III – PREPAREDNESS

The time to fix the roof is when the sun is shining.
-- John Fitzgerald Kennedy

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

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

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

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

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

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

The following table compares SEMS and NIMS.

SEMS Standardized Emergency Management System	NIMS National Incident Management System
A standardized approach to emergency management in California, using several key concepts: • A management tool called the Incident Command System (ICS); • Mutual aid systems in which similar organizations assist each other in emergencies; and • Multiple agency coordination under which diverse organizations work together and communicate with each other.	A comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines. The intent is to: • Be applicable across a full spectrum of potential incidents and hazard scenarios, regardless of size or complexity. • Use an ALL-HAZARDS approach. • Improve coordination and cooperation between public and private entities.

WHY USE SEMS?
- To qualify to receive <u>State</u> reimbursement
- To improve coordination between response agencies
- To coordinate flow of information and resources
- To improve mobilization, use and tracking of resources

WHY USE NIMS?
- To qualify to receive <u>Federal</u> reimbursement
- To provide a coordinated response
- To standardize domestic incident response that reaches across all levels of government and all response agencies; common terminology, common structure.

ELEMENTS OF SEMS
Key Components:
- **I**CS is a primary component
- Multi-Inter-Agency Coordination
- Master Mutual Aid System
- Operational Areas

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

Key Functions:
- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**

ELEMENTS OF NIMS
Key Components:
- Command and Management
- Preparedness
- Resource Management
- Communications and Information Management
- Supporting Technologies
- Ongoing Management/Maintenance

Key Organizational Structures:
- ICS - Incident Command System
- Multi-Agency Coordination System
- Public Information Systems

Key Functions:
- **MANAGEMENT/COMMAND**
- **OPERATIONS**
- **PLANNING/INTELLIGENCE**
- **LOGISTICS**
- **FINANCE/ADMINISTRATION**

B. EMERGENCY OPERATIONS CENTER: District Office

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

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

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

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

WHEN TO ACTIVATE THE EOC

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

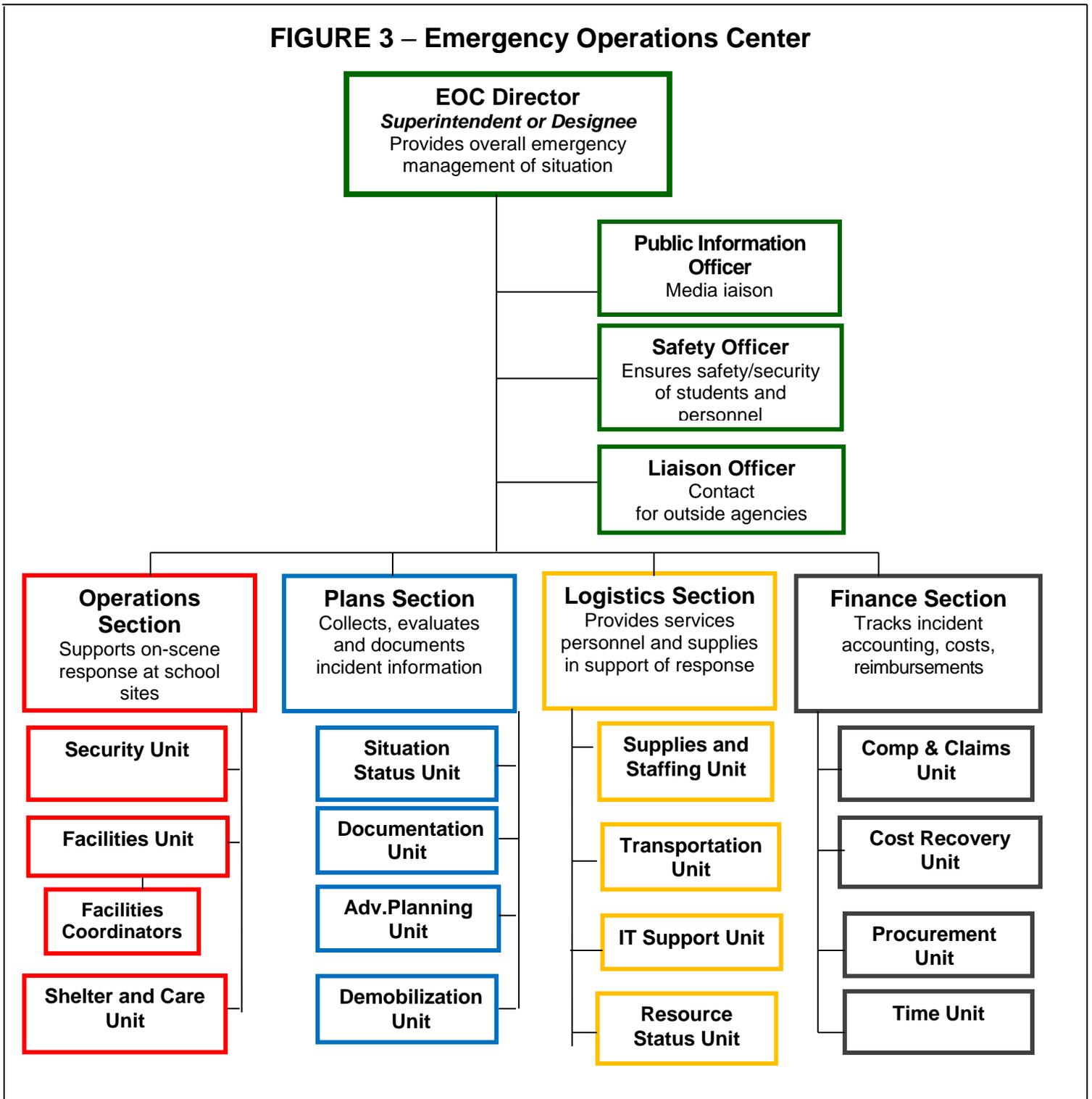## DISTRICT SUPPORT TEAM

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

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

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

FIGURE 3 – Emergency Operations Center

EOC Director
Superintendent or Designee
Provides overall emergency management of situation

Public Information Officer
Media iaison

Safety Officer
Ensures safety/security of students and personnel

Liaison Officer
Contact for outside agencies

Operations Section
Supports on-scene response at school sites

- Security Unit
- Facilities Unit
- Facilities Coordinators
- Shelter and Care Unit

Plans Section
Collects, evaluates and documents incident information

- Situation Status Unit
- Documentation Unit
- Adv.Planning Unit
- Demobilization Unit

Logistics Section
Provides services personnel and supplies in support of response

- Supplies and Staffing Unit
- Transportation Unit
- IT Support Unit
- Resource Status Unit

Finance Section
Tracks incident accounting, costs, reimbursements

- Comp & Claims Unit
- Cost Recovery Unit
- Procurement Unit
- Time Unit

EMERGENCY OPERATIONS CENTER: District Office

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

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

EOC SECTION TOOLBOXES

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

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

C. INCIDENT COMMAND SYSTEM: School Site

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

The main concepts behind the ICS structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge: c) no one should direct more than seven people; and d) no one should report to more than one person.
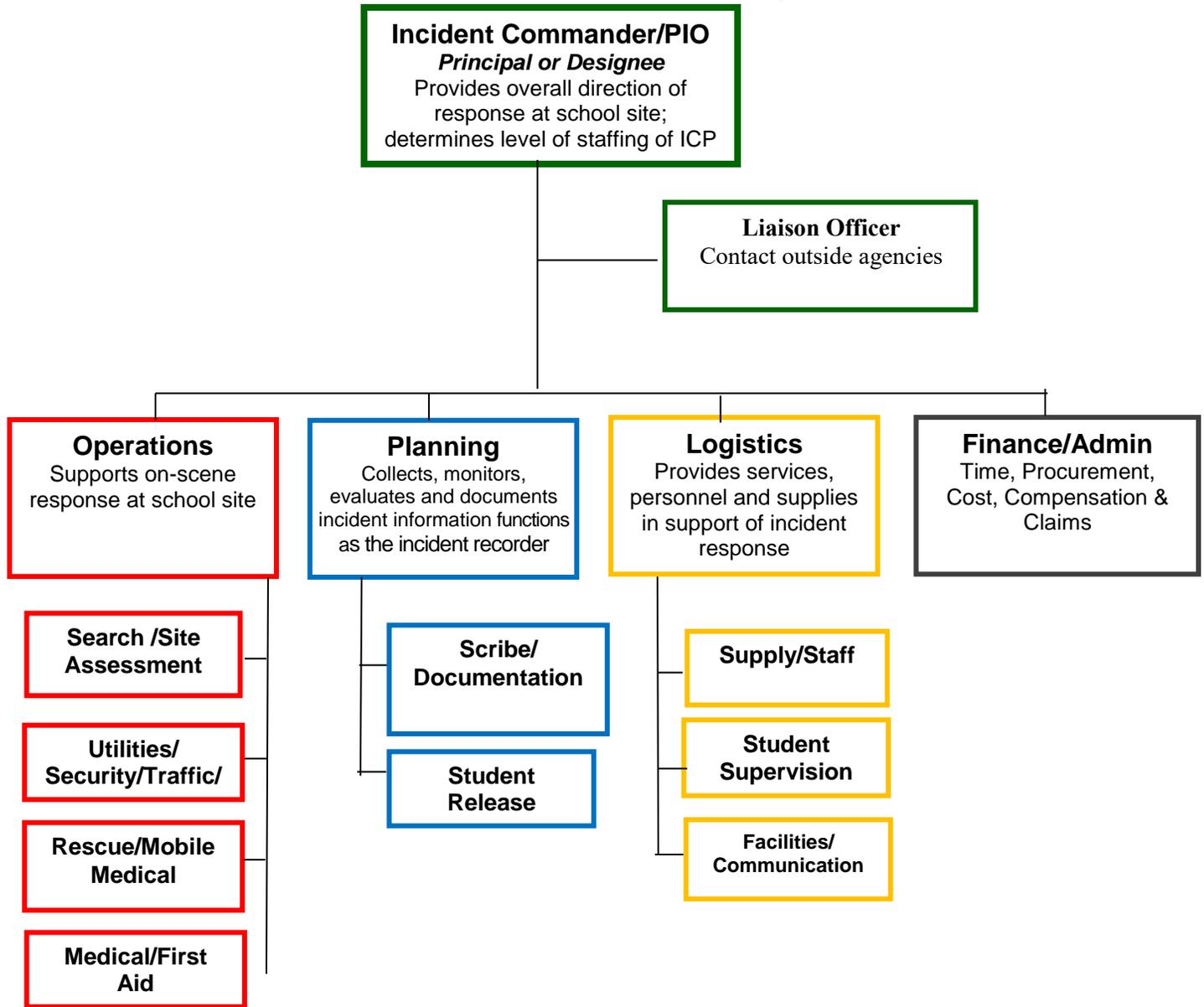
Components of the ICS include:
- Common terms established for organizational functions, resources and facilities;
- Unified command structure with a common set of objectives and strategies;
- Modular organization which expands or contracts as the incident progresses;
- Manageable span of control by one person;
- Integrated communications;

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

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

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

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

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

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

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

FIGURE 4 – Incident Command Organization

Incident Commander/PIO
Principal or Designee
Provides overall direction of response at school site; determines level of staffing of ICP

Liaison Officer
Contact outside agencies

Operations
Supports on-scene response at school site

Planning
Collects, monitors, evaluates and documents incident information functions as the incident recorder

Logistics
Provides services, personnel and supplies in support of incident response

Finance/Admin
Time, Procurement, Cost, Compensation & Claims

Search /Site Assessment

Utilities/ Security/Traffic/

Rescue/Mobile Medical

Medical/First Aid

Scribe/ Documentation

Student Release

Supply/Staff

Student Supervision

Facilities/ Communication

INCIDENT COMMAND SYSTEM: School Site

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

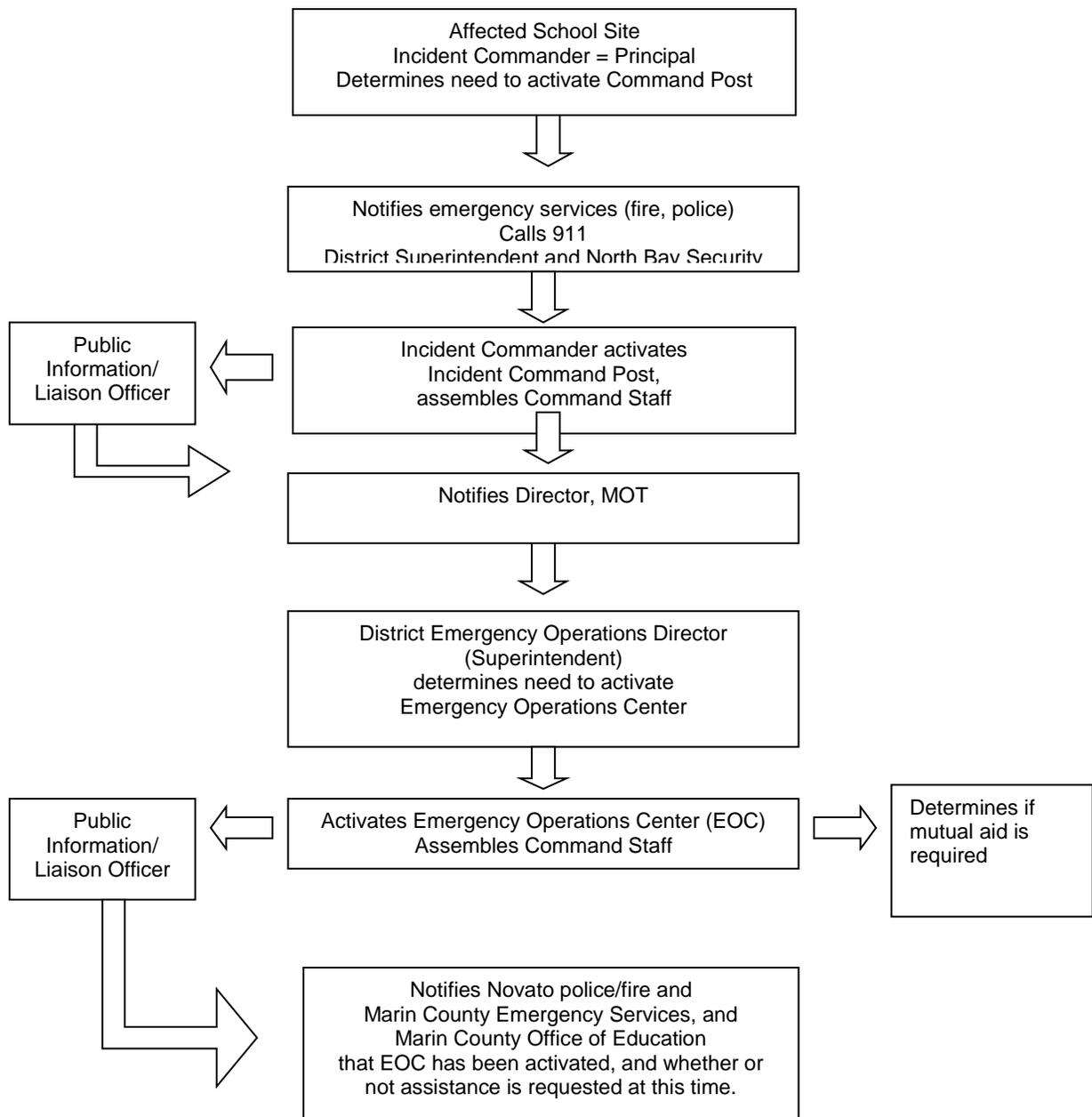| Title	Role, Responsibility
Management: Incident Commander/PIO	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed. Provides public information as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

ICS SECTION TOOLBOXES

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

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

SCHOOL INCIDENT RESPONSE FLOW CHART

Affected School Site
Incident Commander = Principal
Determines need to activate Command Post

Notifies emergency services (fire, police)
Calls 911
District Superintendent and North Bay Security

Public
Information/
Liaison Officer

Incident Commander activates
Incident Command Post,
assembles Command Staff

Notifies Director, MOT

District Emergency Operations Director
(Superintendent)
determines need to activate
Emergency Operations Center

Public
Information/
Liaison Officer

Activates Emergency Operations Center (EOC)
Assembles Command Staff

Determines if
mutual aid is
required

Notifies Novato police/fire and
Marin County Emergency Services, and
Marin County Office of Education
that EOC has been activated, and whether or
not assistance is requested at this time.

INCIDENT COMMAND SYSTEM
INCIDENT COMMANDER

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

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

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post (ICP) to observe and direct all operations.
- Assess the scene
- Ensure the safety of students, staff and others on campus
- Activate and manage the ICP
- Develop strategies for appropriate response
- Coordinate response efforts
- Monitor action plan and organizational effectiveness
- Lead by example: the behavior sets tone for staff and students

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

Operational Actions
- Determine the need for and request inter-agency assistance
- Monitor and assess the total site situation
  - View site map periodically for response team progress
  - Check with section chiefs for periodic updates
- Revise Incident Action Plan, as needed
- Update status to District EOC or District Office
- Reassign personnel as needed
- Begin student release, if appropriate, after student accounting is complete.
- Refer media inquiries to District Office or PIO.

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

Deactivation

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

Command Post Equipment/ Supplies

- AM/FM radio (battery)
- Bullhorn
- Disaster response forms
- Emergency/disaster plan
- Job description clipboards
- Master keys
- School Profile or School Accountability Report Card (SARC)
- Forms: See Appendix B for Sample NIMS/SEMS Forms
  - A1: Staffing List
  - B1: Section Tasks
  - B3: Section Activity Log
  - C1: Management Situation Report
  - D1: Resource Request
  - D2: Check-In/Check Out
  - E1: Situation Status Report – Initial Assessment
  - F1: Situation Status Report Update

- Office supplies
- School site map
- Staff and student rosters
- Tables & chairs (if CP is outdoors)
- Two-way radios
- Vests, safety gear, ID badges

INCIDENT COMMAND SYSTEM
PUBLIC INFORMATION OFFICER

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

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

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

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

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

GUIDELINES FOR SPEAKING TO THE MEDIA

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

- **READ** all press statements.

- **BE AVAILABLE** for press inquiry.

- **RE-STATE** the nature of the incident; its cause and time of origin.

- **DESCRIBE** the size and scope of the incident.

- **REPORT ON** the *current* situation.

- **SPEAK ABOUT** the resources being utilized in response activities.

- **REASSURE** the public that everything possible is being done.

- **DO NOT RELEASE** students' names.

- **BE TRUTHFUL,** but consider the emotional impact the information could have upon listeners.

- **AVOID** speculation; do not talk "off the record".

- **DO NOT USE** the phrase "no comment".

- **SET UP** press times for updates.

- **CONTROL** media location.

Equipment/Supplies

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

- Hard hat
- Paper/pencils/marking pens
- Scissors

INCIDENT COMMAND SYSTEM   AGENCY LIAISON

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

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

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

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

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

Equipment/ Supplies
- • ID Vest
- • Two-way radio, if available
- • School Staff Directory
- • Copies of vendor contracts
- • List of local emergency contacts and resources
- • Forms:
    - B3: Section Activity Log
    - D1: Resource Request

- • Hard hat
- • Clipboard, paper, pens

INCIDENT COMMAND SYSTEM   SAFETY OFFICER

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

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

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

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

Equipment/ Supplies
- • Vest
- • Clipboard, paper, pens
- • SERT Manual
- • Forms:
    - B3: Section Activity Log
    - D1: Resource Request
- • Hard hat
- • Two-way radio

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

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

Start-up Actions

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

Operational Duties

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

Closing Down

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

Equipment/Supplies

- Vest
- Clipboard, paper, pens, tape
- First Aid supplies for First Aid teams
- Search and Rescue equipment for SAR teams
- Forms:

- Hard hat, gloves, if needed
- Two-way radio
- Campus map

A1: Staffing List	D2: Check-In/Check Out
B3: Section Activity Log	E1: Situation Status Report – Initial
D1: Resource Request	F1: Situation Status Report Update

Responsibilities: Planning is responsible for the collection, evaluation, documentation and use of information about the development of and response to the incident, the status of resources, and recovery planning.
- ❑ Maintain accurate records and site map.
- ❑ Provide ongoing analysis of situation and resource status.

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

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

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

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

- Hard hat
- Two-way radio
- Clipboard

INCIDENT COMMAND SYSTEM   LOGISTICS

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

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

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

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

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

- Hard hat
- Pens, marking pens

INCIDENT COMMAND SYSTEM
FINANCE/ADMINISTRATION

Responsibilities: Finance/Administration is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency.
- Maintain financial records
- Track and record staff hours.

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

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

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

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

ICS SECTION UNITS: SCHOOL EMERGENCY TEAMS

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

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

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

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

INSTRUCTIONAL AIDES/ASSISTANTS:

- Assist teacher, as directed.

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

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

SCHOOL NURSES/HEALTH ASSISTANTS:

❑ Assume designated ICS role, preferably in the First Aid Station. Administer first aid or emergency treatment, as needed.

❑ Supervise administration of first aid by those trained to provide it.

❑ Organize first aid and medical supplies.

CUSTODIANS/MAINTENANCE PERSONNEL:

❑ Assume designated ICS role.

❑ Survey and report building damage to Operations.

❑ Control main shut-off valves for gas, water, and electricity and assure that no hazard results from broken or downed lines.

❑ Provide damage control as needed.

❑ Assist in the conservation, use, and disbursement of supplies and equipment.

❑ Keep Operations Chief informed of condition of school.

SCHOOL SECRETARY/OFFICE STAFF:

❑ Assume designated ICS role.

FOOD SERVICE/CAFETERIA WORKERS:

❑ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an emergency.

❑ Restrict access to foodservice operations to authorized personnel.

❑ Assist as directed by Operations.

BUS DRIVERS:

❑ Supervise the care of children if disaster occurs while children are in bus.

❑ Transfer students to new location when directed.

❑ Assist custodian in damage control.

❑ Transport individuals in need of medical attention.

OTHER STAFF:

❑ Report to principal for directions.

OPERATIONS   SEARCH AND RESCUE

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

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

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

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

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

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

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

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

Personnel: First-aid trained staff and volunteers

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

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

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

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

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

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

OPERATIONS   FIRST AID: MORGUE

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

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

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

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

Equipment/ Supplies
- ID Vest
- Vicks VapoRub
- Plastic tarps
- Stapler
- 2" cloth tape

- Tags
- Pens/Pencils
- Plastic trash bags
- Duct tape

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

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

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

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

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

Equipment/ Supplies
- ID Vest
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms:
  - Student Accounting
  - Student Injury Forms

- School 2-way radio
- Ground cover, tarps

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

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

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

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

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

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

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

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

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

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

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

- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

PLANNING   SITUATION

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.
- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

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

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

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

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

Equipment/ Supplies
- ID Vest
- 2-way radio
- Large site map of campus, laminated
- Map of county and local area
- Forms:
    - D1: Section Activity Log
    - E1: Situation Status Report – Initial Assessment
    - F1: Situation Status Report Update

- Clipboards
- Paper, pens, dry-erase pens, tissues
- File box(es)

PLANNING   DOCUMENTATION

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

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

Operational Duties

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Equipment/ Supplies
- ID Vest
- Paper, pens
- Forms:
  - Staff Duty Log

- Clipboards

FINANCE/ADMINISTRATION   PROCUREMENT

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

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

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

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

Equipment/Supplies
- ID Vest
- Paper, Pens
- Stapler
- Forms

- Clipboard
- Post-Its
- Calculator

D. COMMUNICATIONS

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

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

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

COMMON TERMINOLOGY

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

COMMUNICATION TECHNOLOGY

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

COMMUNICATION TOOLS

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

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

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

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

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

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

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

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

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

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

COMMUNICATING WITH PARENTS

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

❑ Develop a relationship with parents so that they trust and feel comfortable calling school personnel in the event of emergency.

❑ Inform parents about the school's emergency plan, its purpose and objectives. Provide such information can be included in a school newsletter or informational materials prepared for Back to School Night.

❑ Develop a list of community resources that may be helpful to parents in the event of an emergency. Publish links to the resources on the school website. Publicize the hotline number for recorded emergency information.

❑ Identify parents who are willing to volunteer in case of an emergency, include them in preparation efforts, and include them in training.

❑ Be prepared with translation services for non-English speaking families and students with English as a Second Language.

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

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

- ❑ Do not embellish or speculate. Explain what happened; focus on facts.

- ❑ Describe how the school and school district are handling the situation.

- ❑ Provide information regarding possible reactions of their child and ways to talk with them.

- ❑ Provide a phone number, website address or recorded hotline where parents may receive updated information about the emergency.

- ❑ Inform parents and students when and where school will resume.

- ❑ Schedule and attend an open question-and-answer meeting for parents as soon after the incident as possible. The meeting will provide an opportunity for school officials to listen and respond to parent concerns (which is helpful in combating rumors and other misinformation) and to work on restoring parental trust in the school.

HANDLING RUMORS

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

- Identify and notify internal groups including administrators, teachers, students, custodians, secretaries, teaching assistants, cafeteria workers, bus drivers, etc. These are primary sources of information who are likely to be contacted in their neighborhoods, at grocery stores, etc. It is critical that they have accurate information because what they know will be passed on. A faculty/staff meeting should be held before staff members go home so that information about the scope, cause of and response to the emergency can be clearly communicated.

- Clerical staff who answer the telephone at the school and at the District Office must know what information can be shared and what information is considered confidential. They must also be kept informed about inaccurate information that is circulating so they can help correct misinformation. Designating staff to answer calls helps control the circulation of misinformation.

- Use of key communicators in the community will also combat rumors. A telephone tree, news release or a briefing held especially for identified community representatives directly associated with the school will help convey accurate information.

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

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

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

COMMUNICATING WITH THE MEDIA

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

❑ Direct media representatives to one area (on or off campus) where briefings can take place.

❑ Instruct all staff to refer all information and questions to the Public Information Officer at the District Office. Remind staff that only designated spokespeople are authorized to talk with news media.

❑ Insist that reporters respect the privacy rights of students and staff. Answer questions within the limits of confidentiality.

❑ Advise students of the school's student media policy.

❑ Take initiative with news media and let them know what is or is not known about the situation.

❑ Emphasize school's/district's good record.

❑ Speak to reporters in plain English.

❑ If the emergency is a death, Principal should consult with the deceased student/staff member's family before making a statement about the victim.

❑ If there is involvement with a criminal case, work in conjunction with law enforcement spokesperson.

❑ When communicating, maintain a unified position and message; keep messages concise, clear, and consistent.

❑ Don't try to "kill" a story; don't say "no comment;" don't speculate; don't pass blame.

❑ Regularly update District Office on situation.

❑ Delay releasing information until facts are verified and the school's position is clear.

❑ Assign sufficient staff to handle phones and keep a log of calls and personal contacts.

❑ Express appreciation to all persons who helped handle the emergency.

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

❑ Always provide a phone number to call for additional or updated information.

E. DRILLS AND TABLETOP EXERCISES

CONDUCTING DRILLS

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

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

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

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

4) **Full Scale Exercises** test an entire community's response capability. This involves using real equipment.
      - Takes place in "real time" and tests total response capability as close to a real emergency as possible.
      - Includes mobilization of emergency personnel and community resources required to demonstrate coordination and response capability that would be anticipated to support the school in crisis.

- Coordinates many agencies and functions, both internal and external to the district
- Intended to test several emergency functions, either concurrently or in sequence
- Could involve activating an Emergency Operations Center (EOC)

REASONS TO CONDUCT DIFFERENT TYPES OF EXERCISES

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

MANDATED DRILLS

In accordance with state law:

- Fire drills will be conducted on a monthly basis.

- An earthquake "Drop, Cover and Hold" drill will be held each quarter for elementary schools and once each semester for secondary schools. (EC 35297)

- Test earthquake plan, or portions thereof, on a rotating basis, at least two times during the school year. (Section 560, Title V, California Administrative Code)

- All students and staff will participate in these mandated drills.

- A district-wide drill/simulation is recommended annually.

F. STAFF PERSONAL PREPAREDNESS

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

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

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

STAFF RELEASE PLAN

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

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

G. EMERGENCY SUPPLIES AND EQUIPMENT

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

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

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

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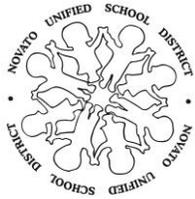
Disaster Service Worker (DSW) Self-Certification for Novato Unified School District Employees

CONFIDENTAL SELF-CERTIFICATION

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

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

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

☐   Phase #1 Release (one or more of the conditions below apply)
- o I am a single parent with a child/children living at home.
- o I have sole custodial care for housebound/medically-fragile dependents.
- o I have health problems or disabilities that would inhibit my participation as a Disaster Service Worker.

☐   Phase #2 Release (one or more of the conditions below apply)
- o I am married with an infant child or child/children in childcare, preschool or elementary school.
- o I reside in another county (name) _____.
- o May include living in an area of major damage.

☐   Phase #3 Release
- o All other staff.

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

Date: _____   Signed: _____

                             Print Name: _____

STORAGE CONTAINER

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

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

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

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

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

Maintenance. Develop procedures to keep the structure and contents functional, clean, dry, up-to-date and in sound condition. Post the procedures on or near the door. Inspections should be made annually. Structural maintenance may involve resealing of exterior seams, repainting of exterior walls, lubricating the door mechanism and resurfacing the roofing. Vents must remain unobstructed. Dampness may cause mildew and rust the stored equipment.

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

H. SCHOOL EMERGENCY PLANNING CALENDAR

Effective emergency preparedness involves "institutionalizing" the planning, i.e., engaging in certain activities year after year. These annual activities include:
- assessing site hazards
- scheduling drills
- arranging for staff training
- updating/replacing emergency supplies.

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

Sample School Emergency Planning Calendar

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

I. SCHOOLS AS SHELTERS

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

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

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

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