

# Sonora Union High School District Emergency Operations Plan



Date Adopted:	
Approved By:	

# Table of Contents

<b>Plan Purpose and Overview</b> .....	<b>2</b>
Regulatory Authority.....	2
Plan Organization.....	2
Standardized Emergency Response Management System Overview .....	2
National Incident Management System Overview .....	3
<b>Sonora High School – Emergency Response Team</b> .....	<b>4</b>
<b>Alternative Education Campus – Emergency Response Team</b> .....	<b>5</b>
<b>Incident Commander</b> .....	<b>6</b>
<b>Public Information Officer</b> .....	<b>7</b>
<b>Liaison Officer</b> .....	<b>8</b>
<b>Safety Officer</b> .....	<b>9</b>
<b>Operations Section Chief</b> .....	<b>10</b>
<b>Campus Security Team</b> .....	<b>11</b>
<b>Sweep &amp; Search Teams</b> .....	<b>12</b>
<b>Medical Team</b> .....	<b>13</b>
Recommended First Aid Supplies.....	14
<b>Student Care Team</b> .....	<b>15</b>
<b>Student Release Team</b> .....	<b>16</b>
<b>Nutrition Team</b> .....	<b>17</b>
<b>Planning &amp; Intelligence Section</b> .....	<b>18</b>
<b>Logistics Section Chief</b> .....	<b>19</b>
<b>Communications Team</b> .....	<b>20</b>
<b>Finance &amp; Administration Section Chief</b> .....	<b>21</b>
<b>Emergency Responses</b> .....	<b>22</b>
<b>Types of Emergencies &amp; Specific Procedures</b> .....	<b>24</b>
AIRCRAFT CRASH.....	24
ANIMAL DISTURBANCE .....	24
ARMED ASSAULT ON CAMPUS .....	24
BIOLOGICAL OR CHEMICAL RELEASE.....	24
BOMB THREAT / THREAT OF VIOLENCE .....	24
BUS DISASTER .....	24
DISORDERLY CONDUCT .....	25
EARTHQUAKE.....	25
EXPLOSION OR RISK OF EXPLOSION.....	25
FIRE IN SURROUNDING AREA .....	25
FIRE ON SCHOOL GROUNDS .....	25
FLOODING.....	25
LOSS OR FAILURE OF UTILITIES .....	25
MOTOR VEHICLE CRASH.....	26
PSYCHOLOGICAL TRAUMA .....	26
SUSPECTED CONTAMINATION OF FOOD OR WATER .....	26
UNLAWFUL DEMONSTRATION OR WALKOUT .....	26

## **Plan Purpose and Overview**

State and Federal law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (see below). To comply with these requirements, the Sonora Union High School District (SUHSD) has adopted the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System established by Homeland Security Presidential Directive as the template for responding to emergencies. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies. Its primary objectives are: to save lives and minimize injuries, to provide fast and effective responses to emergency situations, and to ensure the efficient and safe evacuation of the school building if necessary. This plan also works together with district and school safety procedures and rules as outlined in the SUHSD Comprehensive Safe Schools Plan and Student Handbook.

### **Regulatory Authority**

The Katz Act [*California Education Code*, §35295-35297] requires that schools plan for earthquakes and other emergencies. It also requires that training in earthquake preparedness procedures should be for both certificated and classified staff.

The Petris Bill [*California Government Code*, §8607] requires that school districts utilize the SEMS when responding to emergencies. The principles of SEMS must be incorporated into district plans, the Incident Command System must be used at school sites to respond to emergencies, all school personnel must be trained in how the system works, and schools must have drills and exercises in order to practice using the systems.

*California Government Code*, §3100 declares that all public employees are disaster workers subject to such response activities as may be assigned to them by their superiors. Due to these legal responsibilities, all district personnel may be called upon in the event of an emergency, even if the employee is at home or elsewhere. Staff members should be prepared to remain on site for as long as 72 hours or longer following an emergency.

### **Plan Organization**

This plan identifies the school's emergency response teams and defines the roles and responsibilities of team members. The plan also provides emergency response procedures for seventeen types of emergencies that may be encountered in a school setting. These are: aircraft crash, aircraft landing, animal disturbance, armed assault on campus, biological or chemical release, bomb threat/threat of violence, bus disaster, disorderly conduct, earthquake, explosion/risk of explosion, fire in surrounding area, fire on school grounds, flooding, loss or failure of utilities, motor vehicle crash, psychological trauma, suspected contamination of food or water, and unlawful demonstration/walkout.

### **Standardized Emergency Response Management System Overview**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes. This greatly facilitates the flow of information and resources among the agencies participating in response to an emergency. SEMS consists of five functions:

## Management

During an emergency, the Incident Commander directs response actions from a designated Command Post. To effectively do this, the Incident Commander must constantly assess the situation, and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically filled by the school principal. The principal is assisted in carrying out this function by a Public Information & Liaison Officer and Safety Officer.

## Planning & Intelligence

Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. These activities are performed by a single person who reports directly to the Incident Commander.

## Operations

All response actions are implemented under by Operations. This includes staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students. The Operations Chief supervises five teams: Medical, Morgue, Security, Student Care, Student Release, and Search & Rescue.

## Logistics

Logistics supports the response by coordinating personnel; assembling and deploying volunteers; providing supplies, equipment, and services; and facilitating communications among emergency responders. These activities are performed by the Utilities & Supplies, Nutrition, and the Communications team, which all report directly to the Logistics Chief.

## Finance & Administration

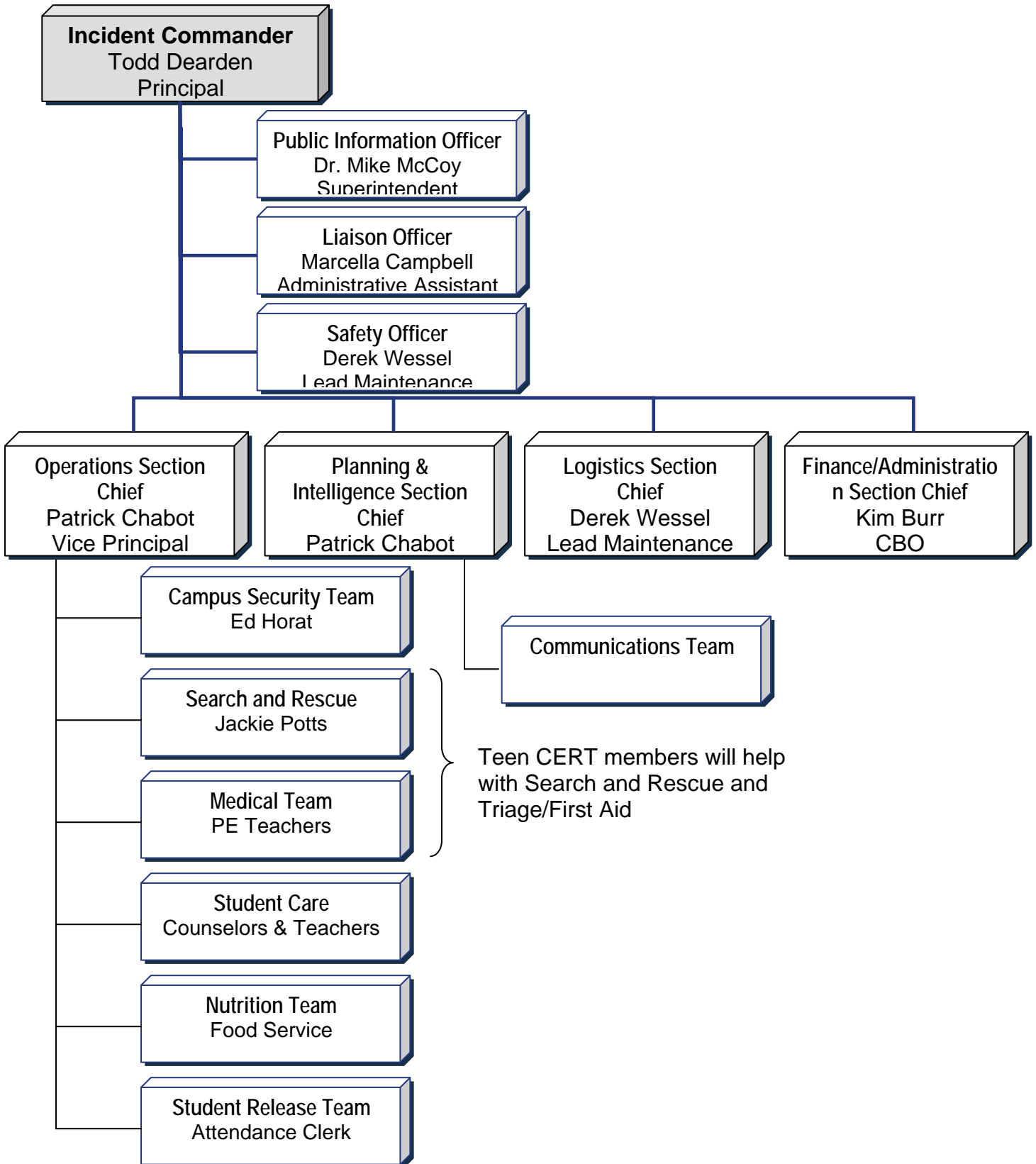
Finance & Administration involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. These activities are performed by a single person who reports directly to the Incident Commander.

## **National Incident Management System Overview**

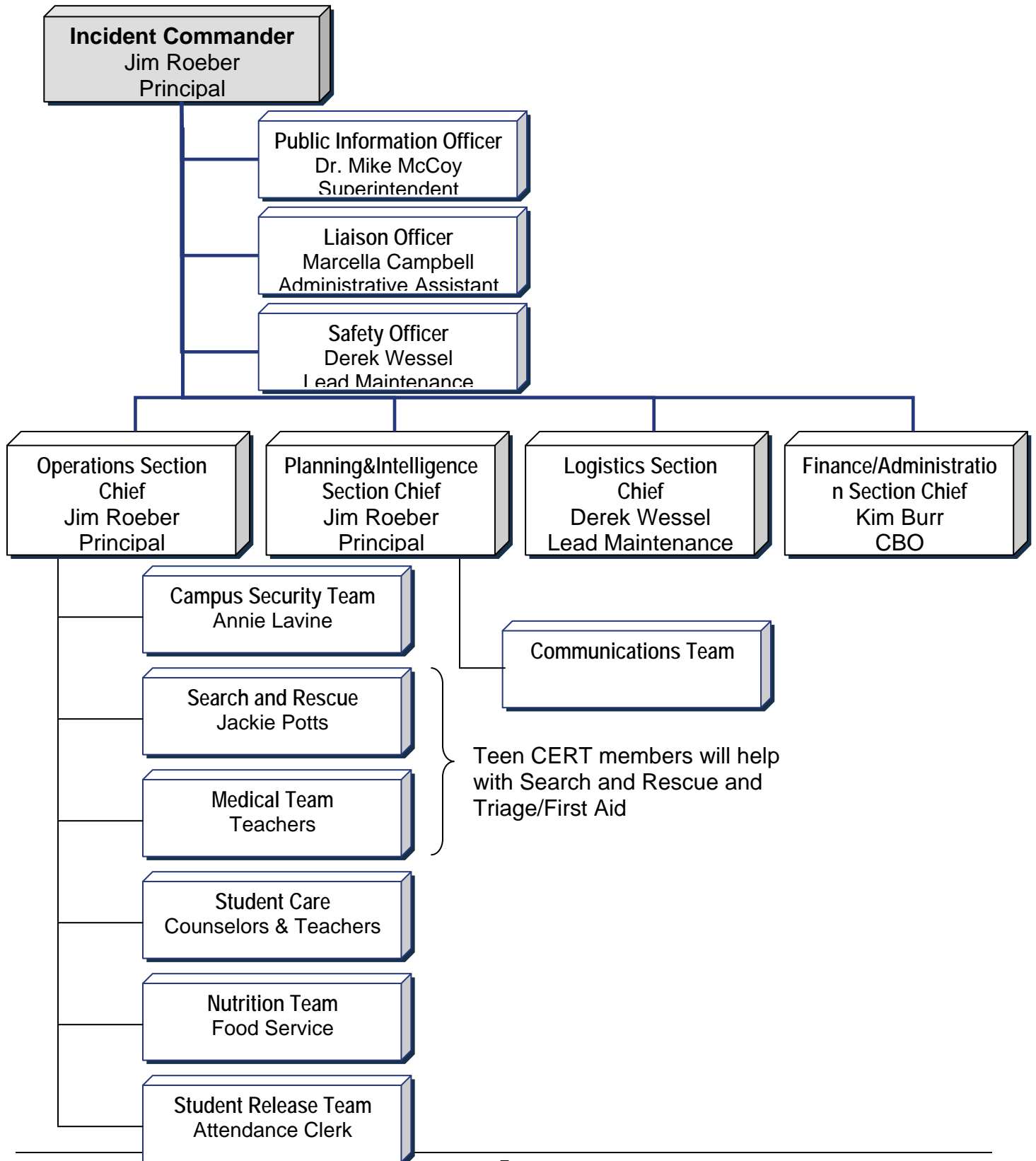
In 2004, the Department of Homeland Security released the National Incident Management System (NIMS) as required by Homeland Security Presidential Directive (HSPD) -Management of Domestic Incidents and HSPD-8 Preparedness. While most emergency situations are handled locally, when there's a major incident help may be needed from other jurisdictions, the state and the federal government. NIMS was developed so responders from different jurisdictions and disciplines can work together better to respond to natural disasters and emergencies, including acts of terrorism. NIMS benefits include a unified approach to incident management; standard command and management structures; and emphasis on preparedness, mutual aid and resource management.

HSPD-5 established and designated the NIMS Integration Center (NIC) as the lead federal entity to coordinate NIMS compliance. Its primary function is to ensure that NIMS remains an accurate and effective management tool through refining and adapting compliance requirements to address ongoing preparedness needs.

## Sonora High School – Emergency Response Team



## Alternative Education Campus – Emergency Response Team



## Incident Commander

**INCIDENT COMMANDER:** Site Principal

**BACK-UP:** Site Vice-Principal

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Determine if a crisis or emergency exists.
- 2) Identify the type of incident that is occurring.
- 3) Determine whether an evacuation or lockdown procedure needs to be implemented.
- 4) If there is imminent danger, call 911.
- 5) Contact the district office to describe the situation.
- 6) Establish contact with the district-level incident commander and determine if district "Crisis Response Team" is needed.
- 7) Set up the command post and obtain your supplies.
- 8) Implement emergency plan and activate functions.

### **ONGOING OPERATIONAL DUTIES**

- 1) Continue to monitor and assess the total school situation.
- 2) Check with team chiefs for periodic updates, for search and rescue progress, and any damage assessment information.
- 3) Reassign personnel and modify actions as needed.
- 4) Authorize the release of students when and if appropriate.
- 5) Authorize the release of information via the public information officer.
- 6) Plan and take regular breaks for yourself, your staff, and any volunteers.
- 7) As needed, report to the district on the status of students, staff, and the campus.
- 8) Remain on duty until released by the superintendent.

### **CLOSING DOWN DUTIES**

- 1) Authorize the deactivation of teams when they are no longer needed.
- 2) Ensure the return of all equipment and reusable supplies.
- 3) Ensure that any and all relevant documentation is complete.

#### SUPPLIES

- copy of emergency preparedness plan
- campus map
- master keys
- staff & student rosters
- handheld radio
- bullhorn
- battery-operated AM/FM portable radio
- clipboard, pens, paper
- position identifier

## Public Information Officer

**PUBLIC INFORMATION & LIAISON OFFICER:** Superintendent

**BACK-UP:** Site Principal

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to the Command Post.
- 2) Advise parents, community members, and any media that the site is handling the emergency and that the incident commander will release information through you shortly.
- 3) If needed, establish “media staging area” site as a media reception area (located away from the command post and students) and get approval from the incident commander.
- 4) Obtain a statement from the incident commander.
- 5) When authorized by the incident commander, release the statement. If there are questions, be complete and truthful. Always consider confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase, “no comment.”

### SUPPLIES

- position instructions
- campus map
- bullhorn
- clipboard, pens, paper
- position identifier

### **ONGOING OPERATIONAL DUTIES**

- 1) Continue to monitor and assess the total school situation by getting updates from the command post. The incident commander must approve any additional statements about the emergency, but you may make calming, reassuring comments to the public.
- 2) Brief any public agency representatives on the current situation, the school's priorities, and its emergency action plan. Keep the incident commander informed of any actions that these public agencies may conduct. Provide periodic update briefings to agency representatives as necessary.
- 3) Remind staff and volunteers to refer all questions from the public to you.
- 4) Keep a log of any media contacts you make and the information you shared.
- 5) Monitor new broadcasts about the crisis and correct any misinformation that you hear.
- 6) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return any relevant documentation, your equipment, and any reusable supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.



## Liaison Officer

**LIAISON OFFICER:** Administrative Assistant

**BACK-UP:**

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to the Command Post.
- 2) Identify and collect contact information for representatives of other agencies who are already responding to the incident, or who may be needed for the response.
- 3) Contact and brief agency representatives on the incident status, response actions completed so far and next steps planned.
- 4) Review each agency's response role and available resources. Share this information with the Incident Commander and other team members as appropriate.

### SUPPLIES

- position instructions
- campus map
- bullhorn
- clipboard, pens, paper
- position identifier
- agency contact list

### **ONGOING OPERATIONAL DUTIES**

- 1) Brief any public agency representatives on the current situation, the school's priorities, and its emergency action plan.
- 2) Keep the incident commander informed of any actions that these public agencies may conduct.
- 3) Continue to monitor and assess the incident situation and the resources by getting updates from the command post. Share this information, as appropriate and approved by the Incident Commander, with the representatives of the other participating agencies.
- 4) Keep a log of contact with agency representatives and the information shared.
- 5) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return any relevant documentation, your equipment, and any reusable supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

## Safety Officer

**SAFETY OFFICER:** Lead Maintenance

**BACK-UP:** Maintenance Worker

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Shut off utilities as needed
- 2) Obtain your supplies and report to the command post.
- 3) Ensure that all emergency responders are issued the appropriate safety equipment.

### **ONGOING OPERATIONAL DUTIES**

- 1) Monitor the safety situation during the emergency, being sure to stop or modify any unsafe activities.
- 2) Anticipate situation changes, such as severe aftershocks, so that you can plan for possible problems before they occur.
- 3) Keep the incident commander advised of any problems areas that require a solution.
- 4) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return your equipment and any reusable supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- position instructions
- campus map
- clipboard, pens, paper
- position identifier

## Operations Section Chief

**OPERATIONS CHIEF:** Principal or Vice Principal

**BACK-UP:**

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to the command post.
- 2) Report to the incident commander and wait for authorization to begin emergency procedures.
- 3) Check that there is a team leader for each of your necessary teams and assign alternates if necessary.

### **ONGOING OPERATIONAL DUTIES**

- 1) Instruct team leaders to begin their operational duties.
- 2) Coordinate and assist with the operation of the teams.
- 3) Be sure that Search & Rescue begins their search procedures.
- 4) Ensure that the Security team secures the school perimeter.
- 5) Check that the Medical and Morgue teams are operational.
- 6) Be sure that Student Care is attending to student needs, such as restroom use.
- 7) Check that the Student Release center is being set-up.
- 8) Move from team to team to get an update on each team's situation. Keep the incident commander advised of any problems areas that require a solution.
- 9) Notify the coroner of any deaths. If the coroner cannot be reached or if the coroner is unable to pick up the body soon, instruct the medical team leader to have the morgue team relocate the body to the morgue.
- 10) If authorized by the incident commander, coordinate the evacuation of the campus.
- 11) Schedule breaks for yourself and your operations staff as needed.
- 12) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return your equipment and any reusable supplies.
- 2) Restart utilities as needed and deemed safe by emergency responders.
- 3) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- copy of emergency preparedness plan
- campus map
- clipboard, pens, paper
- position identifier
- handheld radio

## Campus Security Team

**SECURITY/SWEEP TEAM LEADER:** Security

**TEAM MEMBERS:** Security

**ASSEMBLY LOCATIONS:** Administration Office

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly location.
- 2) When you are in position, report this to the operations chief using your handheld radio.
- 3) Shut off utilities to prevent further danger.
- 4) Lock all external gates; unlocking gates when appropriate.

### **ONGOING OPERATIONAL DUTIES**

- 1) Keep outsiders off the school grounds, except for outside emergency response agencies. Route outside emergency responders to the area(s) of need.
- 2) Direct individuals to the student release center if they wish to pick-up a student and/or if they wish to speak to the public information officer.
- 3) Post yellow caution tape around damaged or hazardous areas.
- 4) Keep students and unauthorized staff out of buildings.
- 5) Keep the situation calm and orderly at the student release center as parents and guardians come to pick-up their children.
- 6) If authorized by the operations chief, assist with the evacuation of the campus.
- 7) Remain on duty until released by the operations chief.

### **CLOSING DOWN DUTIES**

- 1) Return your equipment and any reusable supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- position instructions
- campus map
- position identifier
- handheld radio
- gate keys

## Search & Rescue Teams

**SEARCH & RESUCE TEAM LEADER:** CERT Teacher

**TEAM MEMBERS:** Teen CERT, Teachers

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Report to your assembly location and obtain your supplies.
- 2) Team leader assigns search teams of two or three.
- 3) Team leader gets an update from the incident commander and then informs team of damage, dangers, and area(s) to search.

### **ONGOING OPERATIONAL DUTIES**

- 1) Search assigned area, reporting gas leaks, fires, or structural damage to the operations chief via radio. Extinguish fires as appropriate and/or if possible. Before entering any buildings, inspect the exterior to ensure that it's safe to enter. Mark off severely damaged buildings with caution tape and do not enter until authorized by the operations chief to do so.
- 2) When searching rooms in a building, be sure to check under desks and tables. Listen carefully for muffled sounds. When a room has been cleared, mark an "x" on the door with a grease pencil or marker. Report by radio to the operations chief that the room is "clear."
- 3) Report the condition and location of any injured individuals to the medical team leader. Do not transmit the names of the injured when describing an injury. The medical team leader will decide whether to bring the injured person to the medical area or to await assistance from a medical team. Administer basic first aid if necessary.
- 4) Inform the team leader after searching your area and await further instructions
- 5) Remain on duty until released by the operations chief.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- position instructions
- hard hat
- work gloves
- master keys
- campus map
- position identifier
- handheld radios (2)
- fire extinguisher
- blanket
- bolt cutters
- shovel
- rope
- goggles
- flashlight
- dust mask
- pry bar
- grease pencil
- duct tape
- caution tape
- first aid kit

## Medical Team

**MEDICAL TEAM LEADER:** Physical Education Teacher

**TEAM MEMBERS:** Cert Teacher, PE Teachers, Teachers with 1<sup>st</sup> Aid

**ASSEMBLY LOCATION:** Gym

### START-UP ACTIONS

- 1) Report to your assembly location and obtain your supplies.
- 2) Set-up treatment area and triage area.
- 3) Leader assigns treatment, triage, and documentation groups
- 4) Team leader gets an update from the operations section chief and then informs team of expected injuries.

### ONGOING OPERATIONAL DUTIES

- 1) As injured individuals come in, the triage group assesses injuries and tags individuals according to the seriousness of their need - red, yellow, or green. Documentation members record the names of every injured individual and the nature of the injury.
- 2) Treatment group members care for those who are injured under the supervision of the team leader. Documentation members record the care that was given, and, if applicable, if an individual becomes deceased. The team leader will immediately inform the operations section chief of any deaths or any injuries requiring immediate outside care.
- 3) The team leader monitors transmissions from the search & rescue and student care teams and may instruct treatment group members to respond to injuries outside of the medical area. The first aid backpack should be taken if members are sent out on a call. Do not transmit the names of the injured when speaking over the handheld radio.
- 4) The documentation group must be sure that a student's emergency release card follows the student if he or she is removed from campus to receive advanced medical care.
- 5) Keep triage and treatment areas as clean as possible throughout the emergency. Deceased individuals need to be removed to the morgue area. Hazardous waste should be separated and carefully removed by the logistics teams when necessary.
- 6) Remain on duty until released by the operations chief.

### CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies. Document supplies used and provide to logistics section to assist with restocking.
- 2) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- position instructions
- first aid supplies
- medical gloves
- stretchers
- campus map
- position identifier
- handheld radio *leader*
- wheelchair
- blankets
- emergency release cards
- first aid backpack
- tarps

### **Recommended First Aid Supplies**

- 4 x 4" compress (1,000 per 500 students)
- 8 x 10" compress (150 per 500 students)
- Kerlix bandaging (1 per student)
- Ace wrap, 2" (12 per campus)
- Ace wrap, 4" (12 per campus)
- Triangular bandage (24 per campus)
- Cardboard splints (24 each: small, medium, large)
- Steri-strips or butterfly bandages (50 per campus)
- Aqua-Blox water (number of students and staff x .016 = needed number of cases)
- Neosporin (144 squeeze packs per campus)
- Hydrogen peroxide (10 pints per campus)
- Bleach (1 small bottle per campus)
- Plastic basket or wire basket stretchers or backboards (1.5 per 100 students)
- Paramedic scissors (4 per campus)
- Tweezers (3 per campus)
- Triage tags (50 per 500 students)
- Latex gloves (100 per 500 students)
- Oval eye patch (50 per campus)
- Tape, 1" cloth (50 rolls per campus)
- Tape, 2" cloth (24 rolls per campus)
- Dust masks (25 per 100 students)
- Disposable blanket (10 per 100 students)
- First Aid books (2 standard and 2 advanced per campus)
- Space blankets (1 per student/staff member)

## Student Care Team

**STUDENT CARE TEAM LEADER:** Counselors

**TEAM MEMBERS:** Teachers

**ASSEMBLY LOCATION:** Library and Classrooms

### **START-UP ACTIONS**

- 1) Obtain your supplies and escort classes to the student care area.
- 2) Assist in the taking of attendance to ensure that all students are present. Report any missing students to the team leader, who will then inform the operations chief.
- 3) Assist in the dismissal of staff to their duty stations by taking over the supervision of classes whose teachers need to go to another location.
- 4) Identify students and staff who may need special assistance (e.g. blind, deaf, autistic, medically fragile) and those who need wheel chairs or assistance with evacuation due to physical or other disabilities. Includes students and staff who may require medication during a prolonged period of time. Share this information with the Operations Section Chief and the Planning Section Situation Unit.

### SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- games & playing cards
- crayons
- construction paper

### **ONGOING OPERATIONAL DUTIES**

- 1) Team leader will make arrangements with the logistics section to provide food, water, shelter, and toilet facilities if necessary. Team members may be called upon to assist.
- 2) Monitor the safety and well-being of students in the student care area, including the administration of minor first aid if needed. Students with serious injuries need to be referred to the team leader, who will notify the medical team leader via radio or other planned communications method.
- 3) Support the student release process by sending students to the release center when the proper paperwork is presented by a runner.
- 4) Plan and conduct activities for the students to ease their concerns and pass the time.
- 5) Remain on duty until released by the operations chief.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.



## Student Release Team

**STUDENT RELEASE TEAM LEADER:** Attendance Clerk

**REQUEST TEAM:**

**RELEASE TEAM:**

**ASSEMBLY LOCATION:**

### **START-UP ACTIONS**

- 3) Report to your assembly area and obtain your supplies.
- 4) Set up the request gate and the release gate in two separate areas. Use the pre-planned locations if safe to do so.

### **ONGOING OPERATIONAL DUTIES**

- 5) Verify the identification of adults who present a completed student release form and verify that the adult is on the student's emergency release card. If everything is correct, give the form to a runner and instruct the adult to proceed to the release gate.
- 6) Runner shows the student release form to the student care leader. Leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate.
- 7) If the student is not with the student care team, runner proceeds to the medical team. If the student is able to be moved, the medical team leader marks the "sent with runner" box on the form and dismisses the student to go to the release gate. If the student cannot be moved (or has been sent to a medical treatment facility), the runner informs the release gate personnel, who inform the requesting adult.
- 8) If the student is not with the medical team, runner proceeds to the command post. If the student is absent, missing, or deceased, the runner informs the release gate personnel, who inform the requesting adult. In the event a student is missing or deceased, the requesting adult should be offered support and understanding by the release gate personnel and referred to a crisis counselor if one is available.
- 9) Runner walks with student(s) to release gate and presents student release form(s) to personnel at the release gate.
- 10) Before students are released, the release gate personnel verify identification of the requesting adults, match students to their requesting adults, and ask requesting adults to sign their student release form.
- 11) Remain on duty until released by the operations chief.

### **CLOSING DOWN DUTIES**

- 12) Return equipment and unused supplies.
- 13) Check out with the logistics section and submit any documentation to planning section.

#### SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- pens/pencils & paper
- bullhorn
- tables & chairs
- student release forms
- emergency release cards
- signs

## Nutrition Team

**NUTRITION LEADER:** Lead Food Service

**TEAM MEMBERS:**

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Report to your assembly location.
- 2) Await notification by the logistics chief to determine if it will be necessary to set up a feeding area.
- 3) Set up of the feeding area in the location designated by the incident commander.
- 4) Obtain your food, water, and supplies and take these items to feeding area.

### SUPPLIES

- position instructions
- position identifier
- non-perishable food
- bottled water
- food handling gloves
- food prep utensils

### **ONGOING OPERATIONAL DUTIES**

- 1) Distribute food and water when directed to do so by the logistics chief.
- 2) Conserve food and water whenever possible, being sure to periodically update the logistics chief on the amount of food and water available.
- 3) Assist in keeping the feeding area clear of debris and trash.
- 4) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

## Planning & Intelligence Section

**PLANNING & INTELLIGENCE TEAM LEADER:** Principal/Vice Principal

**DOCUMENTATION MEMBER:**

**SITUATION ANALYSIS MEMBER:**

**BACK-UP MEMBER:**

**ASSEMBLY LOCATION:** Command Post

SUPPLIES
<ul style="list-style-type: none"><li>• position instructions</li><li>• position identifier</li><li>• pens/pencils &amp; paper</li><li>• site map</li><li>• local area map</li></ul>



### **START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly area.
- 2) Section chief checks in with the incident commander and receives a briefing on what has occurred so far during the emergency.

### **ONGOING OPERATIONAL DUTIES**

- 1) Planning section chief monitors incident status and keeps the command and general staff informed on response progress and issues.
- 2) Prepare and distribute documentation to support the incident response, which may include maps, student and staff lists, plans and procedures, etc.
- 3) Documentation member maintains a time log of the entire incident, noting actions taken by the command and general staff (Incident Command, PIO, Liaison Officer, Safety Officer and each of the Section Chiefs) and the basic content of all verbal and radio communications with the command post.
- 4) Documentation member receives, records, and files forms turned in by other teams as they arrive. Ensure personnel submit all necessary documentation as they check-out with logistics.
- 5) Situation analysis member marks the site map and the local area map as reports are received concerning student and staff injuries, structural damage, dangers, road closures, utility outages, the location of emergency agencies, etc... and reports this information to the incident commander when called upon.
- 6) Remain on duty until released by the operations section chief.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) Gather and store all incident documentation in a safe and secure location.
- 3) Check out with the logistics section.

## Logistics Section Chief

**LOGISTICS CHIEF:** Lead Maintenance

**TEAM MEMBERS:** Maintenance workers

**ASSEMBLY LOCATION:** Command Post

### START-UP ACTIONS

- 1) Chief opens storage rooms and/or containers containing emergency supplies.
- 2) Obtain your supplies and report to your assembly area.
- 3) Chief briefs the incident commander on the status of the site's utilities and any other items related to logistics. Wait for authorization to begin emergency procedures.

### ONGOING OPERATIONAL DUTIES

- 1) Distribute supplies and equipment to the various teams as needed, being sure to maintain the security of these items throughout the emergency.
- 2) Set up sanitation and feeding areas in locations designated by the incident commander and keep these areas clear of debris and trash.
- 3) Set up and maintain temporary shelters if so directed by the incident commander.
- 4) Remain on duty until released by the incident commander.
- 5) Establish a check-in and check-out process for all personnel working the incident. Ensure personnel follow the process and that they submit all proper documentation to the planning section.
- 6) Check-in volunteers sent by the district office, give each volunteer an ID badge sticker, and refer volunteers to the supervisor assigned to them by the operations section chief.

### CLOSING DOWN DUTIES

- 1) Return equipment and unused supplies.
- 2) Lock storage rooms and/or storage containers after all reusable equipment has been returned. List items that are missing and supplies that have been used and submit to the planning chief.
- 3) Provide personnel check-in and check-out documentation to the planning section.

#### SUPPLIES

- position instructions
- position identifier
- master keys *leader*
- site map
- handheld radio *leader*
- utility shut-off tool(s)
- shovel(s)
- sanitation supplies
- heavy duty trash bags
- hand sanitizer
- toilet buckets (12)

## Communications Team

### **COMMUNICATIONS LEADER:**

**RUNNERS:** Pre-assigned and trained students

**ASSEMBLY LOCATION:** Command Post

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly location.
- 2) Set up a communications station near the command post.
- 3) Leader confers with the logistics chief to determine if the team should activate the communications station.
- 4) Assign three runners to the student release request gate, one runner to the medical team, one runner to the student care team, and keep one runner at the command post.
- 5) Consult with the incident commander and then use the district channel on the handheld radio or another approved method to communicate the status of the emergency at the site to the district office Emergency Operations Center. If unable to make contact, retry at regular intervals. Do not contact any outside agencies unless directed to do so by the incident commander or liaison officer.

### SUPPLIES

- position instructions
- position identifier
- handheld radio *leader*
- AM/FM radio
- spare radio batteries
- cellular telephone
- paper and pens
- site map
- local area map

### **ONGOING OPERATIONAL DUTIES**

- 1) Ensure response personnel are able to communicate effectively by establishing lines of communication using the methods available, which may include: radio, telephone, runners, etc. Prepare and distribute contact lists as needed to facilitate communication.
- 2) Receive, pass on, and log all communications from the district Emergency Operations Center and any outside agencies involved in the site's emergency.
- 3) Use command post runner to deliver messages from the incident commander to other teams. Runners assigned to other teams are to deliver messages from these teams to the incident commander.
- 4) Direct communications from the media and the public to the public information officer.
- 5) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Return equipment and unused supplies.
- 2) Check out with the logistics section and submit any documentation to planning section.

## Finance & Administration Section Chief

**FINANCE & ADMINISTRATION LEADER: Chief Business Officer**

**STAFFING COORDINATOR:**

**PURCHASING COORDINATOR:**

**BACK-UP MEMBER:**

**ASSEMBLY LOCATION:** Command Post

### SUPPLIES

- position instructions
- position identifier
- paper and pens
- purchase orders
- timesheets
- file box
- ID badge stickers

### **START-UP ACTIONS**

- 1) Obtain your supplies and report to your assembly location.
- 2) Set up a work area within the command post.
- 3) Prepare logs to track personnel time and costs related to incident response.

### **ONGOING OPERATIONAL DUTIES**

- 1) Periodically check in with the planning chief to obtain any documents relating to timekeeping and purchasing.
- 2) Maintain a record of all hours worked by district employees during the site's emergency.
- 3) Collect any accident reports and monitor potential claims.
- 4) Make any purchases authorized by the incident commander.
- 5) Meet with other participating agencies to determine any cost-share agreements or financial obligation.
- 6) Remain on duty until released by the incident commander.

### **CLOSING DOWN DUTIES**

- 1) Turn in all logs and documentation to the planning chief.
- 2) Return equipment and unused supplies.
- 3) Check-out with logistics section.

## Emergency Responses

### **STEP ONE: IDENTIFY THE TYPE OF EMERGENCY**

The first response to an emergency is to determine the type of emergency that has occurred. General strategies for 18 different types of emergencies are listed on page 24.

### **STEP TWO: IDENTIFY THE LEVEL OF EMERGENCY**

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

- **Level 1 Emergency:** A minor emergency that is handled by school personnel without the assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.
- **Level 2 Emergency:** A moderate emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving a potentially hazardous material, e.g., “unknown white powder.”
- **Level 3 Emergency:** A major emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **STEP THREE: DETERMINE THE IMMEDIATE RESPONSE ACTION**

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

- **Duck & Cover:** Students and staff protect themselves by crouching under a table, desk, or chair until the danger passes.
- **Shelter in Place:** Students and staff are kept indoors in order to isolate them from the outdoor environment. The heating and air conditioning system is also shut down.
- **Lock Down:** Students and staff are kept in a designated locked area until a danger has passed, such as an intruder being on campus.
- **Secure School:** The campus is locked down but students and staff are safe to continue normal work inside secured facilities.
- **Evacuate Building:** Students and staff are escorted outside to an assembly area if it has been determined that it is too dangerous to remain indoors.
- **Evacuate Campus:** Students and staff are escorted to an off-site assembly area if it has been determined that it is too dangerous to remain on campus.
- **All Clear:** Notification is given that normal school operations should resume.

### **STEP FOUR: COMMUNICATE THE APPROPRIATE RESPONSE ACTION**

Once the type of *immediate response action* is determined, the incident commander must inform the site’s staff which response action to take. The most appropriate method of communication depends on

the response action selected. When announcing what response to take, avoid codes, jargon, or any other potentially confusing vocabulary. Be calm, direct, and clear in your announcements.

- **Duck & Cover:** Immediately use the site's school-wide communication system to instruct students and staff to protect themselves by moving into a "duck & cover" position by crouching under a table, desk, or chair until the danger passes. Time is the most urgent matter with this response action as the emergency may take place before the announcement can be made. However, do not assume that all members of the site are already in a "duck & cover" position. Make the announcement even if the immediate crisis has passed.
- **Shelter in Place:** Immediately use the site's school-wide communication system to instruct students and staff that they are to stay indoors until further notice, even if the heating and air conditioning system is disabled.
- **Lock Down:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, to close any open windows, and to keep students as far away as possible from any windows until further notice
- **Secure School:** Immediately use the site's school-wide communication system to instruct staff to lock all exterior doors, close any open windows and to not allow movement outside from building to building. Continue normal classroom operations as much as possible.
- **Evacuate Building:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the school outside assembly area.
- **Evacuate Campus:** Immediately use the site's fire alarm bell system to notify students and staff that they are to proceed to the school outside assembly area. From there, notify staff and students using a bullhorn that it has been determined that it is too dangerous to remain on campus. Provide instructions on how staff and students will be relocated.
- **All Clear:** Use the site's school-wide communication system to notify staff and students that normal school operations should resume.



## **Types of Emergencies & Specific Procedures**

### **AIRCRAFT CRASH**

The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus depending on the nature of the accident, the location of damage, and the existence of any chemical and/or fuel spills.

### **ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of a coyote, dog, or any other wild animal threatens the safety of students and staff. The administrator or designee will initiate appropriate actions, which may include Lock Down, Secure School or Evacuate Building.

### **ARMED ASSAULT ON CAMPUS**

This involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful item. The administrator or designee will decide the appropriate response, which may include Secure School, Lock Down, Evacuate Building, or Evacuate Campus.

### **BIOLOGICAL OR CHEMICAL RELEASE**

This is an incident involving the discharge of a biological or chemical substance in a solid, liquid, or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant. The following indicators may suggest the release of a biological or chemical substance: multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

### **BOMB THREAT / THREAT OF VIOLENCE**

This occurs upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may or may not present a risk of an explosion. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call the Angels Camp Police Department at 736-2567 or call 911.

The person answering the threat call should ask the questions listed on the "Bomb Threat Checklist". During a bomb threat, cellular phones and/or handheld radios should not be used because their transmission could set off a radio-controlled bomb. The fire alarm and school bells should also be silenced so that they do not set off a radio-controlled bomb. Do not turn on or off the electricity to a building because this could set off a photoelectric bomb. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Lock Down, Evacuate Building, or Evacuate Campus.

### **BUS DISASTER**

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being

transported to or from school. The administrator and/or bus driver will initiate appropriate actions, which may include Duck & Cover, Lock Down, or Evacuate Bus.

### **DISORDERLY CONDUCT**

This involves a student or staff member exhibiting threatening or irrational behavior who does not have a weapon. The administrator or designee will initiate appropriate actions, which may include Secure School, Lock Down, Evacuate Building, or Evacuate Campus.

### **EARTHQUAKE**

Earthquakes occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Evacuate Building, or Evacuate Campus.

### **EXPLOSION OR RISK OF EXPLOSION**

This involves an explosion on school property, the risk of an explosion on school property, an explosion or risk of explosion near the school, or a nuclear explosion involving radio active materials. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building, or Evacuate Campus.

### **FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school. After calling the local fire department in an effort to determine the seriousness of the fire, the administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Lock Down, Evacuate Building, or Evacuate Campus.

### **FIRE ON SCHOOL GROUNDS**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage. Upon discovery of a fire, teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the administrator or designee. The administrator or designee will immediately initiate the Evacuate Building action and call 911 for emergency response.

### **FLOODING**

This applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place, Evacuate Building, or Evacuate Campus.

### **LOSS OR FAILURE OF UTILITIES**

This addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines. The administrator or designee will initiate appropriate actions, which may include Shelter-in-Place or Evacuate Building.

## **MOTOR VEHICLE CRASH**

This procedure addresses situations involving a motor vehicle crash on or immediately adjacent to school property. Given the nature of the crash, there may also be a danger from a fuel spill, which should be considered when deciding which action(s) to take. The administrator or designee will initiate appropriate actions, which may include Duck & Cover, Shelter-in-Place, Evacuate Building or Evacuate Campus.

## **PSYCHOLOGICAL TRAUMA**

When the administrator or designee feels that there has been an event that causes a psychological impact on students and/or staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions, he or she should contact the director of student services at the district office to request the services of the psychological crisis response team. Emergencies like those described above usually produce one or more of the following conditions: temporary disruption of regular school functions and routines, significant interference with the ability of students and staff to focus on learning, physical and/or psychological injury to students and staff, and concentrated attention from the community and news media. As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff. Contact the Tuolumne County Critical Incident Stress Management response network for assistance with response.

## **SUSPECTED CONTAMINATION OF FOOD OR WATER**

This involves the suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees or students with unexplained nausea, vomiting, or other illnesses. The administrator or designee will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area. Second, the administrator or designee will notify the district safety coordinator of the problem and await further instructions. Meanwhile, a list will be made of all potentially affected students and staff, which will be provided to responding authorities. Law enforcement should be contacted if there is evidence of individuals purposefully contaminating the food or water source.

## **UNLAWFUL DEMONSTRATION OR WALKOUT**

An unlawful demonstration or walkout is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the administrator or designee. The administrator or designee will initiate the Secure School action. Students who ignore this action and leave campus shall be asked to sign his or her name and record address, telephone number and time entered or departed. The main gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus. If students leave the campus, the administrator or designee will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite. The administrator or designee should proceed in good judgment on the basis of police or other legal advice, in taking action to control and resolve the situation.