves out?
- If a parent/guardian is known by sight, is the Student Release Team allowed to process the student request without checking the parent/guardian's ID?
- May an underage sibling pick up a child?
- Do all parents/guardians speak English? Have accommodations been made for those who do not?
- What types of personal identification is considered sufficient (i.e., work ID, gym ID, national ID, etc.), and have parents/guardians been informed?
- Consider crowd control and traffic flow when establishing or planning a student release area.
- What should the Student Release Team do if a parent of an injured, deceased, or missing student arrives?
- Have parents been informed of their role in a student release situation? RESIG's Parent Emergency Guide may be a helpful tool (available in English

and Spanish on the RESIG Loss Prevention Department webpage (www.resig.org/loss-prevention).

Volunteers

- If volunteers are involved, what is their role?
- Is there a process in place to allow convergent volunteers to help in an emergency situation?
- Are volunteers invited to participate in school emergency training?
- Have the liability issues that volunteers bring been addressed?

Communications

- What communication systems are available on campus, and who knows how to operate them?
- How will parents be communicated with? Will social media be used for communication purposes, and who has authority to use this system? How will security be maintained if social media is used?
- How will contact information for staff and students be maintained and kept up-to-date? Will the contact information be accessible from offsite?
- How will other on-site entities, such as charter school, preschool, special ed classrooms, and daycare, be contacted?
- Will students be allowed to use their cell phones?

Safety and Security

- Who has access to, and knows how to operate utility shut-offs?
- Can doors be locked from the inside?
- Does more than one person have access to campus keys? Who are they?
- Is it possible to secure the campus? If not, what are the most secure areas on campus?
- Are there rooms large enough to shelter all students and staff?
- What sort of ventilation system is in the buildings?
- Have classroom hazards been mitigated?

Resource Management

- What resources are available locally? What resource may need to be requested from off-site?
- Have Memoranda of Understanding been signed with local partners for sheltering, transportation, or supplies?
- Have policies been established for the acquisition and tracking of resources?
- Have policies been established for financial recordkeeping?
- Has a priority release list been developed to release staff?

Position Specific Resource Needs

In order to thoroughly prepare for an emergency, it is crucial to gather documents such as maps, vendor agreements, and pertinent policies and procedures, in one place for easy access. Many of these documents should be duplicated for multiple positions, while others need only be available for one position. The table below lists the different documents and the positions which should have copies of the documents.

	Normal Operations Template	Staff Trained in First Aid and CPR	Logistics Inventory	School Organizational Chart	Section/Team Rosters	Staff/Student Rosters	Site/Office EOP	Campus Map	Exits, Utilities, and Supplies Map	Regional Maps	Media Contacts	Vendor Contracts	Agreements/MOUs	List of Vehicles/Equipment	Bus Routes and Schedules
Incident Commander	X			X	X	X	X	X	X						
Public Info Officer								X		X	X				
Safety Officer							X			X	X				
Liaison Officer							X								
Operations Chief					X		X	X	x	X					
Assembly Shelter					X	X		X							
Communications					X			X							
Crisis Intervention					X	X		X							
First Aid		X			X	X		X							
Search & Rescue					X	X		X							
Maint./Fire/Security			X		X			X	X						
Student Release					X			X							
Logistics Chief		X	X	X	X		X	X		X		X	X		
Supplies & Staffing		X	X	X	X	X		X		X		X	X		
Transportation					X			X		X			X	X	X
Planning/Intel Chief	X				X		X	X	X						
Documentation			X		X			X							
Situation Status			X		X			X		X					
Finance/Admin Chief					X	X	X					X	X		
Recordkeeping					X	X						X	X		

Staff Skills Survey & Inventory

Name:

School:

Room:

During any disaster situation, it is important to be able to draw from all available resources. The special skills, training, and capabilities of the staff will play a vital role in their ability to cope with the effects of any disaster incident, and they will be of paramount importance during and after a major or catastrophic disaster. The purpose of this survey/inventory is to pinpoint those staff members with equipment and the special skills that might be needed. Please check any of the following in which you have expertise and training. Circle yes or no where appropriate

	First Aid (current card yes/no)		CPR (current card yes/no)		Bus/Truck Driver Class of license?
	Firefighting		Triage		Construction
	Survival Training and Techniques		Emergency Management		Bi/Multi-lingual Languages?
	Law Enforcement		Emergency Planning		Search & Rescue
	Mechanical Ability		Structural Engineering		Shelter Management
	Food Preparation		Ham Radio Operator		CB Radio
	Journalism		Camping		Waste Disposal
	Recreation Leader		Running/Jogging		Other?

Is there anything you would feel uncomfortable doing in an emergency (i.e., do you faint at the sight of blood)?

Do you keep a personal emergency kit at home? In your car? In your classroom?

Do you have materials in your room that would be of use during an emergency (i.e., athletic bibs, traffic cones, carpet squares, blankets, pillows, etc.)? Please list:

Do you have equipment or access to equipment or materials at your school site that could be used in an emergency? Please list:

What would make you feel more prepared should a disaster strike while you are at school?

Should an emergency situation occur at your child's school, it is important that you know:

Each school has a procedure for parent-child re-unification. Parents/guardians will be directed to a specific location where they will be required to show photo identification. **Remember, a student can only be released to an adult that is documented as an emergency contact.** If you are a non-custodial parent, you must be listed on the student's emergency contact card as a guardian and show photo identification.

The Student Release Procedure If There is an Emergency:

WHAT PARENTS WILL DO:

- Remain calm.
- Call the school hotline XXX-XXXX for recorded information.
  Do not tie up the school telephone lines.
- Bring a photo ID with you to school.
- Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- Follow the directions of school personnel and cooperate fully with public safety officials.
- Fill out the Student Request Form
- Show photo ID at Request Gate
- Go to Student Release Gate to wait for children
- Pick up all children for whom you are authorized.
- Leave campus as soon as you are reunited with the student(s) released to your custody.

WHAT STAFF WILL DO

- At the REQUEST GATE, verify photo ID and student release authorization information
- Direct parents and authorized persons to the RELEASE GATE, radio ahead or send runner for requested student
- At the RELEASE GATE, verify Student Request Form is signed
- Release student to custody of authorized adult

WHAT STUDENTS WILL DO

- Stay calm.
- Remain in the designated evacuation area until an authorized adult picks you up.

Redwood Empire
Schools' Insurance Group

Rincon Valley Union School District

Emergency Resource Guide for Parents

Emergency Contact Information

ENTER School Emergency Hotline Number... **XXX-XXXX**

LOCAL Police Department Information Line.. **528-5222**

LOCAL Fire Department Information Line... **543-3500**

American Red Cross, (Sonoma County Chapter)...................................... **577-7600**

State of California Highway Patrol Information **588-1400**

Sonoma County Sheriff's Department.. .... **565-2511**

Sonoma County Department of Emergency Services.................................... **565-1152**

Sonoma County Public Health Information Hotline..................................... **565-4477**

Sonoma County Information Hotline.. **211**

Kaiser Permanente Hospital...**571-4000**

Memorial Hospital.. **546-3210**

Sutter Medical Center... **576-4000**

Sonoma Valley Hospital... **935-5000**

Petaluma Valley Hospital.. **778-1111**

Healdsburg District Hospital.. **431-6500**

Local media that will provide information in the event of an emergency:

RADIO		*T.V*	
KZST	**100.1 FM**	**KTVU**	**Ch 2**
KSRO	**1250 AM**	**NBC11**	**Ch 3**
KCBS	**740 AM**	**KRON**	**Ch 4**
KBBF (Spanish)	**89.1 FM**	**KPIX**	**Ch 5**
		KGO	**Ch 7**
		KFTY	**Ch 50**

Should a school emergency, closing, or cancellation occur, you will be notified by phone and e-mail via the school's parent notification system. A phone, message or e-mail will inform you of the most current information available at the time. If it is an ongoing event, updates will be sent to you.

Rincon Valley Union School District Public Schools is committed to providing a **safe environment** for students, staff and visitors. We work closely with our local safety officials - police, fire, emergency medical services, public health and the Emergency Services Program at RESIG, to ensure our schools are well prepared for an emergency. We have an Model *Emergency Operations Plan* that covers a wide variety of emergencies that serves as a guide to help staff and our public safety partners respond swiftly should a crisis occur in our schools.

This guide provides an overview of the many safety measures Rincon Valley Union School District Schools has implemented and serves as a resource for parents and students should there be an emergency or if schools need to be closed or be cancelled due to inclement weather. Please read the following important information carefully, and then keep this guide where you can refer to it quickly.

Safety Measures and Staff Training in Our Schools
Parents should be assured to know that the safety measures in place in our schools are extensive. Our school district staff works diligently to ensure our emergency plan is current and that all staff members are prepared to respond to a wide variety of school emergencies. Every one of our schools has numerous safety measures in place to provide a safe learning environment for our students.

As a parent; you should feel confident to know that we provide **crisis management training** to school administrators. Each school has key staff members with assigned roles and responsibilities to perform during an emergency. Every school conducts emergency drills throughout the school year so that students and staff are aware of the most effective and safe emergency responses.

As a Parent How Can You Prepare for a School Emergency?
As a parent, it is important to provide accurate *emergency contact information* to your child's school and notify the school office staff if it changes. This will allow school staff to provide you with timely updates using our notification system. It is critical that your child's school has access to your current phone numbers and e-mail addresses during an emergency situation.

How Should You Use Communications during a School Emergency?
During an emergency, it is critical that parents receive accurate and timely information and directions from school officials before going to the school site. Our school and district will do everything possible to make sure that accurate and timely information will be released to parents during any emergency.

Should a school emergency occur, parents can get information and directions by calling:

Schools Emergency Hotline at XXX-XXX-XXXX
(Monday – Friday, 8:00 a.m. – 4:00 p.m., answered by school staff)