2013

EMERGENCY OPERATIONS PLAN

**PLEASE NOTE: This is meant to be a guidance document, and not meant to be printed verbatim. School Districts using this document need to ensure they read and modify this document thoroughly to meet the needs and resources of the district. For small school districts, this document may need extensive modifications. The only way to modify it with fidelity is to review with the district safety committee and then test the plan through an exercise.**

REVISION HISTORY

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| REVISION DATE | VERSION # | SECTION OF PLAN REVISED | REVISED BY |
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\*\*\*ALPHA\*\*\*SCHOOL DISTRICT

**Emergency Operations Plan (EOP)**

Modified: January 2013

**DISASTER SERVICE WORKERS**

**California Government Code**

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. \*\*\*ALPHA\*\*\*School District (\*\*\*ALPHA\*\*\*) employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. a local emergency has been proclaimed,

2. a State of Emergency has been proclaimed, or

3. a Federal disaster declaration has been made.

\*\*\*ALPHA\*\*\* personnel will never be asked to assume a first responder role. Generally stated, \*\*\*ALPHA\*\*\* personnel can be assigned to any disaster service activity that promotes the protection of public health and safety during any kind of catastrophic event—natural or man made—in which life or property is in jeopardy. Assignments might require a \*\*\*ALPHA\*\*\* employee to serve at locations, during times, and/or under conditions that significantly differ from normal work assignments. Despite inconveniences, \*\*\*ALPHA\*\*\* personnel have an absolute obligation to serve the public during a time of need in whatever role is directed by a superior or law enforcement agent. DSWs’ home and personal preparedness is important because such \*\*\*ALPHA\*\*\* personnel may not be able to return to their homes immediately after a significant emergency event. With this understanding, discussions need to take place that identify which people should be released first once it is clear that not all DSWs are needed at the affected school site(s).

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**SECTION 1: INTRODUCTION**

**1.1 Overview**

The \*\*\*ALPHA\*\*\*School District (\*\*\*ALPHA\*\*\*) Emergency Operations Plan (EOP) provides guidelines for the District to prepare for, respond to, and recover from disasters. The EOP establishes an emergency management organization and assigns responsibilities for emergency response functions. It conforms to the requirements outlined in the Standardized Emergency Management System (SEMS), and is compliant with the federal National Incident Management System (NIMS). In addition, it promotes use of the Incident Command System during emergency operations.

**1.2 Purpose**

The purpose of the \*\*\*ALPHA\*\*\* EOP is to provide a unified framework for \*\*\*ALPHA\*\*\* employees, school sites, and departments to respond to and recover from an emergency, disaster, or event resulting in the disruption of normal \*\*\*ALPHA\*\*\* operations.

**1.3 Scope**

The \*\*\*ALPHA\*\*\* EOP guides a coordinated \*\*\*ALPHA\*\*\* response to an emergency, disaster, or event, and aids in directing all emergency response activities toward reaching objectives. It encompasses all hazards applicable to \*\*\*ALPHA\*\*\*, which can be natural or man-made and range from planned events to large-scale disasters. EOP procedures are scalable in order to address both incidents that develop over time and those that may occur without warning.

The Plan applies to all elements of the district and campus’ emergency management organization during all phases of emergency management. The primary audience is intended to be \*\*\*ALPHA\*\*\*School District and local emergency responders. This plan is also a reference for emergency managers from local, state and federal governments, as well as private agencies and interested members of the public. It is intended to be an operational document with supporting attachments.

**1.4 Objectives**

The objectives of the \*\*\*ALPHA\*\*\* EOP are as follows:

1. Protect the safety and welfare of students and staff.

2. Provide for a safe and coordinated response to emergency situations.

3. Protect the District’s facilities and property.

4. Enable the District to restore normal operations with minimal confusion in the shortest time possible.

5. Provide for interfacing and coordination between sites and the District Emergency Operations Center and the City of \*\*\*GAMMA\*\*\* Emergency Operations Center and County of \*\*\*BETA\*\*\* Emergency Operations Center.

6. Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

**1.5 Assumptions**

The following assumptions apply to this plan:

* Emergency management activities are accomplished using SEMS/NIMS protocols;
* Since events in an emergency are not predictable, published emergency plans will serve only as a guide and checklist, and may require modification in order to meet the requirements of the emergency;
* Only the Superintendent or his/her designee may declare a district/school state of emergency when conditions warrant such a declaration. Declaring a state of emergency gives \*\*\*ALPHA\*\*\* the right to restrict access to the district/site to authorized persons (per penal code). Violators who do not leave when requested or attempt unauthorized entry may be arrested;
* Emergency response is best coordinated at the lowest level of government involved in the

emergency;

* \*\*\*ALPHA\*\*\* will maintain operational control and responsibility for emergency management activities within its jurisdictional area, unless otherwise superseded by statute or agreement;
* It is possible that federal, state or local assistance may not be available for up to 72 hours following the occurrence of a major emergency. \*\*\*ALPHA\*\*\* and local emergency response services will initially carry out response and short‐term recovery operations on an independent basis until federal; state and regional assistance arrives, if required;
* \*\*\*ALPHA\*\*\* may not be physically capable of handling all requests for assistance immediately due to the nature of the emergency. Staff of the District must be self‐sufficient for the first 24 hours of a major emergency.
* \*\*\*ALPHA\*\*\* employees recognize their responsibility for providing for the safety and well being of District resources and will assume their functions in the implementation of the EOP. Proper implementation of this plan will reduce or prevent emergency related losses.
* Mutual Aid will be requested when needed and provided when available;
* Mitigation activities conducted prior to the occurrence of a disaster potentially reduce the

loss of life, injuries, and damage; and

* Supporting plans and procedures are updated and maintained by the responsible emergency management unit.

**1.6 Plan Organization**

The following sections provide the framework that guides the organization of \*\*\*ALPHA\*\*\* emergency operational procedures.

**Table 1: EOP Document Organization**

|  |  |
| --- | --- |
| **Section 1: Introduction** | Purpose of the plan, its legal authorities, and document management procedures |
| **Section 2: Concept of Operations** | Overview of the sequence and scope of actions to be taken by \*\*\*ALPHA\*\*\* in response to an emergency event |
| **Section 3: \*\*\*ALPHA\*\*\* EOC General Staff** | A detailed description of the responsibilities and actions to be taken by each EOC section, including information to be used by each staff member with an assigned role and responsibility during a EOC activation |
| **Section 4: Initial Emergency Response**  **Process** | An overview of the initial response process, including necessary actions to be taken for identifying the type of emergency, the level of the emergency, and immediate response actions |
| **Section 5: Emergency Response Actions** | A framework for the basic actions that should be taken by school sites in the event of an emergency |
| **Section 6: Emergency Procedures** | A detailed description of potential hazards to \*\*\*ALPHA\*\*\* and the emergency procedures that must be taken with each hazard |

**1.7 Authorities**

The section lists the emergency authorities for conducting and/or supporting emergency operations. These authorities form the basis of the organizational and planning principles presented in this EOP. The Superintendent is responsible for distributing and ensuring familiarity of the \*\*\*ALPHA\*\*\* EOP, which should be activated at the time of a disaster through the direction of the Superintendent or his/her designated alternate.

**State Authorities:**

 California Administrative Code: Title 5, Education

 California Code of Education: §35295, § 35296, § 35297

 California Code of Regulations: § 2400 through § 2450

 California Emergency Services Act

 California Government Code: § 8607

 Standardized Emergency Management System Regulations: Code of Regulations, Title

19, Division 2, Chapter 1

**1.8 Plan Management and Distribution**

The \*\*\*ALPHA\*\*\* EOP will be reviewed and revised, as necessary, on an annual basis. The \*\*\*ALPHA\*\*\* is responsible for initiating and maintaining the revision process. Each revision of the plan will be authorized by identified approval and advisory authorities. The EOP shall be reviewed and/or revised bi-annually, and approved by the Board. The plan may be modified if responsibilities, procedures, laws, rules, or regulations pertaining to emergency management operations change. \*\*\*ALPHA\*\*\* will maintain records of revisions to the EOP on the register at the beginning of this document.

The School District and other departments having assigned responsibilities under this plan are obligated to inform the \*\*\*BETA\*\*\* County Emergency Operations Center, the City of \*\*\*GAMMA\*\*\* Emergency Operations Center when organizational or operational changes affecting this plan occur or are imminent. Changes will be published and distributed to relevant organizations.

**SECTION 2: CONCEPT OF OPERATIONS**

**2.1 General Concepts**

**2.1.1 Emergency Planning with Standardized Emergency Management System**

In accordance with the Standardized Emergency Management System (SEMS), California’s emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. Local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and a standard terminology for statewide use. SEMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the SEMS organization, which are identified in Figure 1.

**Figure 1: SEMS Organizational Levels**

|  |  |
| --- | --- |
| Field | |
|  |  |
| Local | |
|  |  |
| Operational Area | |
|  |  |
| Region | |
|  |  |
| State | |

*Field:* Consists of on-scene responders

*Local:* Includes county, city, or special districts

*Operational Area:* Manages and/or coordinates information, resources, and priorities among all local governments within the boundary of a county

*Regional:* Manages and coordinates information and resources among operational areas

*State:* Provides statewide resource coordination integrated with

Federal agencies

Source: California State Emergency Plan, 2009

**Field Response**

It is within the field response level that emergency response personnel and resources, under the command of an appropriate authority, carry out tactical decisions and activities in direct response to an incident or threat. The Incident Command System (ICS) is used to control and coordinate field-level response activities and provide a standard organizational structure to facilitate coordination of multiple organizations. During a field response operation, an Emergency Operations Center (EOC) may or may not be activated depending on the severity and type of event. Generally, if day-to-day response activities can resolve an emergency situation, response will remain at the field level. Further information regarding EOC responsibilities and activation procedures are described later in this section.

**Local Government**

Local governments include cities, counties, and special districts (e.g., \*\*\*ALPHA\*\*\* School District). They are responsible for management and coordination of the overall emergency response and recovery activities within their jurisdiction. Local governments must adopt SEMS and demonstrate use of SEMS protocols when activating their EOCs or when a local emergency is declared eligible for State reimbursement of response-related personnel costs. The City of \*\*\*GAMMA\*\*\* has local government and the County of \*\*\*BETA\*\*\* has both local government and OA Coordination responsibilities under SEMS.

**Operational Area**

The OA is an intermediate level of the State’s emergency services organization, which is defined by SEMS as the county and all political subdivisions located within the county, including special districts. The OA coordinates information, resources, and priorities among local governments within the area and serves as the communication link between local and regional government. Governing bodies of the county and the political subdivisions within the county make OA-level decisions. The \*\*\*BETA\*\*\* County Emergency Management Bureau serves in the capacity of the OA emergency management agency.

**Region**

The California Emergency Management Agency (CalEMA) provides administrative coordination and support through designated, discipline-specific, mutual aid regions (to be further discussed in *Section 4: Mutual Aid*) and three administrative regional offices. These regional offices are geographically divided across California and are designated as Coastal, Inland, and Southern. \*\*\*BETA\*\*\* County is part of the CalEMA \*\*\*\*\*\*\* Region.

The CalEMA administrative regional level manages information and supports the coordination of resources among OAs within the region and between the OAs and the State. Regional activities are generally carried out at a Regional Emergency Operations Center (REOC), which serves as a link between OAs and the State Operations Center (SOC).

**State**

CalEMA manages State resources at the State level in response to the emergency needs of the other SEMS levels. CalEMA manages and coordinates mutual aid among the mutual aid regions and between the regional levels and State level, and serves as the coordination and

communication link with the Federal disaster response system. In the event that OAs and the region require Federal assistance, requests are made from the local level through the appropriate SEMS channel to the SOC, where the request is then made to the Federal Government.

**2.1.2 The National Incident Management System**

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach— applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

**\*\*\*ALPHA\*\*\* – SEMS and NIMS**

According to California State law, \*\*\*ALPHA\*\*\* is required to adopt and implement SEMS and NIMS, which work in conjunction as a state emergency management system and a national emergency management system. The OA is required to manage information and coordinate resources for all local government departments within \*\*\*BETA\*\*\* County and to serve as the link between \*\*\*BETA\*\*\* County agencies and Region \*\*\*\*\*\*\*\*.

**2.1.3 \*\*\*ALPHA\*\*\* EOC**

The \*\*\*ALPHA\*\*\* EOC is the departmental coordination point between the OA or City EOC and incident command. The \*\*\*ALPHA\*\*\* EOC is responsible for assessing and managing emergencies, disasters, and/or events throughout the School District. The EOC provides support to Site and Field Operations emergency personnel; establishes and coordinates \*\*\*ALPHA\*\*\* response and recovery priorities; and disseminates timely and accurate information on the status of the emergency. The EOC maintains internal departmental operations to ensure continuity of operations.

The EOC provides space and facilities for the coordination of critical emergency functions (e.g., emergency operations, communications, damage assessment, public information) within the School District. During an incident, it is staffed with trained personnel and is equipped with a variety of systems and tools that aid in data collection and sharing, resource allocation, and other essential functions.

**EOC Primary Functions**

The following are primary roles and responsibilities of the EOC:

 Directly supports the incident and the Incident Commander

 Receives resource requests from Incident Command

 Prioritizes and manages \*\*\*ALPHA\*\*\* resources

 Maintains essential \*\*\*ALPHA\*\*\* operations, including:

• staffing,

• finance,

• intra-department planning,

• intra-department cooperation, and

• inter-departmental coordination (when the \*\*\*BETA\*\*\* or City EOC is not activated)

 Manages resources for incident-level activities

 Serves as the point of contact (POC) for the Incident Commander

 Serves as the Point of Contact for the \*\*\*BETA\*\*\* or City EOC

• Receives Policy Group objectives (when necessary and/or appropriate, the

Superintendent will serve on the \*\*\*BETA\*\*\* or City EOC Policy Group)

• Receives resource allocation priorities

• Provides situation status reports

**\*\*\*ALPHA\*\*\* EOC Organization**

The \*\*\*ALPHA\*\*\* EOC organization is based on ICS and includes the following five functions: Management, Planning/Intelligence, Operations, Logistics, and Finance/Administration.

The EOC organization may be expanded or contracted based on the magnitude and scope of the emergency as well as the availability of personnel to staff EOC functions. If necessary, one person may staff more than one function, or additional staff may be assigned to perform sub- functions within each of the five major management sections.

**\*\*\*ALPHA\*\*\* School District**

**2012-13**

**Emergency Operations Center Assignments**

**INFORMATION OFFICER**

**SAFETY OFFICER**

**EOC COMMAND**

**EOC COORINATOR**

**LIAISON OFFICER**

**OPERATIONS**

**SECTION**

**PLANNING**

**SECTION**

**LOGISTICS**

**SECTION**

**FINANCE**

**SECTION**

**2.2 Management Structure**

The \*\*\*ALPHA\*\*\* emergency management structure is organized according to NIMS, SEMS, and the ICS structure. The EOC has designated management levels that, depending on the severity of the event, may or may not be activated. These levels are defined as Management Staff (EOC Commander, Public Information Officer [PIO], Liaison Officer, and Safety Coordinator) and General Staff (Section Chiefs). Roles and responsibilities within these levels are described

below.

**2.2.1 EOC Staff**

The \*\*\*ALPHA\*\*\* EOC staff consists of command staff and general staff. The command staff is comprised of the Commander, Public Information Officer, Liaison Officer, and Safety Officer. The general staff is comprised of the Operations, Logistics, Planning/Intelligence, and Finance & Administration Section Chiefs and all those individuals working in each section. Position Guides for these positions and sections can be found in Appendix ????.

**\*\*\*ALPHA\*\*\* EOC Commander**

The \*\*\*ALPHA\*\*\* EOC Commander is responsible for the overall management of the EOC. The EOC Commander has the authority to order activation, stand-down, and deactivation of the \*\*\*ALPHA\*\*\* EOC. The EOC Commander also has responsibility for staffing EOC functions, as necessary; coordinating response activities and priorities of EOC staff; and maintaining contact with the Superintendent to provide status reports and request assistance, as necessary.

**PIO**

The PIO provides emergency instructions and information regarding the status of \*\*\*ALPHA\*\*\* school sites, students, and staff to the public and to media for broadcast. It also provides press releases and conducts media briefings, if indicated. In a major disaster or emergency, a Joint Information Center (JIC) may be activated, and the PIO will provide a representative.

**Liaison Officer**

The Liaison Officer maintains and provides coordination with the \*\*\*ALPHA\*\*\* EOC, other city departments, and outside agency representatives.

**Safety Coordinator**

The Safety Coordinator monitors all aspects of the EOC to ensure the safety of all staff involved with response activities.

**2.2.2 Support Staff**

The Support Staff is responsible for initiating and maintaining sign-in and sign-out logs, telephone logs, and message logs; collecting essential data and status information from Section Chiefs; and assisting the EOC Commander with ensuring that essential EOC functions are appropriately staffed.

**2.2.3 General Staff**

The General Staff is responsible for coordinating each EOC section: Planning/Intelligence, Operations, Logistics, and Finance/Administration. Each section is led by a Section Chief and possibly a Deputy Section Chief.

**2.3 EOC Standard Operating Procedures**

The standard operating procedures (SOPs) for the EOC encompass activation and deactivation procedures; notification; EOC position roles and responsibilities; EOC Status Reports; and the methods and systems used for incident information management and communication.

**2.3.1 EOC Activation and Deactivation Procedures**

**EOC Staff Notification Process**

In the event that an emergency occurs during school hours, the first person on scene and/or his/her administrator is responsible for analyzing the magnitude of the emergency and providing recommendations to the Superintendent of Schools or his/her designee regarding the need to partially or fully activate the EOC. Once is a decision is made, the Superintendent or designee notifies the EOC staff.

Should an emergency occur during off-hours, the first person on scene or his/her administrator will contact the EOC Commander who is then responsible for notifying the \*\*\*ALPHA\*\*\* PIO, Safety Coordinator, and Section Chiefs. Each Section Chief will notify his/her staff, as deemed necessary.

**EOC Activation Overview**

EOC activation procedures are scalable based on the changing needs of an event. An activation level is defined as *an organization’s readiness to carry out its mission during an emergency.* The \*\*\*ALPHA\*\*\* EOC can be activated by the Superintendent, Deputy Superintendent, \*\*\*ALPHA\*\*\* EOC Commander, or their respective designees. In the event of a catastrophic emergency, such as an earthquake, activation of the EOC will occur as soon as sufficient staff members are in place.

**EOC Deactivation Overview**

The EOC Commander has the authority to determine when deactivation of the EOC is warranted. If the \*\*\*BETA\*\*\* County or a City EOC is activated, the EOC Commander must obtain approval from the Command at the \*\*\*BETA\*\*\* or a City EOC before commencing with stand-down and deactivation procedures.

**2.3.2 Coordination with the \*\*\*BETA\*\*\* County or City EOC**

Coordination and communication between the \*\*\*BETA\*\*\* County (OC) EOC, City of \*\*\*GAMMA\*\*\* EOC and the \*\*\*ALPHA\*\*\* EOC is essential during an emergency event. For the duration of the emergency, the \*\*\*BETA\*\*\* County Department of Education may serve as an agency representative at the \*\*\*BETA\*\*\* EOC to provide a consistent communication link between the \*\*\*ALPHA\*\*\* EOC and \*\*\*BETA\*\*\* EOC. If requested, \*\*\*ALPHA\*\*\* may send a representative to the City of \*\*\*GAMMA\*\*\*.

**2.3.3 \*\*\*ALPHA\*\*\* EOC Status Reports**

Status reports are an important and ongoing process throughout the duration of the emergency. Status reports are essential when assessing the impact of the emergency on \*\*\*ALPHA\*\*\* facilities, staff, and students. Information provided in the status reports enables \*\*\*ALPHA\*\*\* personnel to make informed decisions regarding student release, school closures, and other critical matters.

**2.3.4 \*\*\*ALPHA\*\*\* EOC Situation Reports**

Copies of status reports should be submitted to the EOC Planning Section for posting, analysis, and documentation. The Planning Section will use the information from the status reports to develop and prepare situation reports that will be submitted to the EOC Commander as well as all EOC Sections and \*\*\*ALPHA\*\*\* representatives in the \*\*\*BETA\*\*\* County EOC.

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**SECTION 3: \*\*\*ALPHA\*\*\* EOC GENERAL STAFF**

**3.1 Introduction**

**3.1.1 Overview**

The \*\*\*ALPHA\*\*\*School District (\*\*\*ALPHA\*\*\*) Emergency Operations Center’s (EOC’s) General Staff positions are organized into four functional sections according to the Incident Command System (ICS): Planning/Intelligence, Operations, Logistics, and Finance/Administration. Each section has a position designated for a Section Chief. Roles and responsibilities of each section will be further defined in the following sections.

**3.1.2 Credentialing**

It is mandatory that all individuals filling \*\*\*ALPHA\*\*\* EOC positions hold the appropriate credentials pertaining to the EOC position they are to assume. According to the National Incident Management System (NIMS), credentialing involves maintaining the proper documentation that can authenticate and verify that a particular individual has the certification necessary to fill a specific role. This ensures that all personnel hold a minimum, common level of training, experience, and capability for the particular EOC position they are to fill.

**3.2 Planning and Intelligence Section**

**3.2.1 Overview**

The Planning and Intelligence Section is responsible for the collection, analysis, and display of information related to emergency management operations. The Planning Section conducts EOC planning meetings, prepares appropriate action plans, disseminates situation briefings, and supports the overall EOC planning process.

**3.2.2 Planning Section Chief**

The Planning Section is led by a Section Chief. The Planning Section Chief is responsible for compiling and analyzing status information from all EOC staff, managing and documenting emergency information and data, and identifying the short- and long-term impacts the emergency has on \*\*\*ALPHA\*\*\* operations. The Planning Section Chief is also responsible for planning and leading all section chief meetings.

**3.3 Operations Support Section**

**3.3.1 Overview**

The Operations Support Section is responsible for coordinating all response operations applied to the emergency. The Operations Support Section carries out the objectives of the EOC action

plan and requests additional resources, as needed.

**3.3.2 Operations Support Chief**

The Operations Section Chief is responsible for receiving and evaluating information on the status of the School District’s facilities, communications, information systems, and buses. The Operations Section Chief has the authority to establish response priorities in conjunction with the EOC Commander.

**3.4 Logistics Section**

**3.4.1 Overview**

The Logistics Section is responsible for the coordination and management of School-District- wide resources during an emergency event.

**3.4.2 Logistics Section Chief**

The Logistics Section Chief is responsible for recruiting and managing EOC staff and volunteers during an emergency. The Logistics Section Chief must obtain supplies and equipment critical to emergency response operations, and arrange for alternate facilities if necessary.

**3.5 Finance and Administration Section**

**3.5.1 Overview**

The Finance and Administration Section is responsible for coordinating financial policies and administration functions, maintaining financial records, and managing employee compensation issues.

**3.5.2 Finance and Administration Section Chief**

The Finance and Administration Section Chief is responsible for implementing emergency finance procedures and informing Section Chiefs of necessary documentation for financial reimbursement. This includes maintaining records of emergency expenditures, compiling damage cost estimates, and arranging for sources of emergency funding.

**SECTION 4: INITIAL EMERGENCY RESPONSE PROCESS**

**4.1 Overview**

In the event of an emergency, school personnel must quickly and adequately determine what initial response actions are required. Determining the appropriate actions to take is identified as a three-step process: (1) Identify the *type* of emergency; (2) Identify the *level* of emergency; and

(3) Determine *immediate response action(s)* that may be required. Each of these steps is discussed in the following sections.

**4.2 Identify Type Emergency**

The first step in responding to an emergency is to determine the type of emergency that has occurred. Emergency procedures for the different types of emergencies identified by the \*\*\*ALPHA\*\*\* are provided in Section 6. The identified emergencies and their risk assessments are listed below. The risk assessment is based on a scale of 1–4, with 1 being the least likely to occur and 4 the most likely to occur. The risk priority for each emergency is also identified as low, medium, or high.

**Table 3: Emergency Risk Assessment**

|  |  |  |
| --- | --- | --- |
| **Identified Emergency Risk Frequency Risk Priority** | | |
| Accidents |  |  |
| Active Shooter |  |  |
| Animal Disturbance |  |  |
| Armed Student(s) |  |  |
| Bomb Threat |  |  |
| Earthquake |  |  |
| Fire or Explosion (Internal) |  |  |
| Fire or Explosion (External) |  |  |
| Flood |  |  |
| Gang Fight/Riot |  |  |
| Hazardous Material Spill |  |  |
| Homicide |  |  |
| Hostage Situation |  |  |
| Kidnapping/Child Abduction |  |  |
| Missing Child |  |  |
| Plane Crash |  |  |
| Rape |  |  |
| Suicide |  |  |
| Terrorist Event |  |  |

The second step in responding to an event is to determine the level of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered, level-based rating system is described below.

**Level 1 Emergency:** A minor emergency that is handled by school personnel without assistance from outside agencies (e.g., a temporary power outage, a minor earthquake, or a minor injury on campus)

**Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies—this could be a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material (e.g., an unknown white powder); the EOC is partially or fully activated

**Level 3 Emergency:** A major emergency event that requires assistance from outside agencies—this could be a catastrophic earthquake, a civil disturbance, or a large-scale act of terrorism; response time of outside agencies may be seriously delayed; the EOC is fully activated

**4.4 Determine Immediate Response Actions**

Once the type and extent of an emergency has been identified, school personnel can determine if an immediate response action is required. The most common immediate response actions initiated during school emergencies are as follows:

 Drop, Cover, and Hold

 Shelter-In-Place

 Lock Down

 On-Campus Evacuation / Assembly Location

 Off-Campus Evacuation / Assembly Location

 All Clear

Procedures for each of these response actions are described in Section 5.

**4.5 Special Needs Population**

Every effort has been made to address the requirements for the special needs population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure that hearing, sight, mobility impaired students, as well as other special needs students, are accounted for and receive appropriate instructions.

**SECTION 5: EMERGENCY RESPONSE ACTIONS**

The following emergency response actions refer to the Principal, Site Manager, or appropriate designee as a School Administrator.

Each site will assign an Emergency Planning Coordinator who is responsible for emergency response actions at each individual school site.

**5.1 Drop, Cover, and Hold**

This action is taken to protect students and staff from flying or falling debris.

**Description of Action**

1. Upon the first indication of an earthquake, students and staff should immediately implement appropriate drop, cover, and hold procedures.

2. If inside, school staff must instruct students to drop under their desks and cover their

heads with their arms and hands, while holding onto the desk. For those students and staff who are physically unable to drop into a protected position under a table or desk, they should remain seated or, if possible, move to an interior wall away from windows and heavy objects, and cover their head with a notebook/book or their arms and hands.

3. If outside, school staff must instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their head with their arms and hands.

4. After the initial shaking has completely stopped, the School Administrator at each school site in the \*\*\*ALPHA\*\*\* must make an announcement on the Public Address (PA) system. If

the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions.

**5.2 Shelter-In-Place**

This action is taken in order to place and/or keep students indoors in the event that airborne contaminants are found in the outside air or another hazard such as a bee swarm or violent animal is in the area. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and may include the shut-down of classroom and/or building heating, ventilation, and air conditioning (HVAC) systems. During Shelter-in-Place, every precaution should be taken to avoid exposure to the outside air or whatever hazard has surfaced.

**Description of Action**

1. If an emergency occurs that requires students and staff to Shelter-in-Place, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions.

2. If inside, school staff should keep students in the classroom until further instructions are given.

3. If outside, students must proceed to their own classrooms if it is safe to do so. If it is determined to be unsafe, staff should direct students to the nearest classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). School staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air. Anyone who is exhibiting symptoms must be treated.

4. School staff is responsible for securing individual classrooms, and the school Emergency Planning Coordinator will assist in completing the following procedures as needed: shut down the classroom/building HVAC system; turn off local fans in the area; close and

lock doors and windows; and, if necessary, seal gaps under doors and windows with wet towels, consider individual’s with special needs in response actions and/or turn off sources of ignition, such as pilot lights.

**5.3 Lock Down**

A school lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied

areas. During lock down, students are to remain in the classroom or designated locations at all times.

**Description of Action**

1. If a lock down situation is required, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions.

2. If inside, school staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.

3. If outside, students should proceed to their classrooms if it is safe to do so. If it is not safe, staff must direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). If gunshots are heard and students/staff who are outside can leave campus, they should proceed to a safe location off of campus and check in with law enforcement and the school administration if possible.

4. School staff and students must remain in the classroom or secured area until further instructions are provided by the School Administrator or law enforcement.

5. Only have one cell phone on in each classroom. School staff should use cell phones and speak quietly. Remember if phone lines are not available texting might be a useful way to communicate.

6. All campus entrances and exits must be locked and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on campus.

7. If an active shooter is present (gunfire is heard). All staff should consider taking the following actions if possible:

**Escape**: If the staff members believe they can escape (get off campus) they should escort students off campus quickly and quietly.

Barricade: If staff members determine it is unsafe to escape, they should barricade themselves and students in a classroom or other facility.

**Defend**: If staff members are unable to escape or barricade, or if the perpetrator breaks through the barricade, they should have a plan to defend themselves and their students.

**5.4 On-Campus Evacuation/Assembly Location**

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

**Description of Action**

1. Once a building has been determined as unsafe, the School Administrator should initiate a fire alarm.

2. If a building has been identified as unsafe, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions.

3. School staff must instruct students to evacuate the building, in accordance with the school site evacuation plan and using designated routes, and assemble in their assigned assembly area. School staff should assist any individuals with special needs in the evacuation process.

4. Staff should evacuate with any emergency supplies in their classrooms (first aid kits, fire extinguishers, Lock-Down kits) in case the evacuation is extended. Staff can ask students to help carry items to the evacuation site, if necessary.

5. School staff must take their student rosters when leaving the building and take attendance once the class is assembled in a safe location.

6. Once assembled, school staff and students will stay in place until further instructions are given.

**5.5 Off-Campus Evacuation/Assembly Area**

This action is taken after a decision is made that is it unsafe to remain on campus and evacuation to an off-site assembly area is required.

**Description of Action**

1. If an off-campus evacuation is necessary, the School Administrator will make an announcement on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions.

2. The School Administrator will determine the safest method for evacuating the campus.

Each school site is responsible for identifying appropriate evacuation routes.

3. School staff will secure the student rosters when leaving the classroom and take attendance once the class is assembled in a pre-designated safe location.

4. Staff should take with them any emergency supplies in their classrooms (first aid kits, fire extinguishers, Lock-Down kits) in case the evacuation is extended. Staff can ask students to help carry items to the evacuation site, if necessary.

5. Once assembled off-campus, school staff and students will stay in place until further instructions are given.

6. In the event clearance is received from appropriate agencies, the School Administrator may authorize students and staff to return to their classrooms.

**Sister Sites**

1. In the event that appropriate authorities (Law Enforcement, Fire personnel, District/Site Administration) deem a particular school site unsafe for occupancy, the Site Administrator will direct school staff and students to a primary or secondary sister site.

2. Each school site is responsible for inserting its sister site location and map in their individual emergency operations plan (EOP).

**5.6 All Clear** This action is taken to notify school staff that normal school operations should resume. **Description of Action**

1. Once the emergency event is over, the School Administrator will make an announcement

on the PA system. If the PA system is not available, the School Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The School Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the School Administrator:

2. This action signifies the emergency is over.

3. If appropriate, school staff should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

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**SECTION 6: EMERGENCY PROCEDURES**

**6.1 Overview**

This section describes specific emergency procedures to which school staff and students must adhere during the following 21 potential emergencies:

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* Accidents
* Active Shooter
* Animal Disturbance
* Armed Student(s)
* Armed Student (possible – reported later)
* Bomb Threat
* Earthquake
* Fire or Explosion (Internal)
* Fire or Explosion (External)
* Flood
* Gang Fight/Riot
* Hazardous Material Spill
* Homicide
* Hostage Situation
* Kidnapping/Child Abduction
* Missing Child
* Plane Crash
* Rape
* Suicide
* Suspicious Circumstances
* Terrorist Event

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to ensure the health and safety of all personnel during an emergency.

The following emergency response actions refer to the Principal, Site Manager, or appropriate designee as the ―School Administrator. In addition, Public Information Officers (PIOs) for the \*\*\*ALPHA\*\*\*School District (\*\*\*ALPHA\*\*\*) are referred to as the Office of Public Outreach and Communication. Additionally, each site must assign an Emergency Planning Coordinator who is responsible for emergency response actions at each individual school site.

**In the event of any questions, contact \*\*\*\*\*\*\* at (\*\*\*) \*\*\*-\*\*\*\* or via the district’s emergency radio system.**

**6.1.1 ACCIDENTS**

If an accident, such as an auto wreck, happens near campus, or if a student or staff member is seriously injured on campus:

1. 🕿 If help has not been summoned, **call 9-9-1-1. Identify your school site and exact location.**
2. If appropriate, send a calm individual to help. An employee trained in first aid may be needed.
3. If the injured person is a student or staff member, call the parents, spouse or other individual named on the injured's emergency card.
4. If the emergency contact cannot be reached, call that contact's supervisor at his/her place of employment.
5. Notify the Director of Public Relations and/or Superintendent’s designee.
6. Evaluate the seriousness and the impact of the accident to determine if your school psychologist or the Crisis Response Team should be involved.
7. Consider the needs of students and staff who may have observed the accident.
8. Crisis Response Team: Implement day one guidelines and long term follow up as necessary.

**6.1.2 ACTIVE SHOOTER**

At the first indications of shooting, sound of gunfire, loud cracking, popping, banging noises, windows shattering, glass exploding in classrooms, bullets ricocheting:

1. 🕿 **Call 9-9-1-1**. **Identify your school site and exact location.**
2. Announce with clear directions “There is an individual shooting a gun on campus, please lockdown and barricade.”
3. If safe to do so, contact Superintendent/Designee.
4. Remember EBD:
   1. **Escape:** If you can escape, then do so.
   2. **Barricade:** If you can’t escape, then barricade yourself in, using any objects available to delay the suspect from getting to you. Keep as low to the ground as possible, and build an internal barricade to keep gunfire away, if possible.
   3. **Defend:** Once barricaded or if you can’t barricade – discuss with those in the room with you (or develop yourself), how you plan to defend yourself. This can include having some fo the individuals throw objects at the suspect while others tackle him/her. Identify and use items that can defend you: fire extinguishers (spray suspect with it – while others tackle or hit suspect with it)., flag poles, scissors, heavy objects, etc.
5. Do not think that hiding under a desk or huddling in a corner will protect you. **Important: keep in mind that many obstructions may visually conceal you from the gunfire, but they may not be bullet proof and will not protect you from gunfire.**
6. Have all students turn off their cell phones – keep one phone on in the room to contact law enforcement, ONLY if you know where the suspect is or if you have an individual wounded. Otherwise keep off the phone, so that lines are free for first responders.
7. If Law Enforcement arrive at outside your room and you have barricaded:
   1. Let them know that you are contacting dispatch to ensure they are the police.
   2. Let them know that you have barricaded yourself in, and that you are removing the barricade.
   3. Let them know your plan of action once the door is open.
   4. Have all students lay flat on the ground with their hands and arms flat beside them, so there is no visible threat to the law enforcement.

**6.1.2 ACTIVE SHOOTER (CONT.)**

**OFFICE PERSONNEL:**

Steps 1 – 3 should be done simultaneously having different employees cover each item.

1. 🕿 **Call 9-9-1-1**. **Identify your school site and exact location. Only ONE phone in the office should call 9-9-1-1 and remain on the line.**
2. Lockdown front office, and barricade as much as possible. Make phone calls/announcements from a safe position.
3. Announce with clear directions “This is a real emergency. There is an individual shooting a gun on campus, please lockdown and barricade.” Repeat several times.
4. As Police are in transit, relay information:
   1. Is suspect still on-campus? Where did he/she go?
   2. Specific location of occurrence
   3. Number of wounded
   4. Description of all weapon(s), dangerous object(s) and any visible ammunition. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.
   5. Any shots fired? Describe sound and number of shots fired.
   6. Any background knowledge of the suspect.
5. Notify the Superintendent/Designee, if safe to do so.
6. District Office Staff: Call the Transportation Department to advise buses to avoid the area.
7. Keep the P.A. System on to provide instant announcements. If safe to do so, remind classrooms to barricade themselves in and plan to defend themselves if confronted by the suspect.
8. Allow Police to set up a command post on school grounds; assign a staff member to stay with Police to provide information or run errands. Allow Police full control of grounds and classrooms. Assign a liaison (preferably an administrator) to stay with Police and Fire.
9. Gather witnesses in one room for Police questioning. Have one teacher or administrator stay with them and calm them down. To protect Police investigation, **do not allow witnesses to talk.**
10. Involve the Crisis Response Team.
11. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.3 ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of a dog, coyote, mountain lion, or any other wild animal threatens the safety of students and staff.

**Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include Lock Down or On-Campus Evacuation procedures, as described in

Section 5.

2. Upon discovery of an animal, school staff should isolate students from the animal, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will be kept outside in an area away from the animal. It is best to close doors and lock gates as a means to isolate the animal.

3. If additional outside assistance is needed, the School Administrator will call 9-1-1 and \*\*\*\*\*\* Animal Control at (\*\*\*) \*\*\*-\*\*\*\* and provide the location of the animal and nature of the emergency.

4. If a staff member or student is injured, school medical personnel should immediately be notified. The parent or emergency contact of the injured person should also be immediately notified.

5. The School Administrator will initiate Off-Campus Evacuation procedures, if deemed necessary by changes in conditions at the school campus.

6. In the event that students need to be released from the school site, refer to Appendix A

for parent-child reunification procedures.

**6.1.4 ARMED STUDENT(S)**

Any staff member **must** report to the Principal if a student is suspected of having a weapon on campus.

1. If an administrator finds a weapon on an individual.
2. **Do not** attempt to retrieve the weapon! Wait for the Police.
3. **Do not** restrain or discipline the student! **Keep the student away from the weapon.** Wait for the Police.
4. If a teacher sees or is notified of a weapon on a student in class and the weapon is concealed, the staff member should quietly send a note in an envelope to the school office, using a messenger. Include as much information as possible:
   1. The name of the student
   2. Exact location of student in class
   3. Type of weapon suspected
   4. Location of weapon
   5. Room number
   6. Number of students in class
   7. Demeanor of student and any other useful information
5. 🕿 Administrative/Office Staff call **9-9-1-1**. **Identify your school site and exact location.**
6. Allow class or passing periods to occur as normal until Police arrive; do not alarm other students. Pull the student's schedule.
7. Allow Police to handle situation as they see fit. Police will generally try to isolate the student from others and apprehended him or her. Be prepared to implement **lock down** procedures.
8. After the situation is resolved, consider the impact on other students. Involve your school psychologist or Crisis Response Team as appropriate.
9. Notify the Superintendent, Deputy Superintendent, or Director of Student Services.
10. Determine whether the student(s) has/have an IEP or 504 plan.
11. Crisis Response Team: Implement day one guidelines and long-term follow-up as necessary.

**If student draws weapon, see “Hostage Situation” or if the student starts shooting the weapons, see “Shooting” procedure.**

**6.1.5 ARMED STUDENT(S) - POSSIBLE or REPORTED LATER**

1. Whenever it is reported, after the dismissal of students from school or reported on the following day that a student was in possession of a firearm, other weapon, or a dangerous object:
2. Verify and evaluate the information reported and the source of information.
   1. Determine if the report is that of a rumor or prank;
   2. Determine if the information is being reported anonymously;
   3. Determine if the information is being reported by a known, reliable source who wishes to remain anonymous;
   4. Determine if the reporting party is a known, reliable source with a direct link to a witness, victim or other source.
3. If a firearm is being reported and the source of information is known and reliable, report 🕿 the information to the police department immediately by calling the School Resource Officer or **9-9-1-1**. **Identify your school site and exact location.** Refer to your "Crisis Response Section" "Armed Student".
4. Please keep in mind that all firearm violations mandate (1) Police contact, (2) an immediate suspension, and (3) an expulsion recommendation. Contact Student Services to assist your site at the onset of the suspension/expulsion investigation process.
5. If more than one school is involved in the report, contact the other school’s administration immediately.
6. If a firearm is being reported by an anonymous source or as part of a rumor, investigate the matter. Should information exist to substantiate the report, contact the School Resource Officer or the Watch Commander at the police department? As stated above, keep in mind that all reported information is to be categorized as unsubstantiated allegations until verified by information gathered.
7. For all other weapons and dangerous objects reported by a known and reliable source, the school site administration/staff shall investigate the matter. Should information exist to substantiate the report, police contact shall be made.
8. The decision to proceed or not proceed with an Investigation based on unreliable or anonymous sources shall be determined by the school site administration.
9. School district standards necessary to permit the searching of a student for a weapon or other dangerous objects requires: (1) reasonable suspicion; and (2) a violation of an education/penal code.
10. Searches are best conducted when (1) the student has been removed from class personally and is not given any opportunity to dispose of property, (2) the student brings all belongings, (3) the person conducting the search is of the same gender, and (4) the search is witnessed by a second adult. Under no conditions is a strip search permitted.

**6.1.5 ARMED STUDENT(S) - POSSIBLE or REPORTED LATER (CONT.)**

1. If allegations are unsubstantiated, address the rumors. Provide accurate information. Share as much as you can without violating student confidentiality. Parents want to know that situations are safe and feedback is important. Parent notifications will be determined by Director of Public Relations.
2. In all weapon violations, it is essential that the reasons and motivations for the violation be investigated. This is a cause and effect relationship. The weapon is the effect. An effective resolution of the incident will discover and address the underlying causes resulting in the violation.

**6.1.6 BOMB THREAT**

1. Refrain from using cell phones
2. Call local police department to inform them of threat
3. Call Superintendent’s Office
4. Fax “Bomb Threat Check List” to Superintendent’s Office
5. Ask teachers to lock doors, keep students in classrooms until further notice
6. Ask teachers to check their rooms for unfamiliar items
7. Teachers send a message to the office when rooms have been scanned
8. Use administrative, custodial and support staff to check common areas of the school (Trash cans, multipurpose room, restrooms, etc.)

**Phone Call** - Any person receiving a telephoned bomb threat should:

1. If within arms reach, immediately refer to the **“Bomb Threat Checklist.”**
   1. Note exactly what is said
   2. Identify characteristics – voice, male/female, age, tone, etc.
   3. Background noises/voices
   4. Time
   5. Keep the caller on the line as long as possible.
   6. Ask him/her to repeat the message.
   7. If the caller does not indicate the location of the bomb or the time of the possible detonation, ask him/her for this information.
   8. If possible, have more than one person listen in on the call.
2. Alert the principal/site administrator.
3. Keep the matter confidential.
4. Immediately complete the “Bomb Threat Checklist.”
5. If possible, work with local police to retrieve last incoming call based on time of caller.

**Written Threat:**

1. If the bomb threat is presented in a written form, preserve the evidence and crime scene. Advice staff to lock down the room or area and permit no one except law enforcement to enter.
2. If the bomb threat is presented on E-mail or on a website, print out a hard paper copy and copy the website file onto a disk as soon as possible. Information on websites can be deleted in minutes and this may be your only chance to gather the evidence.

**6.1.6 BOMB THREAT (CONT.)**

**Important Steps to Consider:**

1. Turn off all radios. **Do not** use on-campus radios or walkie-talkies. These may activate some types of bombs.
2. Secure access points, check fence lines and scan adjoining areas for possible shooters
3. Evacuate to safe areas if anything suspicious is found. Staff should continue to be scanning the area outside of the school grounds for possible shooters.
4. Work with the Director of Public Relations for a possible *parent letter/phone call* concerning incident

**Dichotomy:**

1. The most serious of all decisions to be made by the administration is whether to evacuate the building. Essentially, there are three alternatives when faced with a bomb threat:
   1. Ignore the threat.
   2. Evacuate immediately.
      1. **Evacuating immediately** on every bomb threat appears to be the preferred approach; however, the negative factors inherent in this approach must be considered. If the bomb threat caller knows that you will evacuate each time a call is made, he/she can continually call and force business to a standstill. Also, a bomber wishing to cause personal injuries could place a bomb near an exit normally used to evacuate and then call in the threat.
   3. Search and evacuate if warranted.
      1. **Initiating a search** after a threat is received and evacuating a building after a suspicious package or device is found is **the most desired** approach. If a device is found, the evacuation can be accomplished expeditiously while at the same time avoiding the potential danger areas of the bomb. Be sure to search your evacuation sites, before evacuating.
      2. If a suspicious device is found, immediately establish a “danger zone” and evacuate all students and staff, away from threatened buildings. Wait for police arrival.
      3. Be prepared to report the location and an accurate description of the object.
      4. Identify the danger area, and block it off with a clear zone of at least 300 feet, including floors below and above the object.
      5. If possible, check to see that all doors and windows are open to minimize primary damage from the blast and secondary damage from fragmentation.
      6. Do not permit re-entry into the building until the device has been removed or disarmed, and the building is declared safe for re-entry.
      7. Follow the Bomb Squads request as to whether or not students take their backpacks and teachers take their purses to evacuation area.
      8. Do not allow staff or teachers to make cell phone calls without administrative permission

**6.1.6 BOMB THREAT (CONT.)**

**Vague Bomb Threat:**

If you receive a non-specific vague bomb threat, gather your school site’s search team and immediately initiate a search. Make certain to include in your search, trash cans, parking lots, toilets, and the evacuation routes. If no suspicious device is found, review the elements of the actual bomb threat. Confer with local law enforcement and/or Superintendent/designee to determine whether or not to evacuate.

**Credible Bomb Threat:**

If you receive a detailed credible bomb threat or a credible bomb threat identifying a specific location or individual, engage local law enforcement and/or Director of Public Relations and/or Superintendent/designee immediately for assistance in determining whether or not to evacuate. If the area is evacuated, school personnel shall **not** search for the bomb or enter the targeted area unless requested to do so by the police or fire department. Whether or not evacuation has occurred, remain in position to provide assistance to the police department if requested.

1. Expect the police department to examine rooms and to ask staff members if they have seen any objects that are out of place or are in places where they do not normally belong. Please remember that regular staff members are most familiar with the campus and its belongings. Anticipate being called upon by the police department for additional information or assistance. Remember, one of your roles is to preserve a potential crime scene.
2. Custodian should turn off power supplies, electricity and gas lines to threatened building.
3. Any witnesses should be identified and gathered for Police questioning.
4. Consider the impact on students and staff. Involve the Crisis Response Team as needed.
5. Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.7 EARTHQUAKES**

**DURING THE QUAKE:**

1. At first sign of shaking, adults should give the **DROP** command.
2. If students and staff are **Indoors**, all should:
   1. Get under a desk or table. Otherwise, stand next to an inside wall. Stay away from computers, televisions, stacks of books, file cabinets, and other heavy objects.
   2. Get as far away from the window(s) as possible. Drop to knees with back to the window(s) and knees together.
   3. Clasp one hand firmly behind head, covering neck. If unable to get under a sturdy piece of furniture, try to protect head and neck with a notebook/book.
   4. Wrap other arm around a table or chair leg.
   5. Bury your face in your arms, protecting head.
   6. Close eyes tightly
   7. Stay until the earthquake is over.
3. If students and staff are **outdoors**, staff should:
   1. Direct students away from buildings, trees, poles and wires.
   2. Call **DROP** command -- students and staff should cover as much skin surface as possible, close eyes and cover ears.
4. If earthquake occurs while students are on a **bus**:
   1. Driver should pull to the side of road, away from buildings, poles, wires, and bridges, and then issue **DROP** command.
   2. Driver should set brakes and turn off the ignition.
   3. After earthquake, driver should proceed with route, watching for hazards.
   4. Driver shall radio or otherwise contact, Transportation Department & check in.
5. If students are **on the way** to or from school, instruct them to:
   1. Stay in the open away from buildings, signs, trees and wires.
   2. Do **not** run.
   3. After the quake, continue home or to school.

**FOLLOWING THE QUAKE:**

**ANTICIPATE AFTER SHOCKS**

1. Evacuate all students and staff in an orderly manner using pre-planned evacuation routes.
2. All teachers should take roll and note missing students or staff.
3. Students should remain outdoors, in evacuation area, until buildings are declared safe.
4. Consider the impact on students. Involve the Psychologist/Crisis Response Team as appropriate.

**6.1.7 EARTHQUAKES (CONT.)**

1. Contact the district Emergency Operations Center during any citywide disaster.
2. Be prepared to operate without Police or Fire assistance for an unknown time.
3. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**PSYCHOLOGICAL FIRST AID AFTER THE QUAKE**

Follow the direction of School Psychologists and/or Crisis Response Team.

Consider the following:

In natural disasters like earthquakes, the first concern is with physical safety. Once safety needs have been assured, attention can and should be given to the emotional trauma. In many cases students (and staff) will be concerned and anxious about the welfare and safety of family and loved ones. It is important for crisis team members to recognize and acknowledge the fear and anxiety everyone is experiencing but may not be expressing. Students will need to be reassured and feel secure. Adults may be experiencing very similar feelings of fear and anxiety and should be encouraged to share these fears with students while continuing to model appropriate behavior.

Providing an opportunity to share these fears and feelings begins the process in helping victims gain control and mastery over the experience. Encouraging victims to take action also helps to lessen the feeling of helplessness and loss of control. If the individual appears immobile, the crisis team member should assist by directing and/or requesting the individual to take a specific action.

**The Following Suggestions Will Assist School Personnel in Dealing with Children's Reactions to an Earthquake**

**Children and adults need facts.**

Give a realistic orientation of what an earthquake is, how and when it happens. Prepare students that aftershocks will occur. Remind students that only certain areas may have been affected.

**Children and adults need opportunities to share feelings and experiences.**

Students and adults need opportunities to talk and share their feelings and experiences; talking helps diminish anxieties. Adults need to admit their own feelings so children will have "permission" to share theirs. This is especially true with older boys. Drawing what the earthquake looks like and describing the picture may help elicit unexpressed feelings.

**6.1.7 EARTHQUAKES (CONT.)**

**Children need to be together with adults and family members.**

Children are not as fearful of their own personal safety as they are of being separated from their parents and not knowing if they are safe or will see them again. Let students know that parents will contact or come to them as soon as they are able. In the meantime, assure students they will be cared for. Implement a buddy system with classmates. DO NOT LEAVE CHILDREN ALONE.

**Children need to be engaged in activities.**

Activities are important to help gain some control over the situation. Encourage students to straighten up the room, rearrange tables, etc., for greater safety during aftershocks. Use classroom materials, recreational games to structure time.

**6.1.8 FIRE AND/OR EXPLOSIONS, INTERNAL**

1. 🕿 **Call 9-9-1-1. Identify your school site and exact location.**
2. Note: If an explosion has occurred, Police will enter the area to investigate before Fire personnel take action.
3. Treat injured as much as possible while awaiting Police or Fire.
4. Evacuate all students and staff away from threatened buildings using fire drill. Maintain control of students and take roll.
5. If smoke is in the immediate vicinity, instruct students to "Stay low and Exit," crawling to avoid breathing fumes.
6. If no escape is possible, close as many doors as possible between you and the fire. Stuff cracks and openings with wet cloth and avoid fanning flames. Lay on floor to avoid smoke. Wait for help.
7. If anyone is injured or trapped, assign a Search and Rescue team while waiting for Police and Fire personnel.
8. Custodian should turn off power supplies, electricity and gas lines.
9. Notify the Director of Public Relations and/or Superintendent/Designee.
10. If possible, tape off necessary area around explosion or fire to preserve Police investigation. Have staff stand guard.
11. Any witnesses should be gathered for Police questioning.
12. If fire is serious, students may be moved by bus to an alternate location. Call the Transportation Department. Follow school-wide evacuation information.
13. Involve Crisis Response Team.
14. Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.9 FIRE OR EXPLOSION EXTERNAL (such as brush fire)**

**BE FAMILIAR WITH AND READY TO IMPLEMENT THE DISTRICT’S “FIRE AND EXPLOSION” RESPONSE PLAN (6.1.6 in this document).**

1. 🕿 **Call 9-9-1-1. Identify your school site and exact location.**
2. There are several schools in the District that may be immediately impacted by either a direct brush/external building fire or by the smoke from an external fire. It is imperative that a plan of action be in place, practiced, and implemented, when necessary.
3. School’s classrooms are a relatively low risk of fire due to fire resistant construction as well as the wide buffer area of non-combustible vegetation and asphalt surrounding most school sites.

It is anticipated that the fire department will direct the school staff to take one of two actions:

* Shelter in place.
* Evacuate

1. **Shelter in Place**
   1. Direct all students with their teachers to go inside classrooms in the main buildings. Take roll and account for all students and staff members.
   2. Gather the school’s set of emergency cards and teacher roll sheets and bring to a main classroom for security.
   3. Close all windows and doors.
   4. Leave the lights on.
   5. The fire department suggests that rooms with heavy drapes shall have the drapes closed.
   6. Turn off all air conditioners and any fans that could blow smoke into building.
   7. Without endangering yourself, contact the district's EOC with your emergency radio or your telephone and describe your status.
   8. Per site administrator, if time permits, without endangering anyone, Maintenance and Operations should conduct a perimeter inspection of the facilities. Look for anything that could ignite or explode in the path of the fire and if possible, separate the hazard away from the school buildings.
   9. Keep students calm and remain inside of the building.

**6.1.9 FIRE OR EXPLOSION EXTERNAL (such as brush fire) (CONT.)**

* 1. Eventually the fire line will pass. Remain inside and do not open the doors.
  2. Provide first aid to any students in need.
  3. If at all possible, everyone will remain in the classrooms until the fire department advises that it is safe to exit the building or until they are notified by radio with instructions.

1. **Evacuate**
   1. Begin your action by following the steps previously stated to **shelter in place.** Begin by directing all students with their teachers to go inside classrooms in the main buildings. Take roll and account for all students and staff members. Follow the remaining steps as listed above.
   2. Once the students are secured, immediately use the Emergency Radio to contact the District’s EOC or if possible, call the EOC at (\*\*\*) \*\*\*-\*\*\*.
   3. The District’s EOC will immediately contact the County EOC and Fire Department.
   4. Gather emergency cards, class rosters, first aid kits, and any prescribed student medicine.
   5. Directions will be given to the district regarding the **method of evacuation (school bus, private vehicle, or other as directed)** and the evacuation route.
   6. All staff members are to follow the orders of the Highway Patrol and local law enforcement officers.
   7. If the brush fire changes direction and turns toward the school, wait until instructions from the fire department or district's EOC before evacuation. Remain in **"shelter in place".**

**6.1.9 FIRE OR EXPLOSION EXTERNAL (such as brush fire)**

**DISTRICT EOC EXTERNAL FIRE OPERATIONS**

1. 🕿 Call 9-9-1-1. Contact all schools in area and get status report and immediate needs (Ask specifically about any immediate emergency health issues). Inform sites to prepare to shut off utilities.
2. 🕿 Call 9-9-1-1. Contact \*\*\*BETA\*\*\* County Emergency Operations Center. Get status report; identify key individuals (schools, Red Cross, and Fire). Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
3. 🕿 Call 9-9-1-1. Contact all multi-agencies involved. Get status report, identify key individuals with each agency (schools, Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
4. If any schools are in danger, initiate evacuation, shut off gas. Call 9-9-1-1.
5. Contact all multi-agencies involved. Get status report; identify key individuals with each agency. Obtain phone numbers, cell phone numbers, fax numbers and email addresses.
6. REFER to the \*\*\*ALPHA\*\*\* EMERGENCY OPERATIONS PLAN - ASSESSMENT CHECKLIST (Appendix F):

**GO DOWN THE LIST, CHECK WHAT APPLIES AND TAKE ACTION.**

1. 🕿 Call “Communications Department”, activate the district’s website and the main source of information outgoing from \*\*\*ALPHA\*\*\* to the staff, parents, public and media. The PIO is to initiate and control all out-going information.
2. Make certain to place a time and date on the website. Attempt to update hourly. If no update, change the time hourly. The website is to remain active until the fire is under control and the EOC id deactivated.
3. 🕿 Call transportation and keep current fire/evacuation status communicated.
4. 🕿 Call maintenance and operations. Order gas to be turned off at all school sites in danger. Discuss the need to shut off electricity and water. Confer with the fire authorities regarding this decision.
5. 🕿 Contact all school sites and restrict all athletics to non-strenuous indoor activities. No running, etc.
6. 🕿 Contact the head of Athletics and cancel competition in the district while the air is impacted from the fire. Do not debate the quality of the air. The air is impacted by a brush fire and is unhealthy for strenuous competition.
7. Set up a map of the district. Identify the location and extent of the fire based on the briefings. Keep a log describing the fire (size, location and direction). Use a white board or poster paper to record the fire, concerns and action taken though out the event. Have an ample supply of pens, paper, etc.

**6.1.9 FIRE OR EXPLOSION EXTERNAL (such as brush fire) (CONT.)**

1. There is a high probability that the fire will extend for several days. Identify key EOC members and maintenance/operations staff to serve as the main emergency contacts over night. If the fire extend through the evening, make certain that a staff member attends the morning briefing at the fire camp.
2. Anticipate “CONTROLLED BACK FIRES”. The fire department will set controlled back fires to halt the spread of the fire. They will appear to be close to our facilities and the smoke will evident and different from the main fire. If this occurs, contact the fire department to confirm the backfires.
3. If possible, record local news broadcast to ensure accuracy of information. If information is inaccurate, the PIO/designee should contact the newsroom and correct. The record will be useful during debriefing.
4. Write down and maintain an ongoing list of comments, thoughts, and suggestions pertaining to the district’s response. Once deactivation occurs, debriefing can take place and the district’s response can be updated with revised protocol. This response plan needs to be reviewed constantly and improved with each event.
5. Once the fire is over and the situation returns towards normalcy, deactivate the EOC, notify all parties and prepare thank you letters to the multi-jurisdiction teams.
6. If possible, record local news broadcast to ensure accuracy of information. If information is inaccurate, the PIO/designee should contact the newsroom and correct. The record will be useful during debriefing.
7. Assist the business office with any information necessary to make a claim to CDE for loss ADA due to the fire.

**6.1.10 FLOOD**

A flood **watch** means conditions are favorable for flooding. Make staff aware but take no action.

A flood **warning** means rising water threatens to close roads, wash out bridges and inundate property. Move to shelter on higher ground.

**BEFORE THE FLOOD:**

1. Schools in flood-prone areas should store sandbags, plywood, plastic sheeting and lumber to protect windows and make repairs.
2. Always keep emergency supplies available.
3. Keep a battery-operated radio and flashlights in working order.
4. Map out two or three alternative evacuation routes or pick-up locations for parents. Notify parents of these alternatives each September.
5. Learn your community's flood evacuation route and the location of high ground.
6. Know different routes into the school and which ones may flood.

**DURING OR AFTER HEAVY RAINS:**

1. If there is the possibility of a flash flood, evacuate students and staff to a designated area of high ground. Stay out of flood waters.
2. Listen to radio or television for weather information and instruction.
3. Turn off utilities. Disconnect electrical appliances, being careful not to touch any electrical equipment if the floor is wet or under water.
4. Notify the Superintendent/Designee. The district will establish an Emergency Operation Center during any citywide disaster.
5. If evacuation is necessary, notify the Transportation Department.
6. If driving, be alert for washed-out roadways and bridges. Roads that parallel streams or other drainage channels may be swept away or covered by water and debris.
7. Report broken utility lines to authorities.
8. Locate usable doors and windows.

**6.1.10 FLOOD (CONT.)**

1. Remember that water sources may become contaminated. Listen to the radio for advice on using tap water for drinking and cooking.
2. Do not use electrical equipment until it has been checked by Maintenance & Operations or an expert.
3. Maintenance & Operations will pump out flooded areas gradually to minimize structural damage.

**6.1.11 GANG FIGHT / RIOT**

1. Staff should **not** try to break up the fight! Wait for the Police.
2. 🕿 **Call 9-9-1-1**. Stay on the phone with Police until they arrive. Relay as much information as possible. **Identify your school site and exact location.**
   1. Who and how many are involved
   2. Specific location of occurrence
   3. Number of wounded, if any
   4. Weapons involved
   5. Any background knowledge of trouble or participants
3. Treat injured as much as possible.
4. Evacuate other students from the area, if possible. If students are in class, consider if a **lock down** should be implemented to contain students in the classroom.
5. If fight happens during class, ring the bell code to instruct students and staff to stay indoors.
6. Preserve the fight area as a crime scene.
7. If possible separate witnesses, victims and perpetrators into separate rooms. Do **not** allow them to discuss the incident! Witness collaboration could jeopardize court proceedings.
8. Notify the Superintendent/Designee.
9. Consider impact on students. Involve your school psychologist or the Crisis Response Team as appropriate.
10. Attempt to calm students. Allow Police to handle the investigation.
11. Call Police with any rumors of fights.
12. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.12 HAZARDOUS MATERIAL SPILL**

If there is a local hazardous material spill, you will likely be notified by local Police or Fire officials, warning sirens or horns, radio or television. If you witness a hazardous materials accident, spill or leak,

1. 🕿 **Call 9-9-1-1**, not the Police business office. **Identify your school site and exact location.**
2. Evacuate danger areas. Move cross wind, never up or down wind. Check wind direction by looking at movement of trees or flag.
3. To avoid fumes, ensure that all students are in a school building away from danger area. Evacuate all students from the area.
4. For all other students out of danger in classrooms, consider if a **lock down** should be implemented to contain those students in their classrooms.
5. Custodian should turn off all air conditioning and heating vents.
6. Close all windows and doors. Seal gaps under doorways and windows with wet cloth, such as towels and thick tape.
7. Close as many internal doors as possible.
8. If local authorities warn of an explosion, close all shades and drapes. Instruct students to stay away from windows.
9. Notify the Superintendent/Designee. The district will set up an Emergency Operations Center during any citywide disaster.
10. If you suspect that gas or vapors have entered the building, take shallow breaths through a cloth or towel. Evacuate if possible.
11. Keep telephone lines clear for emergency calls.
12. Do not release students or staff until the area is cleared by Police or Fire officials. Release students only to parents or their designee.

**6.1.12 HAZARDOUS MATERIAL SPILL (CONT.)**

**Types of Hazardous Materials**:

1. Corrosives:
   1. Corrosives are substances that cause visible destruction or permanent changes of the skin tissue on contact. They are especially dangerous to the eyes and respiratory tract.
      1. Wash your eyes for 15 to 20 minutes if they are affected. Eyelids must be open; do not rub the injured area.
      2. Get under a shower; remove all clothing; wash with soap.
2. Flammables:
   1. Liquids with a flash point below 100 degrees (f), and gases that burn readily.
      1. Evacuate.
      2. Turn off the main electricity and gas jets.
3. Toxics:
   1. Poisonous substances.
      1. Wash hands.
      2. Discard contaminated clothing or objects.
      3. Use the appropriate antidotes.
4. Reactives:
   1. Substances which can undergo a chemical or other change that may result in an explosion, burning and corrosive or toxic conditions.
      1. Close all doors.
      2. Evacuate the danger area.
      3. Follow decontamination instructions from local fire or health authorities.

**6.1.13 HOMICIDE**

1. 🕿 **Call 9-9-1-1. Identify your school site and exact location.**
2. Administer First Aid as needed before Police arrive.
3. As Police are in transit, relay as much information as possible:
   1. Is suspect still on-campus? Where did he/she go?
   2. Specific location of occurrence
   3. Number of wounded
   4. Type and location of weapon
   5. Any background knowledge of suspect
   6. Write down and provide the names of all possible witnesses and/or the description of all potential witnesses.
4. Secure crime scene with tape, signs and staff member "guards" to protect Police investiga­tion. Have these same guards stay with crime scene until Police arrive.
5. Wait for Police clarifications and instructions.
6. If safe, evacuate students from the area. If students are in class, consider if a **lock down** should be implemented to contain students in the classroom.
7. **Do not disrupt the crime scene**.
8. If possible separate witnesses, victims and perpetrators into separate rooms. Do **not** allow them to discuss the incident! Witness collaboration could jeopardize court proceedings.
9. Notify the Superintendent/Designee.
10. Call the Crisis Response Team.
11. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.14 HOSTAGE SITUATION**

**GENERAL PRINCIPLES:**

* 1. Call 9-1-1
  2. While waiting for Police, notify District Administration and your own Maintenance and Operations staff.
  3. Call for LockDown
  4. Do not use words such as “hostage”, “captives”, or “negotiate” within the presence of the hostage taker or media.
  5. Stay Calm
  6. No Confrontation
  7. No Challenges
  8. No Heroics

**IF YOU ARE IN A CLASSROOM IS TAKEN HOSTAGE:**

1. Obey the suspect's commands. Don't argue or fight.
2. Go into a rest mode. Be passive-tend to display more restful/sleepy behavior as opposed to being active.
3. Try to calm the suspect and listen to complaints or demands.
4. Once again, do not use words such as “hostage”, “captives”, or “negotiate” within the presence of the hostage taker or media.
5. Keep the students calm and don't allow them to agitate the suspect.
6. Ask permission of the suspect in all matters.
7. Make an effort to establish rapport with suspect. Provide your first name. Find out his/her first name and use first names, if possible refrain from using the student’s names, throughout the conversation. Refer to the hostage(s) as boys, girls, men, women and students. (This will help personalize hostage(s) as people rather than objects.)
8. Encourage suspect to release everyone.
9. KEEP ALL RADIOS, TELEVISION SETS, AND COMPUTERS TURNED OFF. If possible and without increasing risk to yourself, minimize any possibility that the suspect can hear or see “NEWS REPORTS.” This could escalate the situation and keeping these devices off may help the situation.
10. Be calm and patient and wait for help. Keep in mind that the average hostage incident lasts approximately from six (6) to eight (8) hours and the average barricade incident last approximately three (3) hours. “TIME IS ON YOUR SIDE.”

**6.1.14 HOSTAGE SITUATION (CONT.)**

1. Based on the situation and the age of the suspect, anticipate at the point of rescue that all “possible suspects” in the room will be handcuffed by the police department. The police will then make a positive identification of the suspect and release the victims.
2. Have a plan to defend yourself and students, if suspect starts shooting or killing.

**INSTRUCTIONS FOR OFFICE STAFF:**

1. 🕿 WHEN YOU ARE NOT IN DANGER, IMMEDIATELY CALL 9-9-1-1.
2. Identify your school site and exact location.
3. DO NOT HANG UP - STAY ON THE PHONE WITH THE POLICE DEPARTMENT AND REPORT:
   1. Number of assailants
   2. Name(s) of the assailants (if known)
   3. Description of assailant(s) - approximate:
      1. Male or Female
      2. Age
      3. Race
      4. Height
      5. Weight
      6. Hair
      7. Built
      8. Description of clothing
      9. Color of clothing
      10. Anything special or unusual
          1. Scars
          2. Tattoos
          3. Burns
          4. Birthmarks
          5. Pierced body parts
          6. Any identifying marks
4. Identify the exact location of assailant (s.) Be specific and include North, East, South, or West in your directions.
5. Approximate number of students and staff in classroom or hostage area.
6. Description of all weapon(s), dangerous object(s) and any visible ammunition. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.

**6.1.14 HOSTAGE SITUATION (CONT.)**

1. Any shots fired? Describe sound and number of shots fired.
2. Any injuries and emergency medical needs. Describe exact location of victims and description of their condition.
3. Any demands the assailant has made.
4. If the “Hostage Situation” is on one side of the campus, the police will want to enter the campus from the other side. Tell the police department exactly where the “Hostage Situation” is located and advise the police department what you consider to be the best “other side” entrance for police response.
5. Any other background information: past problems with the assailant, de­meanor, possible motive, vendettas against staff, etc.

**While Waiting for Police**

1. **DO NOT MAKE CONTACT WITH THE SUSPECT. THE POLICE DEPARTMENT HAS TRAINED CRISIS NEGOTIATORS AND THEY ARE THE ONES WHO NEED TO MAKE THE FIRST CONTACT WITH THE SUSPECT.**
2. Seal off the hostage area to protect people and to preserve evidence.
3. If you can communicate safely to classrooms, **ask all staff members to lock their doors, secure their rooms, and place the student under desk in a “DUCK COVER AND HOLD” position.** Do not sound general alarms as people may panic and rush into dangerous areas.
4. **Call for a LOCKDOWN.** Keep other, uninvolved students, in their classrooms. **Do not evacuate until instructed to do so by the Police.**
5. Gather roll sheets/teacher rosters.
6. 🕿 CALL Maintenance and Operations AT (\*\*\*)\*\*\*-\*\*\*\* AND DESCRIBE THE SITUATION.

**Maintenance And Operations Shall Immediately:**

1. Dispatch to assist the police department:
2. Electronic technicians for the school sites’ telephones, intercom, cable TV and internet.
3. Transportation - Buses shall be prepared for evacuation and should anticipate being moved to a designated location within a few blocks from the “Hostage Situation” where the police department will direct the evacuation.
4. Custodians familiar with the school’s site layout.
5. Locksmith - Buildings and Gates

**6.1.14 HOSTAGE SITUATION (CONT.)**

1. Provide the Police Department detailed blueprints showing electrical lines, plumbing, phones, air condition­ing and heating ducts, gas lines, attic access and roof access for all buildings and a detailed location of doors and windows, and the types of locks used.
2. 🕿 Notify the Superintendent’s Office at **(\*\*\*) \*\*\*-\*\*\*\*** who will contact:
   1. 🕿 Crisis Response Team
   2. 🕿 Director of Student Servicesto set up the district’s EOC
   3. 🕿 Information Center (teacher and class rosters)
   4. 🕿 Cabinet Members
   5. 🕿 The Board of Education

**When The Police Arrive, Provide Them With:**

1. A detailed map of the school
2. Teacher/classroom rosters
3. Information on any chemical equipment (such as cleaners) that may be in the room with the suspect.
4. Provide Comprehensive School Safety Plan (with maps).
5. If the suspect is known, gather school records and personal information. School records on hostage(s) may also be helpful.
6. A room either at the school site or a similar school site that would replicate the hostage classroom. If possible, an individual (staff member, student, parent, or custodian who is familiar with the hostage room.

**Once The Police Arrive, Anticipate The Following:**

THE POLICE DEPARTMENT WILL BE IN CHARGE.

1. The Police **“First Responders”** will be patrol officers/motorcycle officers. They will establish a perimeter outside of the suspect’s/hostage location.
2. As quickly as possible the “**SWAT” team** and the **“Crisis Negotiation”** team will arrive.
3. The **“Crisis Negotiation”** team will conduct **ALL DIALOGUE** with the suspect.
4. The **“SWAT**” team and the **“First Response**” team will establish an inner perimeter and an outer perimeter. The area between the inner and outer perimeters will be a **“NO WALK**” area.
5. The Police Department will coordinate their efforts with the fire department regarding medical needs and potential medical needs.
6. The Police will establish a room at either the school site or at a local area for the parents and family of victims.
7. Anticipate the arrival of the “Crisis Response Team” of psychologist, counselors, and nurses.

**6.1.14 HOSTAGE SITUATION (CONT.)**

1. The Police will work with the district to develop press releases. The press releases will be through the Police Department.
2. Directions and control of the press will be through the Police Department.
3. The Police will take charge of evacuating students and will direct the buses.
4. The district will coordinate its efforts with the Police Department to establish the “Student Assembly Area” and the Student Release Area.”
5. The Police Department will need assistance in identifying witnesses. Gather the witnesses in a location, but do not allow them to talk with each other (to protect the investigation.)

**AFTER THE SITUATION IS RESOLVED:**

1. The Police Department will debrief with the district’s EOC and deactivate the EOC.
2. Meet with the Crisis Response Team.

Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.15 KIDNAPPING/CHILD ABDUCTION**

Kidnapping/Child Abduction is when a student is removed from the school by a non-custodial parent or other person without the custodial parent's permission and knowledge.

**If A KIDNAPPING OCCURS:**

1. If there is any possibility that the kidnapper is still on campus/site, immediately call for a **LOCKDOWN** to contain students in the classroom.
2. Check the school records to determine if there may be a legal custody issue.
3. Call the student's legal parent or guardian.
4. 🕿 **Call 9-9-1-1**. Be able to state where and when student was last seen, give a description of clothing and the names of close friends. **Identify your school site and exact location.**
5. Notify the Superintendent/Designee.

**TO PREVENT KIDNAPPING:**

1. Make sure school office personnel have a list of students who are not to be released to anyone except a specific parent or guardian.
2. Flag this status on the emergency cards for these students and in the Aeries System.
3. Before releasing a child to anyone except the parent or guardian on the list, have the school secretary check with the custodial parent for approval. The time and date of the phone approval should be documented.
4. When a parent telephones a request that a child be released from school, confirm the identity of the caller (by a return call to the parent) before the child is permitted to leave the school. If there is any doubt, write the message and phone number down, and make a return call after cross-checking the phone number with those in the child's folder or emergency card.

**6.1.16 MISSING CHILD**

**IF A CHILD IS MISSING:**

1. Immediately search the campus.
2. 🕿 Contact Superintendent/Designee
3. 🕿 Contact SRO or Law Enforcement and report the student as missing. Maintain communication with law enforcement.
4. Obtain directory information of the student, including picture.
5. Identify and confer with classmates/friends as to last contact and obtain as much information as possible.
6. Law Enforcement will drive around the area surrounding the campus and search for the missing student.
7. 🕿 Contact the parent/guardian(s) if Law Enforcement is going to visit the home.
8. If the child resides close to the school site, Law Enforcement will visit the students home to see if the child has gone home.
9. If the student rides the school bus, go to the bus at the end of the day to see if the student returns to ride the bus.
10. Maintain communication though out the situation with law enforcement and the district office.
11. Maintain communication with the parents. Record accurate phone numbers and communicate throughout the evening with the parents.
12. If/when the student is located, contact law enforcement, Student Services and Deputy Superintendent.

**ACTION TO BE TAKEN PRIOR TO A FIELD TRIP:**

1. Make certain all students have a signed parent permission slip.
2. Ask for Child’s Cell phone number on the Permission Slip.
3. Take a picture on cell phone of each student as they get on the bus. This picture can be shared immediately with law enforcement and field trip personnel to help with search.
4. Establish a field trip schedule and communicate to all students to include location/time of departure, loading and return to campus.
5. Create a master list of all students participating on the field trip and bring emergency cards/contact information.
6. If the students are of special need, take a set of pictures off the students off of the AERIES Directory Screen.

**6.1.16 MISSING CHILD (Continued)**

1. If students are young or are of special needs, provide students with a specific information sheet for the students to have in their pockets that provides information on where to go if lost. Inform the students to go to a park official. Parks, such as Disneyland, Knott’s Berry Farm or Universal Studios, have a location identified for lost persons. This is the best location for lost students to go to for reuniting with the main group. The advisor supervising the event needs to periodically check with the lost and found area to identify if any students need to be reunited.
2. Be careful as to establishing locations for loading such as a fountain or large tree, as there may be several fountains and large trees.
3. Provide map information with specific identifiable locations to attendees.
4. If the students are of an older age, ask them to bring a watch or other device where they can keep track of the time.
5. If the students are older, establish and communicate consequences for students who fail to keep track of time and fail to reach departure location on time.

**IF A CHILD IS MISSING DURING A FIELD TRIP:**

1. If students become lost and do not report to lost and found, identify the student(s).
2. Obtain directory information of the student, including picture.
3. Confer with classmates/friends as to last contact and obtain as much information as possible.
4. Contact park or facility officials immediately.
5. 🕿 Call the police.
6. 🕿 Contact Superintendent/Designee.
7. Identify a small group of individuals to immediately search the area (set a time limit of 15-20 minutes to reconvene.
8. 🕿 Call the parents/guardian
9. 🕿 Contact transportation and provide information regarding the situation.
10. Maintain communication though out the situation with law enforcement and the district office.
11. Maintain communication with the parents. Record accurate phone numbers and communicate throughout the evening with the parents.
12. If/when the student is located, contact law enforcement, parents, Superintendent/Designee.

**6.1.17 PLANE CRASH**

1. 🕿 **Call 9-9-1-1**. Treat injured until Police arrive. **Identify your school site and exact location.**
2. If **no** buildings are endangered, announce to instruct students to stay inside classrooms.
3. If buildings are damaged, evacuate all students and staff away from wreckage using fire drill. Evacuate to a site uphill and upwind if possible. Maintain control of students and take roll.
4. If any students or staff are injured or trapped, assign a Search and Rescue Team to work until Police or Fire personnel arrive.
5. Custodian should turn off power supplies, electricity and gas lines in affected buildings.
6. Notify the Superintendent/Designee.
7. If possible, tape off area around entire wreckage to protect investigation. Have staff stand guard, if safe.
8. If the wreck is serious, students may be moved by bus to an alternate location. Consider impact on students and involve the school psychologist or Crisis Response Team as appropriate.
9. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.18 RAPE**

If a person is assaulted or raped on school grounds:

1. Offer the victim care and first aid. **It is important to make the victim feel safe, but you must also consider the victim to be a crime scene and you must take action to avoid destroying any evidence. Do not permit the victim to use the restroom or to clean theirself until instructed to do so by the police.**
2. 🕿 **Call 9-9-1-1**. Have ready as much information on the assailant as possible. **Identify your school site and exact location.**
3. Call Child Protective Services if the victim is a student.
4. Locate the student's or staff member's emergency information card and notify the parent, spouse or another emergency contact.
5. Notify the Superintendent, Deputy Superintendent, or Director of Student Services.
6. If a staff member talks to the victim prior to the police arriving on the scene, restrict the conversation to immediate medical needs. If discussion occurs on the situation, speak only in general terms. **DO NOT DISCUSS THE SPECIFICS** of the case. It is better in court that the initial specific statements about the crime are recorded by the police department and are not heard second hand with you as the witness.
7. After the police interview the victim, ask the school psychologist to talk with the victim. If the psychologist is not immediately available, contact the Crisis Response Team. In the meantime, designate a staff member closest to the victim to talk to her/him.
8. Protect the **“PRIVACY” and “Rights of Confidentiality”** of the student and family. Take steps to protect the victim's identify. Ask all involved not to share information with others. Keep any records in a confidential file.
9. The Police will work with the district to develop press releases. The press releases will be through the Police Department.
10. Crisis Response Team: Provide the victim with possible counseling support or possible contacts for follow-up community resources.
11. Accompany the victim to the hospital, if parent isn’t present.

**6.1.19 SUICIDE**

Suicide is the third leading cause of death among adolescents in the United States, and the second leading cause of death in the 10-14 age range. Be alert to signs and risk indicators of potential suicide.

**Verbal Suicide Threat**:

If a student suggests he/she is thinking about committing suicide in the near future:

**LISTEN! SHOW YOU CARE! GET HELP!**

1. Trust your feelings that this student may be self-destructive.
2. Notify the counselor and/or school psychologist. (Under no circumstances should an untrained person attempt to assess the severity of suicidal risk.)
3. Notify the assistant principal or principal.
4. The psychologist will notify the student's parent, guardian or other emergency contact.
5. Document that the above has taken place with dates.

**Don'ts**

1. Don't discount, put down, or brush off the student's feelings. This makes the student feel like you don't understand.
2. Don't feel you must be the one to find a solution to this student's problems.
3. Don't try to handle the student's problems alone.
4. Don't let the student convince you the crisis is over just because you've talked.
5. Don't view suicidal threats as spontaneous thoughts. There may be a history of minor emotional and behavior problems or failure in academic areas and social relationships.

**Immediate Suicide Threat - When a Student is Threatening Suicide on Campus and Has a Lethal Weapon Available:**

1. Stay with the student.
2. Remain calm. Remember, the student is overwhelmed, confused, as well as ambivalent.
3. Get vital information if possible (name, address, home phone number, parent's work number).
4. **Send another teacher or student to get help from the school psychologist or school counselor and an administrator.**
5. Clear other students from the scene.
6. Whoever has the most experience in handling suicide threats or critical incident response will:
   1. Assure the student that he or she has done the right thing by talking to you. Try to win the student's trust. Assure the student that emergency help is coming. Tell the student that there are options available.

**6.1.19 SUICIDE (Continued)**

* 1. Get the student to talk. Listen! Listen! Listen! Repeat back what you hear the student saying. (Help the student define the problem.) Acknowledge the student's feelings ("You are really angry. You must feel humiliat­ed.")
  2. Speak in a calm low voice. "Talk with me, I'll listen." Show that you are not shocked by discussing suicide.
  3. Make a mental note of what the student says.
  4. Monitor the student's behavior constantly.
  5. Try to get the student to agree to a verbal "no suicide" contract. ("I will not kill myself before talking to a counselor.")

**Don'ts**

1. Do not minimize the student's threat. Take it seriously.
2. Do not lose patience with the student.
3. Do not argue with the student about whether suicide is right or wrong.
4. Do not challenge the student.
5. Do not promise confidentiality. Instead promise help and privacy.

**If A Suicide Occurs In Class:**

1. 🕿 **Call 9-9-1-1**. Have as much information ready for Police as possible. **Identify your school site and exact location.**
2. Evacuate the room, leaving crime scene as is.
3. If possible separate witnesses, victims and perpetrators into separate rooms. Do **not** allow them to discuss the incident! Witness collaboration could jeopardize court proceedings.
4. Monitor students who were close to victim. Compile a list of:
   1. Self-referrals
   2. Parent referrals
   3. Reported good friends
   4. Students experiencing a loss within last six months
5. Complete Crisis Referral Checklist for affected students.
6. Principal decides what information will be released to staff, students, and parents.
7. Principal notifies Superintendent/Designee.
8. Crisis Response Team: Implement day one guidelines and long-term follow-up procedures as necessary.

**6.1.20 SUSPICIOUS CIRCUMSTANCES**

Suspicious activities on or about school sites are to be reported to the school site's main office.

Suspicious activities may be classified into one of three categories:

* Suspicious activity being reported - Possible event
* Suspicious activity being reported - Event confirmed

The school site shall respond as follows:

1. **Possible event/minimal witness evidence.**
   1. Treat the report seriously, but keep in mind that an event may or may not have occurred.
   2. Awareness level may need to be raised, contact Director of Public Relations for directions on what to tell staff, students, parents and community.
   3. Investigate the report. Document details of suspicious activity including people, place, timeline, and events.
   4. Take any necessary steps to monitor children or to separate children from the possible incident area.
   5. Identify and question potential witnesses.
   6. If a suspect is in the area, gather a witness and go to the person, identify yourself and ask questions of the individual confirming the person's identity, reason to be on or near the campus, and any other pertinent information. If situation warrants, contact Law Enforcement and ask for assistance.
   7. Based on the seriousness of the event and on the level of evidence, the principal shall make a decision as to whether or not to contact the assistant superintendent and law enforcement.
2. **Event confirmed/witness evidence.**
   1. (In addition to strategies stated in #1) Treat the report seriously. Something has happened. Keep in mind that an attempted crime may or may not have occurred. This has yet to be determined.
   2. Contact the Superintendent/Designee and discuss the situation. A joint decision will be made as to:
      1. Parental notification - flyer with objective description of incident.
      2. Police contact.
      3. Contact with surrounding school sites and other pertinent sites.
      4. What action needs to be taken at the school site, including any short-term adjustments to the school's daily routine?
      5. Identification of a public information officer (to respond to parents/news/etc.).
   3. Document witness statements for evidence and all other critical information.
   4. Increase use of walkie-talkies, cameras, and any other potential evidence recording devices.
   5. Keep records of contacts.

**6.1.21 TERRORIST**

**National Terrorism Advisory System Alerts**

After reviewing the available information, the Secretary of Homeland Security will decide, in coordination with other Federal entities, whether an NTAS Alert should be issued.

### These alerts will include a clear statement that there is an **imminent threat** or elevated **threat**. Using available information, the alerts will provide a concise summary of the potential threat, information about actions being taken to ensure public safety, and recommended steps that individuals, communities, businesses and governments can take to help prevent, mitigate or respond to the threat.

### **Imminent Threat Alert**

Warns of a credible, specific, and impending terrorist threat against the United States.

### **Elevated Threat Alert**

Warns of a credible terrorist threat against the United States.

NTAS Alerts contain a **sunset provision** indicating a specific date when the alert expires - there will not be a constant NTAS Alert or blanket warning that there is an overarching threat.

### **Sunset Provision**

An individual threat alert is issued for a specific time period and then automatically expires. It may be extended if new information becomes available or the threat evolves

**When No Threat Has Been Announced**

Even though there is no elevated or imminent threat, it doesn’t mean that school district employees should be idle in their awareness and preparations. Take precautionary actions as listed below:

1. Sign-up to receive NTAS Alerts via the official DHS NTAS webpage – <http://www.dhs.gov/alerts>
2. ***If you See Something….Say Something*** **- Report Suspicious Activity to Law Enforcement or Call 911.**
3. Conduct routine inventories of emergency supplies and medical kits.
4. Know how to turn off water, power, and gas to your facilities.
5. Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
6. Develop and implement visitor identification and sign in procedures.
7. Identify staff members who are First Aid/CPR trained.
8. Remember to keep your district/school radio plugged in at all times and turned on to the emergency channel.
9. Check and test emergency communications.
10. Review and update emergency response procedures.
11. Provide parents or guardians with any information that would strengthen a schools ability to respond to a terrorist threat.

**6.1.21 TERRORIST (CONT.)**

1. Mark keys with “Do Not Duplicate”.
2. Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
3. Review and update emergency calling list. Develop a list of “cell telephone numbers of key staff members” that could be used in an emergency situation. Send this confidential list to CWA where it will be placed in a hard copy book and kept confidential. Remember in a major event that all telephone lines may be tied up immediately. If your school/site can connect early in the event, remain on the line and do not hang up. If you are using a cell phone, plug the cell phone into power source and keep connected.
4. Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.

**During An Elevated Or Imminent Threat Period**

The NTAS Alert informs the public about credible terrorism threats, and encourages citizens to report suspicious activity. Where possible and applicable, NTAS Alerts will include steps that individuals and communities can take to protect themselves to help prevent, mitigate or respond to the threat. Individuals should review the information contained in the alert, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families. In addition to implementing the steps provided in the threat, district employees should also ensure the following is done:

**ELEVATED THREAT**

*An Elevated Condition is declared when there is a significant risk of terrorist attacks.*

1. Communicate the change in threat level to all staff members.
2. Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
3. Implement, as appropriate, contingency emergency response plans.
4. Identify and monitor government sources for warnings.
5. Review mail handling, and delivery of packages procedures with staff.
6. Consider escorts for building visitors.
7. Check site for unattended packages.
8. Be prepared to evacuate or to lockdown, if ordered.
9. Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
10. Discuss student’s fears concerning possible terrorist attacks and offer available resources.
11. Consider reducing site ingress and egress points to an absolute minimum.
12. Evaluate school events and take additional precautions, if necessary.

**IMMINENT THREAT**

*An Imminent Condition is declared when there is a high risk of terrorist attacks.*

1. Communicate the change in threat level to all staff members.
2. Consider activating your EOC.
3. Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
4. Identify the need for any additional security and coordinating efforts, if necessary, with local law enforcement agencies.
5. Consider assigning counselors and psychologists for students, staff and faculty, if needed. Ensure mental health counselors are available for students, staff and faculty.
6. Refuse access to people who do not have identification or a legitimate need to enter the site.
7. Be prepared to evacuate or to lockdown.
8. Request additional patrol checks from local law enforcement.
9. Inspect all deliveries and mail to your building; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
10. Gather and provide related information to students, staff and parents.
11. Consider canceling special events.
12. Confer with district office regarding any considerations to closing campus.
13. Maintain close contact with law enforcement.
14. Provide security for parking lots; deploy personnel necessary to protect students and facility.
15. Be prepared to evacuate or to lockdown if ordered.

**6.1.21 TERRORIST (CONT.)**

**IN THE EVENT OF A TERRORIST ATTACK**

1. If the event dictates, activate LOCKDOWN PROCEDURES
2. If the event is a Biological event, refer to the INFECTIOUS DISEASE PLAN in Appendix\*\*\*\*\*\*
3. 🕿 **Call 9-9-1-1**. **Identify your school site and exact location.**

If the attack is a **small scale event**, anticipate immediate police and fire department response: Stay on the line. Do not hang up, unless you are in immediate danger.

If the attack is a **large scale terrorist attack**, do not anticipate immediate police and fire department response: If the telephone system is operating, call 9-911 immediately and stay on the line. Do this quickly as the telephone lines will quickly jam. If possible call the district office, any number, and stay on the line. Do not hang up, unless you are in immediate danger. **WHEN SAFE, ACTIVATE YOUR SCHOOL SITE INCIDENT COMMAND POST. TAKE CHARGE. YOU MAY BE ON YOUR OWN FOR 72 HOURS.**

Provide the following information:

1. Briefly **describe the nature of the attack and provide specific details**.
2. Identify the **exact campus location** of the attack.
3. Estimate or provide specific information on the **numbers of students and staff members who are victims** or hostages from the attack.
4. Provide “estimate sufficient information” for responders to send an adequate number of paramedics and ambulances (estimate number of victims/wounded and types of wounds).
5. If the terrorist are still on campus, identify the specific area (include building numbers and room numbers).
6. If the terrorist have left the area, identify the directions of the escape route and the description of any vehicle seen.
7. Provide a description of all weapon(s), dangerous object(s) and any visible ammunition. LOOK FOR MULTIPLE WEAPONS AND REPORT ALL WEAPONS.
8. If an explosive device was used, please describe in detail and refer to the district disaster plans section on explosion/bombs.
9. Provide any information as to any connection or background knowledge of the suspect to the school, students or staff members.
10. Keep the P.A. System on to provide instant announcements and to communicate with individual rooms.
11. Secure Emergency Cards

**6.1.21 TERRORIST (CONT.)**

**WITHOUT HANGING UP, CONTACT THE DISTRICT OFFICE VIA PHONE, IF POSSIBLE (2ND CHOICE, VIA RADIO).**

The district office will:

1. Call the Transportation Department to advise buses to avoid the area.
2. Notify the Superintendent, Deputy Superintendent, or Director of Student Services.
3. Activate the district’s EOC
4. Confirm emergency response and connect with police and fire departments.
5. Activate the Crisis Response Team.
6. Activate locksmith, plumbers, computer technicians and any other key employees who may be needed.
7. Obtain class rosters for entire school and the day’s attendance information from information services.
8. Establish a public information officer to respond to media and community questions.

**Once the police and fire department arrive, they will take control of the situation**.

1. Follow their instructions
2. Provide maps and any other useful information to the police and fire departments.
3. Expect a dual perimeter to be set up around the crime scene.
4. The first area will be to isolate the crime scene. If the terrorists are still in the area, the police will implement their procedures to address the situation.
5. The second perimeter will be a safe perimeter and a second line of police and fire department members will be activated and prepared to respond to the situation.
6. Expect the police and fire departments to set up a command center a short distance away.
7. Once the police arrive, follow their directions immediately. Assign a staff member to stay with Police to provide information or run errands. Allow Police full control of grounds and classrooms. Assign a liaison (preferably an administrator) to stay with Police and Fire.
8. Gather witnesses in one safe room (anticipate transporting to another campus) for Police questioning. Have one teacher or administrator stay with them and calm them down. To protect Police investigation, **do not allow witnesses to talk.**

**6.1.21 TERRORIST (Cont.)**

**POST ATTACK**

1. If possible, obtain daily attendance rosters.
2. Identify any substitute teachers.
3. Ask for police assistance in releasing students to their parents.
4. Follow the school site EOC plan for releasing students. Make every attempt possible to record which student went home with whom. Be prepared for angry illogical situations. If necessary, ask police to intervene. If mom picked up their child and dad later arrives, hopefully the student release team will be able to relieve the father of his anxiety. For parents of victims, ask for assistance from the police department or fire department.
5. Based on high profile incidences that have occurred throughout our nation, expect a large number of media vehicles to arrive. They will attempt to set up as close as possible and possibly in an area that may interfere with the operations. Ask the police to place their vehicle at a distance determined by law enforcement.
6. Implement day one guidelines and long-term follow-up procedures as necessary.

**Terrorist attacks can be delivered in several manners:**

1. **Chemical**
2. **Biological**
3. **Radiological**
4. **Nuclear**
5. **Explosives**
6. Many potential terrorist attacks could send tiny microscopic particles into the air. A biological attack may release germs that can make you sick if inhaled or absorbed through open cuts. Many of these agents can only hurt you if they get into your body, so think about **creating a barrier** between yourself and any contamination.
7. Be prepared to improvise with what you have on hand to protect your nose, mouth, eyes and cuts in your skin. Anything that fits snugly over your nose and mouth, including any dense-weave cotton material, can help filter contaminants in an emergency. It is very important that most of the air you breathe comes through the mask or cloth, not around it. Do whatever you can to make the best fit possible for children. There are also a variety of face-masks readily available in hardware stores that are rated based on how small a particle they can filter in an industrial setting.

**6.1.21 TERRORIST (CONT.)**

1. Given the different types of attacks that could occur, there is not one solution for masking. For instance, simple cloth face-masks can filter some of the airborne "junk" or germs you might breathe into your body, but will probably not protect you from chemical gases. **Still, something over your nose and mouth in an emergency is better than nothing.** There are circumstances when staying put and creating a barrier between yourself and potentially contaminated air outside, a process known as **"shelter-in-place**," is a matter of survival. Consider precutting and labeling these materials. Anything you can do in advance will save time when it counts.
2. Use available information to **assess the situation**. If you see large amounts of debris in the air, or if local authorities say the air is badly contaminated, you can use these things to tape up windows, doors and air vents if you need to seal off a room. **Several government agencies suggest that you have duct tape, plastic sheeting and scissors on hand for such a purpose.**

**APPENDIX A: PARENT-CHILD REUNIFICATION PROCEDURES**

In an effort to address all hazard incidents, the \*\*\*ALPHA\*\*\*School District (\*\*\*ALPHA\*\*\*) has short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, \*\*\*ALPHA\*\*\* will implement long-term procedures to consolidate resources and increase efficiency.

**School Site Reunification: Short Term**

**Student Emergency/Medical Information Card**

All students are required to have a Student Emergency/Medical Information Card on file at their school site. Student Emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the student emergency/medical information cards. Student Emergency/Medical Information Cards will be distributed to students on the first day of school and must be returned promptly. Student emergency cards require the following information:

 Parent/guardian/caregiver current address and phone number

 The student’s doctor/health care provider and insurance information

 Any medication(s) or chronic illness(es) related to the student

**Parent-Child Reunification**

In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student. School sites must work in conjunction with the \*\*\*ALPHA\*\*\* Emergency Operations Center (EOC), if activated, throughout the parent-child reunification process.

The following procedures provide a general guideline for parent-child reunification throughout \*\*\*ALPHA\*\*\*. Each school site is responsible for adhering to the following three principals when implementing its reunification process: (1) a safe and secure check-in area for parents, (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

**Preparation**

 At the start of the school year, each school site should prepare an emergency bin containing copies of Student Emergency/Medical Information Cards, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.

 Emergency bins should be updated on a routine basis.

 Determine how many check-in tables will be needed for the school site and designate a section of the alphabet for each table. Parents/Students will check-in and out according to Student’s last name.

**Reunification**

 School staff should set up tables inside the main gate of the school site. Designate each table with a certain section of the alphabet for parents to check in. For example, if two tables are planned, one table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z. Each table will have a binder with all students’ names and Student Emergency/Medical Information Cards for that section of the alphabet. Each table must be clearly and adequately marked with the appropriate letters.

 Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.

 School staff members working at the tables will highlight students’ names in the appropriate binder and verify the parent or guardian name. Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. *Only contacts listed on the student emergency/medical information card may pick up a child.* Parents will initial by student’s name and staff will Highlight the students’ name to indicate a parent or guardian has arrived to pick up the student.

 At the student assembly area, students can be assembled by letters A–Z or by classroom – as designated by the school site for ease of reunification. Signs should be pre-made and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.

 It is recommended that students with special needs, be identified with a name tag. (If possible, name tags with names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A–Z).

 Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.

 After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit gate (the exit gate should *not* be the same as the entrance gate).

 Two-to-four school staff members should be placed at the exit gate with copies of the Student Emergency/Medical Information Cards. All parents/guardians should be cross- referenced on the emergency/medical information card prior to exiting the gate.

**Additional Information Regarding Students Age 18 and Older**

 Students who are 18 years of age or older may legally leave the premises, but will be encouraged to stay until contact with a parent/guardian can be made. Students leaving

without an adult must be escorted to the check in table to initial after their name. School staff must mark an ―18 by their name. Student is then taken to the exit gate for release.

 For accountability/tracking purposes, 18-year-olds must communicate their intended destination (e.g., home, grandparents’ house, neighbor’s house) for any adult who may come looking for them. This should also be placed next to their signature.

**District-Wide Reunification: Long Term**

The \*\*\*ALPHA\*\*\* Policy Group will implement District-wide reunification, and the \*\*\*ALPHA\*\*\* DOC will disseminate information to the school sites. The District-wide reunification process is designed to allow \*\*\*ALPHA\*\*\* to continue parent-child reunification procedures during extended hours and to consolidate resources and reunification sites.

**Reunification**

 If appropriate, the \*\*\*ALPHA\*\*\* Superintendent or Designee will make the decision to implement the District-wide reunification process.

 The \*\*\*ALPHA\*\*\* EOC will contact each individual school site to obtain situational awareness regarding the number of students remaining at the schools and the staff available to work at District reunification sites.

 The \*\*\*ALPHA\*\*\* EOC will determine the appropriate District reunification sites based on the situation.

 The \*\*\*ALPHA\*\*\* EOC will identify and coordinate transportation needs for each school site as well as the staffing needs for each reunification site.

 School sites will continue the parent-child reunification process until transportation arrives to transfer students to the District reunification sites. Once students are safely transported to the district reunification sites, staff may be released from the school site, and the school will be closed.

 School sites must post signs and clearly indicate the place to which students have been relocated.

 Once the district reunification sites have been established, standard school site reunification procedures will begin.

 The \*\*\*ALPHA\*\*\* EOC will determine when to reduce the reunification sites to one consolidated site based on the number of students remaining.

 The \*\*\*ALPHA\*\*\* EOC will identify the school site to be used based on location, structural integrity and size.

 When deemed appropriate, the EOC will authorize the deactivation of the reunification sites and the remaining students will be handed over to the custody of the Child Protection Services.

**Death or Serious Injury of a Student**

The following are recommendations in the event of a death or serious injury of a student:

 Activate the Crisis Response Team (CRT).

 Work with Law Enforcement or Coroner to inform parents/guardian in a private place. Ask them if there is anyone else who should be informed.

 Work with Law Enforcement or Coroner to inform parents/guardians where the student was moved to (hospital or morgue)

 Work with Law Enforcement or Coroner, in cases where the body may be difficult to view, to recommend parents/guardians do not view body.

**Grief Counseling**

Following a disaster or major emergency, activate the Crisis Response Team to organize or arrange for Crisis Incident Stress Debriefing (CISD) Teams to debrief and counsel emergency responders, staff, and students, as necessary.

**APPENDIX B: CONTACT INFORMATION**

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| **District Office** | **Point of Contact** | **Secretary** | **Phone Number Area Code 714** |
| **Superintendent’s Office** |  |  |  |
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| **Educational Services** |  |  |  |
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| **Personnel** |  |  |  |
| **Business Services** |  |  |  |
| **Nutrition Services** |  |  |  |
| **Special Education** |  |  |  |
| **Maintenance & Operations** |  |  |  |
| **Student Services** |  |  |  |

**DISTRICT OFFICE ADDRESS:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Elementary School** | **Principal** | **Secretary** | **Phone Number** |
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| **Middle School** | **Principal** | **Secretary** | **Phone Number** |
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| **High School** | **Principal** | **Secretary** | **Phone Number** |
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**APPENDIX C: Emergency Telephone Numbers**

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| --- | --- |
| **Agency / Organization Phone Number** | |
| **Law Enforcement** | |
| \*\*\*\*\* OTHER\*\*\* Police |  |
| \*\*\*ALPHA\*\*\* Police |  |
| \*\*\*\*OTHER\*\*\*\* Police |  |
| \*\*\*BETA\*\*\* County Sheriff’s Department |  |
| \*\*\*BETA\*\*\* County Emergency Operations Center |  |
| **Fire** | |
| \*\*\*BETA\*\*\* County Fire Department |  |
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| **Hospitals** | |
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| **Support Services** | |
| **City and County Departments** | |
| \*\*\*BETA\*\*\* County Health Care Agency |  |
| \*\*\*BETA\*\*\* County Department of Education |  |
| \*\*\*BETA\*\*\* County Poison Control |  |
| \*\*\*BETA\*\*\* County Animal Control |  |
| **Support Services** | |
| **Non-Profit/Private Agencies** | |
| American Red Cross |  |
| Salvation Army Family Services |  |
| Catholic Charities, \*\*\*BETA\*\*\* County |  |

**APPENDIX D: EXERCISE AND DRILL LOG**

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| --- | --- | --- | --- | --- | --- |
| TYPE OF EXERCISE | DATE | TIME | | COMMENTS | RECORDED BY |
| START | END |
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**APPENDIX E: POSITION GUIDES**

**POSITION GUIDE**

**Emergency Operations Center Director (EOC Director)**

The EOC Director has the responsibility to manage the EOC based upon the Superintendents direction. However, the EOC Director has the freedom to make command decisions on the spot without prior approval from either the Superintendent or the Policy Group. The management of an EOC during an emergency often requires immediate decisions based upon the best information available. A fluid course of action is often the most productive path to successful mitigation of an incident.

The EOC Director will oversee the coordination between staff and all Section Chiefs in the EOC while providing a communication conduit between the Policy Group and himself.

**Tasks:**

* Identify yourself as the Director of Emergency Services.
* Read this entire checklist and wear your assigned vest (if available).
* Obtain a briefing on the extent of the emergency and recommended initial objectives from your Management (Operations, Planning and Intelligence, Logistics and Finance Chiefs.)
* Depending on the type of the incident and the information available, order partial or full activation of the EOC.
* Determine if all key personnel or alternates are in the EOC or have been notified.
* Brief Section Chiefs; appoint alternates as necessary.
* Ensure Section Chiefs and their staff members possess and utilize CHECKLISTS.
* Assess the situation, develop an overall strategy with the Management Staff and establish emergency response objectives and priorities.
* Determine the need for evacuation. If evacuation is required, ensure PIO utilizes news media to pass specific evacuation instructions.
* Establish the frequency of briefing sessions for EOC staff.
* Establish operational work periods for all Emergency Operations Center and field personnel. Advise Section Chiefs to plan for relief personnel.
* Direct Section Chiefs to maintain appropriate Unit Logs, charts, and records.
* Direct Section Chiefs to provide section situation reports prior to the end of each operational period or as needed for the completion of the INCIDENT ACTION PLAN by the Planning Section Chief.
* Review and approve the INCIDENT ACTION PLAN developed by the Planning Chief with the assistance of the Command Staff. Ensure proper distribution of the Action Plan.

**POSITION GUIDE (Continued)**

**Emergency Operations Center Director (EOC Director)**

* Ensure that proper warning has been given to affected areas, agencies or facilities
* Ensure that assessments are made for mutual aid requirements and that requests for such aid are made promptly to the County.
* If there is little or no damage to the district/schools, prepare to provide mutual aid to neighboring schools and other Districts or City.
* Keep the Superintendent and the City and County (Liaison from \*\*\*BETA\*\*\* County Department of Education) EOC informed of all major problems and decisions.
* Maintain a MANAGEMENT SECTION LOG noting messages received; decisions made and actions taken.
* Ensure that an AFTER ACTION REPORT is completed by the Planning Section at the deactivation of the EOC, and that Corrective Actions are noted, including who is responsible for the actions and when they are to be completed. The Director is to ensure that the Corrective Actions are completed by whom they were assigned, and that they are completed in the time allocated in the report.

**POSITION GUIDE**

**Liaison Officer (LO)**

Appointed by the Superintendent, EOC Director or designee

The Liaison Officer is part of the EOC Directors (Command) Staff. The Liaison Officer can make inquiries, contact other governmental agencies and do follow up assessments in the field. The Liaison Officer can act as the EOC Director’s eyes and ears, plus provide that extra set of hands to handle Director’s tasks.

**Tasks:**

* Identify yourself as the Liaison Officer.
* Read this entire checklist.
* Obtain a briefing on the extent of the emergency and recommended initial objectives from the EOC Director.
* Maintain a Unit Log noting messages received; decisions made and actions taken.
* Be a point of contact for other Agency Representatives (responding agencies as well as other schools, districts and governmental agencies).
* Maintain a list of assisting and cooperating agencies and Agency Representatives.
* Assist in establishing and coordinating interagency contacts.
* Keep agencies supporting the incident aware of event status.
* Monitor incident operations to identify current or potential inter-organizational problems.
* Participate in planning meetings, providing current resource status, including limitations and capability of assisting agency resources.
* Assign assistants as needed.
* Complete an AFTER ACTION REPORT that should include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:

• Issue

• Corrective Action

• Assigned to and due date for completion

**POSITION GUIDE**

**Safety Officer (SO)**

The Safety Officer is part of the EOC Directors Staff. The Safety Officer serves on the EOC staff and reviews the overall Incident Actions Plan for potential health and safety issues. The position is responsible for the general safety aspects for all operational actions conducted by sections and units.

**Tasks:**

* Read this entire checklist.
* Contact the EOC Manager to determine status of EOC needs.
* Assist in setting up EOC if required.
* Contact other Section Chiefs for each unit’s specific needs.
* Obtain assistance from district staff as needed.
* Procure EOC supplies as needed.
* Repair EOC equipment as needed.
* Insure EOC security through the Law Enforcement or Security staff, making sure all personnel have proper identification.
* Assist Section Chiefs as required.
* Establish contact with all EOC sections, advising personnel to notify you of unsafe working conditions.
* Work with Logistics Section to obtain needed safety equipment for field and EOC personnel (ex: gloves, hard hats, flashlights, reflective vests, etc.)
* Record and advise EOC Director of unsafe working conditions you have been unable to resolve.
* Identify and mitigate EOC safety related issues and ergonomic problems
* Temporarily halt any operation to conduct a safety evaluation if necessary
* Monitor hazardous materials involved situations
* At the conclusion of the event, insure that the EOC is re-stocked and all equipment is in proper working order.
* Establishes tentative response options for possible emergencies

**POSITION GUIDE (Continued)**

**Safety Officer (SO)**

* Complete an AFTER ACTION REPORT to include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:
  + Issue
  + Corrective Action
  + Assigned to and due date for completion

**POSITION GUIDE**

**Public Information Officer (PIO)**

The Public Relations Officer is part of the EOC Command Staff. The PIO consults with the EOC Director to provide timely situational press releases and is available to support the policy group with releases and public statements.

**Tasks:**

* Identify yourself as the Public Information Officer.
* Read this entire checklist.
* Obtain a briefing from the Management Staff.
* Assess the situation.
* Prepare an initial information summary as soon as possible after arrival.
* Observe constraints on the release of all information imposed by County or City Emergency Operations Centers, The Joint Regional Information Center, the Superintendent, Principal or EOC Director.
* Establish contacts with the media and provide whatever assistance is required.
* Establish an Information Center for the media. Schedule regular briefings. Post briefing schedule.
* Establish separate voice mail telephone hotlines for media and public use. Update regularly.
* Establish field PIO teams, contact existing teams, including those of other jurisdictions.
* Gather and disseminate instructions, warnings, and announcements.
* Release news and information. Post the information in the EOC and Media Center. Ensure that field units receive copies of all releases.
* In the case of a multi-jurisdictional event, coordinate the release of public information through a Joint Information Center (JIC).
* Arrange for escort and briefing service for the media and VIPs.
* Attend all EOC briefings and Management Staff meetings. Update information releases.
* Schedule expert speakers for media briefings.
* Monitor television and radio transmissions.
* Issue warnings about unsafe areas, structures, and facilities.

**POSITION GUIDE (Continued)**

**Public Information Officer (PIO)**

* Utilize communications systems to issue warnings.
* Issue special information releases addressing rumors. Identify them as such, and provide correct information, if available.
* Provide information to the public on available transportation routes, closures, etc.
* Release an official list of assistance centers and shelter sites.
* Ensure that announcements and information are translated for special populations.
* Maintain a log noting messages received; releases published; interviews granted; and other activities. Maintain record of personnel on duty.
* Complete an AFTER ACTION REPORT that should include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:
  + Issue
  + Corrective Action
  + Assigned to and due date for completion

**POSITION GUIDE**

**Operations Section Chief (OPS)**

The Operations Section Chief reports to the EOC Director. The Ops Section Chief is responsible for all operational activities involved in the mitigation of the emergency. Activation of units is an option. Listed below are possible units and general job descriptions.

**Tasks:**

* Identify yourself as the Operations Section Chief.
* Read this entire CHECKLIST.
* Obtain a briefing from the Management/Command Staff.
* Evaluate the field conditions associated with the emergency. Determine the resources committed and coordinate with the operations unit.
* Brief the EOC Director as necessary
* Deploy the Incident Command Post if there is no Law Enforcement Director to do so
* Direct Operations Unit Leaders to maintain up-to-date INCIDENT CHARTS**,** INCIDENT REPORTS and Unit specific maps.
* Ensure that a SITUATION REPORT is completed at end of each operational period.
* Assist the Planning and Intelligence Chief in the development of the ACTION PLAN.
* Assign and brief Operations personnel on the ACTION PLAN.
* Supervise Operations related response.
* Support the Incident Command Post response as requested.
* Coordinate the activities of all departments and agencies involved in the operations.
* Determine needs and request more resources when necessary.
* Establish communications with affected areas.
* Assign specific work tasks to various units of the Section as required. Ensure Operations Unit Leaders and personnel possess and utilize CHECKLISTS.
* Ascertain what resources are committed. Coordinate further needs with the Logistics Section Chief.
* Receive, evaluate, and disseminate emergency operational information

**POSITION GUIDE (Continued)**

**Operations Section Chief (OPS)**

* Instruct all staff to provide all activity logs and time sheets for Finance/Admin
* Determine the need for additional resources; make a recommendation to the EOC Director
* Establish and maintain staging areas for operations related equipment and personnel.
* Establish field communications with affected areas, using interoperable systems as available.
* Coordinate resource needs with the Logistics Section Chief.
* Receive, evaluate, and disseminate information relative to the operation of the emergency.
* Provide all relevant emergency information to the Public Information Officer.
* Maintain an OPERATIONS SECTION LOG noting messages received, decisions made, actions taken, and other activities. Maintain a record of personnel on duty.
* Complete an AFTER ACTION REPORT to include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:
  + Issue
  + Corrective Action
  + Assigned to and due date for completion

**POSITION GUIDE - UNITS**

**Operations Section Chief (OPS)**

**Law Enforcement Division**

The Law Enforcement Division Director manages law enforcement field operations, hazardous materials operations. The Operations Chief or the Law Enforcement Director is responsible for the deployment of the Incident Command Post.

*If a Law Enforcement Division/Director is not assigned – then the Operations Section Personnel must ensure these tasks are complete, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Obtain briefing from Operations Section Chief

B. Assign Incident Command Post for on-scene management of field events

C. Coordinate Hazardous Materials

D. Advise Operations Section Chief when Action Plan needs updating

E. Request additional Operations approved resources through Logistics

F. Assist ICP with traffic control, access control operations; issue EOC IDs as needed

G. Maintain an Activities Log

**Student Health Services Unit**

Plan, coordinate and provide emergency care, first aid and communicable disease control to initial surge victims arriving for treatment. Coordinate with ICPs as to their medical needs.

*If a Student Health Services Unit/Leader is not assigned – then the Operations Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Operations Section Chief

B. Direct other key health workers in providing necessary services

C. Inform Ops Chief of ongoing events and when Action Plan needs updating on health related issues

D. Request additional Operations approved resources through Logistics manager

E. Plan, coordinate and provide emergency care, first aid and communicable disease control

F. Establish and maintain a causality collection points for triage

G. Act as a liaison with the Riverside County Public Health Department

H. Maintain an Activities Log

**POSITION GUIDE - UNITS**

**Operations Section Chief (OPS)**

**Hazardous Materials Unit (Haz-Mat Unit)**

The Hazardous Materials Unit will identify and mitigate hazardous materials incidents.

*If a HazMat Unit/Leader is not assigned – then the Operations Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Operations Section Chief

B. Direct other key workers in providing necessary services

C. Inform Ops Chief of ongoing events and when Action Plan needs updating

D. Request additional OPS approved resources through Logistics manager

E. Plan, coordinate and provide hazardous materials identification and mitigation

F. Provide level B personnel safety equipment for response staff

G. Maintain haz-mat mitigation gear and containment cache for responses

H. Provide all necessary spill release documentation to appropriate Fed, State, Local agencies

I. Maintain an Activities Log

**Facilities Operations Division**

The Director of Facilities Operations the manages field assessments of building safety and support field operations with available resources at the direction of the Operations Section Chief.

*If a Facilities Division/Director is not assigned – then the Operations Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Obtain briefing from Operations Section Chief

B. Coordinate Building & Equipment Unit

C. Coordinate Grounds Unit

D. Advise Operations Section Chief when Action Plan needs updating

E. Request additional OPS approved resources through Logistics manager

F. Maintain an Activities Log

**POSITION GUIDE - UNITS**

**Operations Section Chief (OPS)**

**Building & Equipment Unit**

The Building & Equipment Manager determines structural status and responses to immediate problems involves the basic infrastructure of the district. The goal during any multi-hazard situation is to restore utilities, repair damage and keeping equipment inventory functioning and in repair.

*If a Building & Equipment is not assigned – then the Operations Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Operations Section Chief

B. Direct other key workers to providing necessary services

C. Inform Ops Chief of ongoing events and when Action Plan needs updating

D. Request additional Operations approved resources through Logistics manager

E. Provide equipment and staff to shutdown utilities, control hazardous situations, set up barricades, access damage, and clear debris and make emergency repairs

F. Provide vehicles, equipment and operators to move personnel and supplies; assign vehicles to the Ops Section for emergency use

G. Contact utility companies as required

H. Furnish emergency power and lighting as required

I. Provide for storage of vital records at alternative site

J. Maintain an Activities Log

**Grounds Unit**

Surveys conditions and provides staff for grounds related mitigation

*If a Grounds Units not assigned – then the Operations Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Operation Section Chief

B. Attend Operations Section planning meetings when requested

C. Assign specific work tasks to subordinates

D. Inform Ops Chief of ongoing events and when Action Plan needs updating

E. Request additional approved resources through Logistics manager

G. Provide equipment and staff to identify hazardous situations, set up barricades, access damage and clear debris

F. Maintain an Activities Log

**POSITION GUIDE**

**Planning / Intelligence Chief**

The Planning/Intel Section Chief collects, evaluates and disseminates incident status information and most importantly develops the Incident Action Plan (IAP) as per the objectives of the EOC Director. The IAP is the result of corroboration between Section Chiefs.

**Tasks:**

* Identify yourself as the Planning and Intelligence Section Chief.
* Read this entire checklist.
* Obtain a briefing on the extent of the emergency from communications or other members of the Management Staff and coordinate any specific requirements from the EOC Director.
* Confirm that all key Planning and Intelligence Section personnel or alternates are in the EOC or have been notified. Request additional staff from Logistics Section as needed.
* Activate, and direct Planning and Intelligence Section Units and ensure Section log is maintained.
* Assemble information on alternative strategies
* Direct Situation Status Unit Leader or Planning/Intel personnel to initiate collection and display of significant disaster events to include a weather collection system when necessary.
* Direct Documentation Unit Leader or Planning/Intel personnel to initiate collection and display of disaster information and to activate the EOC Message Center.
* Insure internal coordination between Unit Leaders.
* Direct Situation Status Unit Leader or Planning/Intel personnel to prepare a briefing on the disaster, resources applied and resources available, or en route for application.
* Insure that situation maps and related charts are available and posted with current information.
* Assess the impact of the emergency on the district including the initial damage assessment by the building inspectors and other field units.
* Assemble information on alternative strategies. Assign assistants, as needed, to advance planning and demobilization tasks.
* Advise Management Staff of any significant changes in incident status.
* Establish information requirements and reporting schedules for all SEMS/NIMS organizational elements for use in preparing the ACTION PLAN.
* Direct the coordination of periodic disaster and strategy plan briefings to the Director of Emergency Services, the Chiefs of other Sections, to include predictions on incident potential.

**POSITION GUIDE (Continued)**

**Planning / Intelligence Chief**

* Confirm that Situation Status Unit is compiling and displaying status and resource summary information.
* Prepare summary situation reports of the emergency for distribution at least every eight to twelve hours.
* Begin planning for recovery in the emergency area(s).
* Identify need for use of specialized resources.
* Cooperate with Police, Fire, and Public Works to prepare and provide a Traffic Plan.
* Prepare and distribute EOC Director’s orders.
* Prepare recommendations for release of resources by developing a Demobilization Plan.
* Maintain log of all messages received and sent and all significant actions taken. Maintain record of all personnel participating and their hours on duty.
* Ensure that the Documentation Unit completes an AFTER ACTION REPORT, which should indicate what Corrective Actions are needed, including who is responsible for the actions and when they are to be completed.

**POSITION GUIDE - UNITS**

**Planning / Intelligence Chief**

**Resource Status Unit**

The Resource Status Unit leader gathers, posts and maintains current information on incident resources, supplies, equipment and vehicles available to Operations and as may be needed to implement the IAP.

*If a Resources Units not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Planning/Intel Section Chief

B. Prepare and maintain Status Board in EOC

C. Assign duties to Resource Status staff

D. Establish contact with sections to maintain a Master Roster of all District resources

E. Maintain an Activities Log

**Situation Status Unit**

Post data showing status of each operations unit

*If a Situation Status Units not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Planning/Intel Section Chief

B. Prepare and maintain a Situation Status Board in the EOC

C. Assign duties to Situation Status personnel

D. Collect and display ongoing incident data without delay

E. Prepare predictions at periodic intervals or at the request of the Planning Chief

F. Post data showing status of each operations unit, outside agency, routes and utilities

G. Provide situational status information in response to requests by Section Chiefs

H. Maintain an Activities Log

**POSITION GUIDE - UNITS**

**Planning / Intelligence Chief**

**Plan/Document Unit**

Post data showing status of each operations unit

*If a Plan/Document Units not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get briefing and instructions from Planning/Intel Section Chief

B. Establish and organize incident files

C. Set up copy machine with extra toner, paper and make copies as requested

D. Make and files copies of official forms and reports

E. Check accuracy and completeness of records submitted for files

F. Correct errors or omissions by contacting appropriate units or section

G. Prepare incident documentation for the Planning/Intel Chief when needed

H. Maintain, retain and store incident files for use after incident

I. Maintain an Activities Log

**POSITION GUIDE**

**Logistics Section Chief (LOGS)**

Provides facilities, contract services, material and human resources to support incident response

**Tasks:**

* Identify yourself as the Logistics Section Chief.
* Read this entire Action Checklist.
* Obtain a briefing on the extent of the emergency from the Management/Command Staff.
* Obtain initial instructions concerning Logistics work activities/priorities.
* Based on severity of emergency, and guidance on initial work activities, determine logistics unit personnel requirements. For extended operations, consideration should be given to relief personnel. Shifts should not exceed 12 hour periods. Establish personnel schedule and rosters.
* Confirm that all Logistics Section members or alternates are in the EOC or have been notified.
* Assemble and brief Logistics Section staff.
* Provide summary on incident
* Assign work locations and preliminary work tasks to section personnel
* Present procedures and limitations on purchasing or expenditures
* Provide administrative and personnel reporting guidance
* Notify the Situation Status Unit or assigned personnel of the names and locations of all assigned personnel.
* Review with other Section Chiefs of existing logistics resources and logistics requirements for planned and expected operations.
* Identify and coordinate for the procurement of additional service and support requirements of personnel, supplies and equipment to support planned and expected operations.
* Brief and update the EOC Director of all logistics resources and support concerns. Information that should be provided includes:
  + Priority logistics requirements filled/completed
  + Logistics shortfalls/unresolved problems
  + Major new problems since previous briefing
  + Assistance needed from other agencies and status of mutual aid
  + Information developed by the logistics section that should be passed to other EOC sections or to the public

**POSITION GUIDE (Continued)**

**Logistics Section Chief (LOGS)**

* Assist in the initial development and review of the ACTION PLAN.
* Prepare Logistics statements for inclusion in the ACTION PLAN.
* Ensure that Logistics staff have copies of ACTION PLAN.
* Continually coordinate with the Operations Section Chief and Planning and Intelligence Section Chief to ensure timely and efficient logistical support.
* Ensure that Logistics Section staff maintain a UNIT LOG. All documents prepared by the Logistics Section should be passes to the documentation unit in the planning section at the conclusion of the emergency. At a minimum the following records should be maintained:
  + Messages received and transmitted
  + Action Pending
  + Action Completed
  + Logistics EOC personnel and time on duty
  + Active Vendor Records
  + Non-Expendable Property Records
  + Expendable Property Purchase Records
* Brief and update the EOC Director of all logistics resources and support concerns. Information that should be provided includes:
  + Priority logistics requirements filled/completed
  + Logistics shortfalls/unresolved problems
  + Major new problems since previous briefing
  + Assistance needed from other agencies and status of mutual aid
  + Information developed by the logistics section that should be passed to other EOC sections or to the public
* Assist in the initial development and review of the ACTION PLAN.
* Prepare Logistics statements for inclusion in the ACTION PLAN.
* Ensure that Logistics staff have copies of ACTION PLAN.
* Continually coordinate with the Operations Section Chief and Planning and Intelligence Section Chief to ensure timely and efficient logistical support.

**POSITION GUIDE (Continued)**

**Logistics Section Chief (LOGS)**

* Ensure that Logistics Section staff maintain a UNIT LOG. All documents prepared by the Logistics Section should be passes to the documentation unit in the planning section at the conclusion of the emergency. At a minimum the following records should be maintained:
  + Messages received and transmitted
  + Action Pending
  + Action Completed
  + Logistics EOC personnel and time on duty
  + Active Vendor Records
  + Non-Expendable Property Records
  + Expendable Property Purchase Records
* Facility Records
  + Facility Rental Contracts/Inspection Reports
  + Vehicle Records
  + Vehicle Accident Reports
  + After Action Report
* Maintain accountability of all logistics personnel assigned, both in the EOC and in the field. Work schedules, time sheets and casualty reports will be submitted to the human resources unit on a timely basis, but no less than once a day.
* Ensure for the general welfare and safety of all logistics section personnel.
* Establish turnover procedures and conduct shift change briefs at the end of each shift.
* Prior to the end of the operation collect the logistics unit documentation and AFTER ACTION REPORTS. Prepare and submit a consolidated LOGISTICS AFTER ACTION REPORT to the EOC Director.
* The AFTER ACTION REPORT should include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:
  + Issue
  + Corrective Action
  + Assigned to and due date for completion

**POSITION GUIDE - UNITS**

**Logistics Section Chief (LOGS)**

**Human Resources Division Head**

Manages human resources including Staffing, Medical and Volunteer Units

*If a Human Resources Division/Head not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with the Logistics Section Chief for briefing

B. Determine the level of service required for the HR division

C. Plan HR Division organization

D. Assemble Unit Leaders and assign tasks

E. Instruct HR staff to complete time sheets for Finance

F. Notify Planning Resources Leader which HR units have been activated

G. Coordinate and process requests for HR

H. Coordinate activities of HR division units and estimate future HR requirements

I. Maintain an Activities Log

**HR Staffing Unit Leader**

Provide emergency allocation of staff members and required paper work

*If a HR Staffing Unit/ Leader is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with HR Division Head for briefing

B. Participate in HR planning activities

C. Contact district personnel with job assignments as directed by HR Division Head

D. Instruct HR staff to complete time sheets for FEMA records

E. Update Planning Resource Status Unit on staff utilization

F. Collect documents, time sheets and turn in to Finance

G. Submit reports to Human Resources Division as required

H. Maintain an Activities Log

**POSITION GUIDE - UNITS**

**Logistics Section Chief (LOGS)**

**HR Medical Unit Leader**

Coordinates allocation of medically trained staff and paperwork

*If a HR Medical Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with HR Division Head for briefing

B. Participate in HR planning activities

C. Received requests for medical responders from HR Division Head

D. Organize and assign district medical personnel to areas where first aid response is needed

E. Instruct HR staff to complete time sheets for FEMA records and turn in to Finance

F. Update Planning Resource Status Unit on staff utilization

G. Submit reports to Human Resources Division as required

H. Maintain an Activities Log

**HR Volunteer Unit Leader**

Organizes and allocates responses from Department Safety Leaders, CERT Teams (if have any) and Students

*If a HR Volunteer Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with HR Division Head for briefing

B. Participate in HR planning activities

C. Recruit, receive, and coordinate volunteer assistance

D. Complete necessary paperwork to document volunteers as Disaster Service workers

E. Assign responsibilities to volunteers as directed by HR Division Head

F. Periodically report on the volunteer assignments to the Planning Resource Status Unit

G. Periodically inform Planning Resources Status Unit how volunteers are being organized

H. Complete an Activities Log

**POSITION GUIDE - UNITS**

**Logistics Section Chief (LOGS)**

**Support Division Head**

Manages facilities, communications, outside contractors and supply/equipment units

*If a Support Division/Head not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with the Logistics Section Chief for briefing

B. Determine level of Support needed with Logistics Chief and HR Division Head

C. Prepare initial organization and assignments for Support operations

D. Assemble and brief Unit Leaders and assign tasks

E. Instruct all staff in the Support Division staff to complete payroll time sheets

F. Maintain an Activities Log

**Support Communication Network Unit Leader**

The Communications Network Unit Leader maintains land line, cell phone connectivity, optical fiber cable systems, District wide network plus connectivity between the Incident Command Post, District’s EOC and the City of Riverside EOC plus communication to District DOCs.

*If a Support Communication Network Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Meet with HR Support Division Head for briefing

B. Participate in Support Division planning activities

C. Activate outside Field Response staff as needed

D. Establish communication link for Field Response staff

E. Make arrangements with outside tele-com vendors for any needed services

F. Insure that proper contracts are signed and funded

G. Submit status reports to Support Division Head as changes occur

H. Maintain an Activities Log

**POSITION GUIDE**

**Logistics Section Chief (LOGS)**

**Support Purchasing Buyer Unit Leader**

Places all orders for supplies, equipment as per Support Division Head

*If a Support Purchasing Buyer Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get information from Support Division Head

B. Participate in Support Division planning activities

C. Determine name and contact number for District personnel receiving orders

D. Set up filing system

E. Place orders in a timely manner, consolidating when possible

F. Inform Planning Resource Status Unit of agreements

G. Submit reports to Support Division as requested

H. Maintain an Activities Log

**Support Outside Contractors Unit Leader**

Makes arrangements with outside vendor and keep records

*If a Support Outside Contractors Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get information from Support Division Head

B. Participate in Support Division planning activities

C. Make arrangements with outside contractors for their services, as requested

D. Coordinate with Finance Section to insure that proper contracts are signed and funded

E. Keep records of all outside contractors used

F. Inform Planning Resource Status Section on outside contractors in use

G. Submit reports to Logistics Support Division Head as requested

H. Maintain an Activities Log

**POSITION GUIDE - UNITS**

**Logistics Section Chief (LOGS)**

**Support Supplies and Equipment Unit Leader**

Orders, stores and maintains supplies

*If a Support Supplies and Equipment Unit is not assigned – then the Planning/Intel Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get information from Support Division Head

B. Participate in Logistics Support Division planning activities

C. Determine the type and amount of supplies en route

D. Coordinate ordering, receiving, distribution and storage of supplies and equipment

E. Receive and respond to requests for supplies and equipment

F. Maintain inventory of supplies and equipment

G. Service reusable equipment

H. Submit reports to the Logistics Support Division Head as required

I. Maintain an Activities Log

**POSITION GUIDE**

**Finance / Administration Section Chief**

Provides financial cost analysis during emergency response

**Tasks:**

* Identify yourself as the Finance Section Chief.
* Read this entire checklist.
* Obtain a briefing on the extent of the emergency from the Logistic Section Chief.
* Obtain initial instructions concerning work activities and priorities.
* Establish sub-units as required: Compensation / Claims Unit, Time Unit, and Cost Unit If necessary.
* Obtain inputs from the various units to determine projected cost of supplies and materials to support the emergency.
* Meet with representatives of assisting agencies such as FEMA or Superintendent’s Office
* Collect cost data, complete cost effectiveness analysis and determine cost estimates and make recommendations for cost savings.
* Ensure that Time Unit or other assigned personnel maintain records of all personnel time worked at the emergency which includes all volunteers that may or may not be previously registered as Disaster Service Workers.
* Ensure that Claims Unit or other assigned personnel manage all legal claims for compensation filed against the City.
* Ensure that a Finance Section log is maintained, noting messages received, decisions made and actions taken, and personnel on duty.
* Complete a Finance AFTER ACTION REPORT that should include a brief overview of support provided during the operation and suggested Corrective Actions to improve operations. Use the following format:
  + Issue
  + Corrective Action
  + Assigned to and due date for completion

**POSITION GUIDE - UNITS**

**Logistics Section Chief (LOGS)**

**Finance Compensation and Claims Unit Leader**

Keeps records and information needed by regional, state and federal agencies

*If a Finance Compensation Unit/Leader is not assigned – then the Finance/Administration Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get information from Finance Section Chief

B. Participate in Finance Section planning activities

C. Document damage to property, equipment, and other physical resources

D. Maintain Workers Compensation records

E. Keep records of information needed for state and federal agency reimbursement

F. Make sure District follows proper procedure for FEMA reimbursement

G Submit reports to Finance Section Chief as required

H. Maintain an Activities Log

**Finance Contract Unit Leader**

Documents expenditures, purchasing authorizations with vendors

*If a Finance Contract Unit/Leader is not assigned – then the Finance/Administration Section Personnel must ensure these tasks are completed, relying on the most qualified individuals to provide guidance and make major decisions.*

**Tasks:**

A. Get information from Finance Section Chief

B. Participate in Finance Section planning activities

C. Have contracts related to disaster operations properly approved

D. Document expenditures, purchasing authorizations and contracts with vendors

E. Submit reports to Finance Section Chief as required

F. Maintain an Activities Log

**Finance Payroll Unit Leader**

Coordinate and provide standard policy for payroll disbursements

**Tasks:**

A. Get information from Finance Section Chief

B. Participate in Finance Section planning activities

C. Coordinate staff payroll procedures with Logistics HR Resource Units

D. Follow standard policy for payroll deductions

E. Have payroll transactions approved by Finance Section Chief

F. Submit reports such as payroll log to Finance Section Chief as required

G. Maintain an Activities Log

**APPENDIX F: Forms**

**EMERGENCY OPERATIONS PLAN**

**ASSESSMENT CHECKLIST**

|  |  |  |
| --- | --- | --- |
|  | **Check if Applies:** | **Immediately review, communicate and take action to the following information/status assessment at the onset of an emergency situation.** |
| **1.** |  | Have all the members of the \*\*\*ALPHA\*\*\* Cabinet been contacted? |
| **2.** |  | Is the EOC being activated? If so, have all team members been contacted? |
| **3.** |  | Is it possible to communicate normally or is an alternative system needed? |
| **4.** |  | Is there direct communication with the school/site? Status report needed. Obtain school phone directory with confidential phone numbers (Student Services & Maintenance) |
| **5.** |  | Is the school on lockdown/evacuation or other? |
| **6.** |  | Is the school on any special bell schedule/calendar? |
| **7.** |  | Does the school site have the emergency card information in place? This is important for the student release team to keep accurate records for release. |
| **8.** |  | Is there an immediate need for the crisis psychological response team, individual psychologist or school nurses? If the incident involved specific students, pull up district student records and review ALL screens to gather information on each student. |
| **9.** |  | Is this emergency situation multi-jurisdictional? What agencies are involved? |
| **10.** |  | Does the EOC have the phone numbers of key individuals in each of the multi-jurisdiction & is an emergency situational phone/email listing being maintained? |
| **11.** |  | If local EOC’s (\*\*\*ALPHA\*\*\*, \*\*\*BETA\*\*\*, \*\*\*\*\*\*\*., etc.) are activated, does \*\*\*ALPHA\*\*\* have a person in route to the EOC for direct contact? |
| **12.** |  | If there are multi-agency debriefings, does \*\*\*ALPHA\*\*\* have a person directly in place? If it is a brush fire, etc., the debriefing would be at the main fire camp. |
| **13.** |  | Has transportation been contacted? Make contact and discuss status. |
| **14.** |  | Has food services been contacted? Is there enough water on hand? |
| **15** |  | Has maintenance and operations been contacted? Gas and utilities – on or off? |
| **16.** |  | Has information services been contacted? If so, can the district’s website’s home page become the #1 source of emergency information from \*\*\*ALPHA\*\*\* to parents, the public and others? The website needs to be clearly stated at the onset as the #1 source of communication and updated regularly (hourly, if possible).The PIO will need to initiate and be in charge of all out-going information. |
| **17.** |  | Anticipate the press. There will be a need for the PIO to communicate and keep communications central - district office only. The press has a right to be on the street, but not on campus and they cannot interfere with your site’s operations. |
| **18.** |  | Child Care – Is there an impact on child care now or will there be an impact later? |
| **19.** |  | Are there medically fragile students involved? |
| **20.** |  | Are there any students on field trips or athletic competition who will be impacted? |
| **21.** |  | Are there any main roads where traffic is closed/diverted or congested? |
| **22.** |  | Will any school gymnasium be needed by the Red Cross for shelters? |
| **23.** |  | Can the school use the automated phone system to communicate with parents? |
| **24.** |  | If evacuation/end of day busing occurs, has the district identified all students, elementary, middle and high school that may need to remain in school/shelter? |
| **25.** |  | Are EOC Logs being maintained? |

**In the event of any questions, contact Student Services at (714) 730-7301 X 326**

**or via the district’s emergency radio system.**

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| EMERGENCY OPERATIONS CENTER  Incident Action Plan (ICS Form 201) | | | | | | | | | | |
| Action Plan #: |  | | | | Date: |  | | Time: | |  |
| Type of Incident: | | | | | Comments: | | | | | |
|  | | | | |  | | | | | |
| **Incident Commander:** | |  | | | | | | | | |
| **EOC Coordinator:** | |  | | | | | | | | |
| **Public Information Officer:** | |  | | | | | | | | |
| **Safety Officer:** | |  | | | | | | | | |
| **Liaison Officer:** | |  | | | | | | | | |
| **Operations Chief:** | |  | | | | | | | | |
| **Logistics Chief:** | |  | | | | | | | | |
| **Planning/Intel Chief:** | |  | | | | | | | | |
| **Finance/Admin Chief:** | |  | | | | | | | | |
|  | |  | | | | | | | | |
| **OPERATIONAL PERIOD**  **(Time frame)** | | | **From:** |  | | | **To:** | |  | |
|  | | |  | | | |  | | | |
| **Objectives:** | | | **Action Steps:** | | | | **Comments/Rationale/Situation:** | | | |
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| **All “Incident Action Plans” are to be maintained by the EOC Commander**  **as an official record of this event** | | | | | | | | | | |

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| --- | --- | --- | --- | --- |
| PAGE \_\_\_\_\_\_\_ of \_\_\_\_\_\_\_\_ | | | | |
| EMERGENCY OPERATIONS CENTER  Supplement Page for Incident Action Plan (ICS Form 201) | | | | |
| **OPERATIONAL PERIOD**  **(Time frame)** | **From:** |  | **To:** |  |
|  |  | |  | |
| **Objectives:** | **Action Steps:** | | **Comments/Rationale/Situation:** | |
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| **All “Incident Action Plans” are to be maintained by the EOC Commander**  **as an official record of this event** | | | | |

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| **ORGANIZATION ASSIGNMENT LIST (ICS Form 203)** | | | | |
| 1. Incident Name | | | | |
| 2. Date | | 3. Time | 4. Operational Period | |
|  | | | | |
| POSITION | NAME | | POSITION | NAME |
| 5. Incident Command and Staff | | | 9. Finance & Administration Section | |
| Incident Commander |  | | Chief |  |
| Safety Officer |  | |  |  |
| Information Officer |  | |  |  |
| Liaison Offier |  | |  |  |
| 6. Agency Representation | | |  |  |
| Agency | Name | |  |  |
|  |  | | 10. Operations Section | |
|  |  | | Chief |  |
|  |  | | Operations Unit #1: | |
|  |  | | Leader |  |
|  |  | |  |  |
|  |  | |  |  |
| 7. Planning & Intelligence Section | | |  |  |
| Chief |  | |  |  |
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|  |  | | Operations Unit #2: | |
|  |  | | Leader |  |
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| 8. Logistics Section | | |  |  |
| Chief |  | |  |  |
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|  |  | | Operations Unit #3: | |
|  |  | | Leader |  |
|  |  | |  |  |
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| 9. Finance & Administration Section | | |  |  |
| Chief |  | |  |  |
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Activity Log (ICS Form 214)

| **1. Incident Name:** | | | | | | **2. Operational Period:** Date From: Date To:   Time From: Time To: | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **3. Name:** | | | | **4. ICS Position:** | | | | **5. Building(s):** |
| **6. Resources Assigned:** | | | | | | | | |
| ***Name*** | | | | | ***ICS Position*** | | ***Building/Floor*** | |
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| **7. Activity Log:** | | | | | | | | |
| ***Date/Time*** | ***Room #*** | | ***Notable Activities*** | | | | | |
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| **8. Prepared by:** Name:  Position/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: | | | | | | | | |
| **ICS 214, Page 1** | | Date/Time: | | | | | | |

Activity Log (ICS Form 214)

CONTINUED

| **1. Incident Name:** | | | | **2. Operational Period:** Date From: Date To:   Time From: Time To: |
| --- | --- | --- | --- | --- |
| **7. Activity Log** (Continuation): | | | | |
| ***Date/Time*** | ***Room #*** | | ***Notable Activities*** | |
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| **8. Prepared by:** Name:  Position/Title: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature: | | | | |
| **ICS 214, Page 2** | | Date/Time: | | |

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| --- | --- | --- | --- | --- | --- |
| **GENERAL MESSAGE** | | | | | |
| **TO**: | | | POSITION | | |
| FROM: | | | POSITION: | | |
| SUBJECT: | | | DATE: | | TIME: |
| MESSAGE: | | | | | |
|  | | | | | |
| SIGNATURE: | | | | POSITION: | |
| REPLY: | | | | | |
|  | | | | | |
| DATE: | TIME: | SIGNATURE/POSITION: | | | |

ICS Form 212

**APPENDIX G: ACRONYM LIST**

**REMEMBER TO ADD ANY SPECIFIC SCHOOL, DISTRICT, CITY, COUNTY OR REGIONAL ACRONYMS**

**A**

AED Automated External Defibrillator

ARC American Red Cross

**B**

**C**

CalEMA California Emergency Management Agency

CEC California Education Code

CFO Chief Financial Officer

CPR Cardiopulmonary Resuscitation

**D**

DEM Department of Emergency Management

DHS Department of Homeland Security

DSW Disaster Service Worker

**E**

EAS Emergency Alert System

EMS Emergency Medical System EOC Emergency Operations Center EOP Emergency Operations Plan ERP Emergency Response Plan

**F**

FEMA Federal Emergency Management Agency

FOC Field Operations Center

**H**

HSAS Homeland Security Advisory System

HVAC Heating, Ventilating, and Air Conditioning

**I**

IAP Incident Action Plan

IC Incident Commander

ICS Incident Command System

IMS Incident Management System

**J**

JIC Joint Information Center

**L**

**M**

MHz Megahertz

**N**

NIMS National Incident Management System

**O**

OA Operational Area

OES Office of Emergency Services

**P**

PA Public Announcement

PIO Public Information Officer

**R**

REMS Readiness and Emergency Management for Schools

REOC Regional Emergency Operations Center

**S**

SEMS Standardized Emergency Management System

SOC State Operations Center

SOP Standard Operating Procedure

SRO School Resource Officer

**T**

TV Television