

# **Safe School Plan**

## **Emergency Procedures**

**El Tejon Unified School District  
Frazier Park School  
3149 San Carlos Trail  
Frazier Park, CA 93225  
(661) 245-3312  
November 2007**

## Homeland Security Advisory Recommendations

### Adapted for El Tejon Unified School District Schools

(Based on American Red Cross Homeland Security Advisory)

<b>SEVERE (Red)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Listen to radio, TV, and channel 17,23,29 for current information and instructions.</li> <li>• Be alert and immediately report suspicious activity to Kern County Sheriff at 245-3440.</li> <li>• Close school if recommended to do so by appropriate authorities.</li> <li>• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> <li>• Offer lessons curriculum and assistance to students as appropriate.</li> <li>• Ensure School Site Crisis Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH (Orange)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Kern County sheriff at 245-3440.</li> <li>• Review emergency procedures and supplies.</li> <li>• Offer curriculum and assistance as appropriate. Discuss children's fears concerning possible terrorist attacks in consultation with School Site Crisis Team.</li> <li>• Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED (Yellow)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Kern County Sheriff at 245-3440.</li> <li>• Ensure all emergency supplies are stocked and ready.</li> <li>• Ensure students and staff are familiar with District policies regarding visitors and other emergency procedures.</li> </ul>
<b>GUARDED (Blue)</b>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower level.</i></li> <li>• Be alert and immediately report suspicious activity to Kern County Sheriff at 245-3440.</li> <li>• Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li>• Review communications plan and update emergency contact information.</li> <li>• Review emergency supplies and supplement as necessary.</li> <li>• Offer lessons as appropriate for students on emergency preparedness for natural disasters.</li> </ul>
<b>LOW (Green)</b>	<ul style="list-style-type: none"> <li>• Develop school emergency plans per District Policies.</li> <li>• Ensure selected staff members are trained on first aid, CPR and AED.</li> <li>• Train staff on emergency plan procedures as well as the ICS "NIMS" system.</li> </ul>

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## 1.0 INTRODUCTION

### 1.1 OVERVIEW

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the El Tejon Unified School District has adopted the *Model Safe School Plan, Emergency Procedures* for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California and the National Incident Management System (NIMS) utilized at the Federal level. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

### 1.2 PLAN ORGANIZATION

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal will ensure that this *Safe School Plan, - Emergency Procedures* is consistent with all District Policies, State Law and NIMS, and that the plan addresses the following eighteen emergencies: aircraft crash; aircraft landing, animal disturbance; armed assault on campus; biological or chemical release; bomb threat; 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; threat of violence; and unlawful demonstration/walkout.

## **2.0 STANDARDIZED EMERGENCY MANAGEMENT**

### **2.1 EMERGENCY PLANNING WITH NIMS**

The Federal National Incident Management System (NIMS) 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 multiple agencies often participating in response to an emergency. NIMS, consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

#### **2.1.1 Management**

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, 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 directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

#### **2.1.2 Planning/Intelligence**

During an emergency, NIMS, 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. Under NIMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” In El Tejon Unified School District schools, “Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.

### **2.1.3 Operations**

Under NIMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within El Tejon Unified School District schools, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Supply/Equipment Team; Request/Reunion Gate Team; and Emergency Response Team (Fire and Rescue).

### **2.1.4 Logistics**

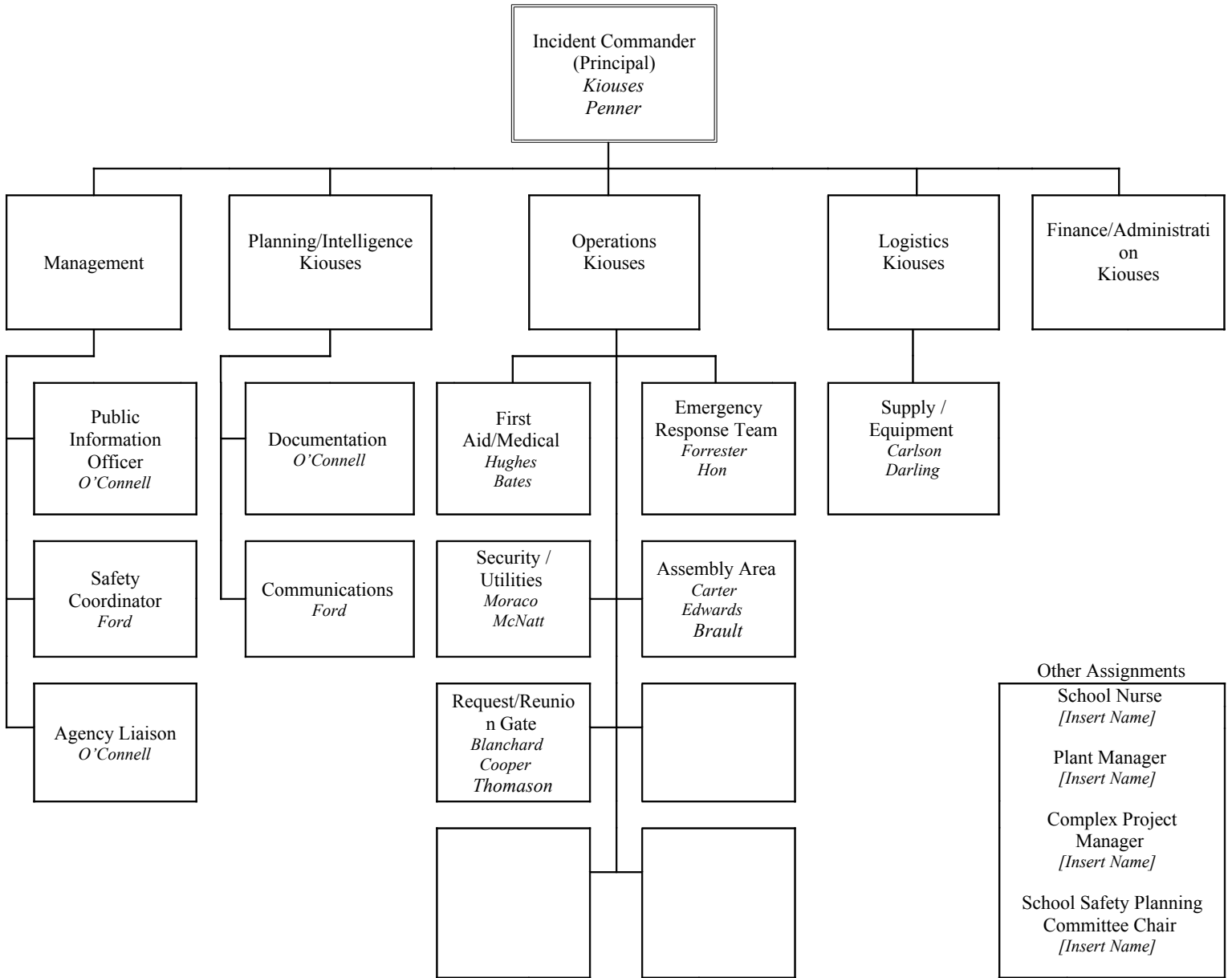
The Logistics function of NIMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Tracking of equipment utilized and its recovery is also a function of Logistics. Within El Tejon Unified School District schools, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

### **2.1.5 Finance/Administration**

The Finance/Administration function of NIMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within El Tejon Unified School District schools, these activities may be performed by a “Documentation” position, which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart modeled after NIMS and adapted for The El Tejon Unified School District schools.

**FIGURE 2-1: EMERGENCY MANAGEMENT ORGANIZATION CHART**



[Note: This Organization Chart is based on SEMS, and adapted for ICUSD use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup]

## **2.2 INCIDENT COMMAND TEAM (DCOMM)**

The Incident Command Team is responsible for directing individual school emergency response activities.

### **2.2.1 Assignments**

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.

Incident Commander: Kiouses

Public Information Officer: O'Connell

Safety Coordinator: Ford

Agency Liaison: O'Connell

Documentation: O'Connell

Communications: Ford

The Incident Commander also directs the activities of all other teams. If the District EOC is activated the Site Incident Commander is a Division Leader and reports to the Operations Officer at the EOC.

### **2.2.2 Roles and Responsibilities**

#### **2.2.2.1 Incident Commander**

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.

- Periodically communicating with the Local District Superintendent.

#### **2.2.2.2 Public Information Officer**

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

#### **2.2.2.3 Safety Coordinator**

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

#### **2.2.2.4 Agency Liaison**

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of

information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies’ action plans and providing periodic updates to agency representatives as necessary.

### **2.2.3 Team Supplies and Equipment**

- Copy of the school’s Emergency Procedures
- Campus map
- Master keys
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Vest or position identifier
- Large campus map

### **2.2.4 Team Assembly Location**

Inside: Office

Outside: Flagpole

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.3 FIRST AID/MEDICAL TEAM (AID)**

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

### **2.3.1 Assignments**

First Aid/Medical Team Leader: Hughes

Alternate Team Leader: Bates

School Nurse:

### **2.3.2 Roles and Responsibilities**

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report ([Form D, Appendix A](#)) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.

- Completing the Injury and Missing Persons Report (Form D, Appendix A).

### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area, triage and/or temporary morgue.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

### **2.3.3 Supplies and Equipment**

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Injury and Missing Persons Report (Form D, Appendix A)

### **2.3.4 Team Assembly Location**

Inside:           Nurses Office

Outside:         Grass area in front of Office

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.5 EMERGENCY RESPONSE TEAM (ERT)**

The Emergency Response Team (ERT) is responsible for preparing and performing search and rescue operations during an emergency and for extinguishing fires. The team will also be responsible for evaluating the potential release of chemicals during an emergency. There may be two or more Emergency Response Teams. It is also responsible for reporting damages to school property in an emergency to the Security/Utilities Team. This team will coordinate with the Incident Commander.

### **2.5.1 Assignments**

Emergency Response Team Leader: Forrester

Alternate Team Leader: Hon

### **2.5.2 Roles and Responsibilities**

#### **Emergency Response Team Leader**

The ERT Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The ERT Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team. Gathering any Damage Assessment Report Forms (Form F,

Appendix A) from the Team Members and have them readily available to the Security/Utilities Team Leader.

- Updating teams' reports on site map and recording exact location of damage and triage tally.

### **Emergency Response Team Members**

The members of the ERT Team are responsible for performing search and rescue operations and fire suppression during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Logging of Damage will be Reported using the damage assessment Form (Form F, Appendix A) and submitted to the Team Leader
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Extinguishing fires on campus
- Evaluating potential release of chemicals
- Identifying damaged areas on the Damage assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.
  
- Contacting Security/Utilities Team to secure the building from reentry after the search.

### **2.5.3 Supplies and Equipment**

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers

- Water-type fire extinguishers
- Ponchos
- Knee Pads
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Light sticks
- Multi-tool
- Goggles
- Flashlights
- Dust masks
- Pry bars (Short/Long)
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- One member wears first aid backpack

#### **2.5.4 Team Assembly Location**

Inside: Cafeteria

Outside: K/1 playground in front of cafeteria

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.6 SECURITY/UTILITIES TEAM (SUT)**

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency. The Security/Utilities Team is also responsible for overall damage assessment of structural damage and the overall safety of school buildings. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

### **2.6.1 Assignments**

Security/Utilities Team Leader: Moraco

Alternate Team Leader: McNatt

Security/Utilities Team Member: Langsfeld

### **2.6.2 Roles and Responsibilities**

#### **Security/Utilities Team Leader**

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

## **Security/Utilities Team Members**

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in perimeter “lock-down” to their team leader. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid and setting up temporary morgue (if necessary).
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

### **2.6.3 Supplies and Equipment**

- Vest or position identifier
- Master keys
- Hand-held radio
- Goggles/Gloves/Flashlight/Poncho
- Hard Hats
- Utility shut-off tools/Multi-tool
- Damage assessment forms
- Clipboard containing site maps/ Emergency Procedures

### **2.6.4 Team Assembly Location**

Inside: Room 12

Outside: Grass area in front of Room 4

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

## **2.7 SUPPLY/EQUIPMENT TEAM (SET)**

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

### **2.7.1 Assignments**

Supply/Equipment Team Leader: Carlson

Alternate Team Leader: *Darling*

Supply/Equipment Team Member: Glaze

### **2.7.2 Roles and Responsibilities**

#### **Supply/Equipment Team Leader**

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. The Supply/Equipment Team leader should be familiar with and control the use of emergency supplies at each school site. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.
- Coordination and utilization of emergency supplies
- Reporting supply needs to the incident commander

#### **Supply/Equipment Team Members**

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios,

telephones, and sanitary supplies). Specific duties of the members of the Supply/ Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.

### **2.7.3 Supplies and Equipment**

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies
- Clipboard with all inventory supplies

### **2.7.4 Team Assembly Location**

Inside: Room 21/Library

Outside: Playground by emergency container

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.8 ASSEMBLY AREA TEAM (AAT)**

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to District Policy.

### **2.8.1 Assignments**

Assembly Area Team Leader: Carter

Alternate Team Leader: Brault

Assembly Area Team Member: Edwards

### **2.8.2 Roles and Responsibilities**

#### **Assembly Area Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and have them readily available to the Incident Commander.

#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.

- Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Administering minor first aid and psychological first aid as needed.
- Supporting the Release/Reunion Gate Team as needed.
- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and checking student emergency card for name of person(s) authorized to pick up student.

### **2.8.3 Supplies and Equipment**

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury and Missing Persons Report (Form D, Appendix A)
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

–

### **2.8.4 Team Assembly Location**

Inside: Room 21

Outside: Playground outside room 21

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.9 REQUEST/REUNION GATE TEAM**

The Request/Reunion Gate Team is responsible for processing parent requests for student release during an emergency. They are also responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

### **2.9.1 Assignments**

Request/Reunion Gate Team Leader: Blanchard

Alternate Team Leader: Thomason

Request/Reunion Gate Team Member: Cooper

### **2.9.2 Roles and Responsibilities**

#### **Request/Reunion Gate Team Leader**

The Request/Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer. The Request/Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and has them readily available to the Incident Commander.

#### **Request/Reunion Gate Team Members**

The members of the Request/Reunion Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion

Gate. Specific duties of the members of the Request/Reunion Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.
- Directing parents or guardians to the Reunion Gate.

### **2.9.3 Supplies and Equipment**

- Keys to Main Gate
- Bullhorn
- Tags or other identifications
- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)
- Clipboard
- Emergency Cards

### **2.9.4 Assembly Location**

Outside:        Front gate by office

The Request/Reunion Gate team is to assemble at the main entrance.

## **2.12 DOCUMENTATION POSITION (OPTIONAL)**

The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation. This person acts as a scribe to memorialize the actions of the Incident Command Center during an emergency.

### **2.12.1 Assignments**

Documentation Staff Member: O’Connell

Alternate Documentation Staff Member: Ford

### **2.12.2 Roles and Responsibilities**

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with District Emergency Operations Center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

### **2.12.3 Supplies and Equipment**

- Hand-held radios
- File boxes
- Paper, pens

### **2.12.4 Assembly Location**

The Documentation Staff Member will report to the Command Post.

## **2.13 COMMUNICATIONS POSITION (OPTIONAL)**

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

### **2.13.1 Assignments**

Communications Staff Member: Ford

Alternate Communications Staff Member: O’Connell

### **2.13.2 Roles and Responsibilities**

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
- Developing situation reports for the Incident Command Team.

### **2.13.3 Supplies and Equipment**

- Hand-held radios
- Paper, pens, dry-erase pens
- File box(es)
- Large site map of campus, laminated or covered with Plexiglas,
  - Map of county or local area

### **2.13.4 Assembly Location**

The Communications Staff Member will report to the Command Post.

## **2.14 SCHOOL STAFF**

California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

## **2.16 PREPAREDNESS PROCEDURES**

### **2.16.1 Management**

1. The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
2. The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
3. The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
4. The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
5. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### **2.16.2 Planning/Intelligence**

1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

### **2.16.3 Operations**

1. The Principal will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - Activating and performing search and rescue operations;
  - Ensuring site security;
  - Conducting damage assessments;

- Evacuation; and
  - Student release operations.
2. The Principal will ensure appropriate training is provided for the following teams:
    - First Aid/Medical Team;
    - Security/Utilities Team;
    - Supply/Equipment Team;
    - Request/Reunion Team;
    - Emergency Response Team; and
    - Assembly Area Team.
  3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
    - Drills will be conducted at elementary schools at least once per month.
    - Drills will be conducted at secondary schools at least twice per year.

#### **2.16.4 Logistics**

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.*

#### **2.16.5 Finance/Administration**

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies;
2. Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

### **3.0 INITIAL RESPONSE TO EMERGENCIES**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

#### **3.1 IDENTIFY TYPE OF EMERGENCY**

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- 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
- Threat of Violence
- Unlawful Demonstration/Walkout

#### **3.2 IDENTIFY 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, a three-tiered rating system is described below.

Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury 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 the dispersion of a potentially hazardous material, e.g., “unknown white powder”, or emergency involving more than one school site..

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, involving multiple school sites or the entire District. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **3.3 DETERMINE IMMEDIATE RESPONSE ACTIONS**

Once the type and extent of an emergency have been identified, the Superintendent will assess the need to activate the Emergency Operation Center. As a guide, the (EOC) should be activated when requests for resources are coming from multiple school sites or a large demand for resources are made from a school site. Individual school site personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included in Section 4.0.

## **4.0 IMMEDIATE RESPONSE ACTIONS**

### **4.1 DUCK AND COVER**

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

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

### **4.2 SHELTER-IN-PLACE**

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shut down of classroom and/or building HVAC systems. During Shelter-in-Place, no one should be exposed to the outside air.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the

building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

### **4.3 Lock Down**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

#### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION AND NEED TO IMPLEMENT LOCK DOWN PROCEDURES. TEACHERS ARE TO LOCK CLASSROOM DOORS AND KEEP ALL STUDENTS INSIDE THE CLASSROOM UNTIL FURTHER NOTICE. DO NOT OPEN THE DOOR UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. IF OUTSIDE, STUDENTS AND STAFF ARE TO PROCEED INSIDE THE NEAREST BUILDING OR CLASSROOM.”

2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.

5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

#### **4.4 EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building.

##### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN EVACUATION OF ALL BUILDINGS. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

#### **4.5 OFF-SITE EVACUATION**

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

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

“YOUR ATTENTION PLEASE. WE NEED TO INSTITUTE AN OFF-SITE EVACUATION. TEACHERS ARE TO TAKE THEIR STUDENTS TO THE OFF-SITE ASSEMBLY AREA AND REPORT TO THEIR DESIGNATED AREA. STUDENTS ARE TO REMAIN WITH THEIR TEACHER. TEACHERS NEED TO TAKE THEIR ROLLBOOK AND LOCK THE CLASSROOM WHEN ALL STUDENTS HAVE EXITED THE CLASSROOM.”

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### **4.6 ALL CLEAR**

This action is taken to notify teachers that normal school operations can resume.

### **Description of Action**

1. The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

“YOUR ATTENTION PLEASE. IT IS NOW OK TO RETURN TO YOUR CLASSROOM AND RESUME NORMAL OPERATIONS. I WOULD LIKE TO THANK AND COMMEND STUDENTS AND STAFF FOR THEIR COOPERATION.”

2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students’ fears, anxieties, and other concerns.

## **5.0 EMERGENCY PROCEDURES**

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- 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
- Threat of Violence
- Unlawful Demonstration/Walkout

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

In the following procedures, the Principal or designee will be referred to as “School Administrator”.

## 5.1 AIRCRAFT CRASH

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

### Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
5. If on school property, the Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill on school property, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
6. The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
7. The First Aid/Medical Team will check injuries to provide appropriate first aid.
8. The School Administrator will call the District Office and notify the Superintendent.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. The Assembly Area Team will convene onsite and begin the process of counseling and recovery as appropriate.
11. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.2 ANIMAL DISTURBANCE**

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

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include activation of the Incident Command System, LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call “911”, Animal Control and/or the Department of Fish and Game, 868-7100 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

### **5.3 ARMED ASSAULT ON CAMPUS**

An **Armed Assault on Campus** 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 device.

#### **Procedure**

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
3. The School Administrator will call “911” and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so. If there is an assigned officer on campus, they shall be notified.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receives medical attention.
8. The Security/Utilities Team will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will take actions to ensure the notification of parents and family members.
10. Notifications will be made to the District Office and the Superintendent in order to coordinate/assign a designated Public Information Officer for media inquiries.
11. The School Administrator will debrief staff and school police officers.

#### **5.4 BIOLOGICAL OR CHEMICAL RELEASE**

A **Biological or Chemical Release** 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.

This procedure deals with three possible scenarios involving the release of biochemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

## **Procedure**

### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call “911”, and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the District Superintendent of the situation.
4. The School Administrator will activate the Incident Command System and instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
9. The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

## **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911”, and will provide the exact location and nature of emergency.
4. The School Administrator will notify the District Superintendent of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

**SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY**

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call “911”, and will provide the exact location and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

## 5.5 BOMB THREAT

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

### Procedure

1. 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 “911” – telling the operator, **“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
2. The person answering the threat call should ask the following questions, utilizing the bomb threat report (Form C, Appendix A), record the answers and then immediately notify the School Administrator:
  - When is the bomb going to explode?
  - Where is it?
  - What will cause it to explode?
  - What kind of bomb is it?
  - Who are you?
  - Why are you doing this?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?
3. The School Administrator will direct the Search and Rescue Team(s) to search for suspicious packages, boxes or foreign objects. While conducting the search, all cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. If a suspicious object is identified, one member of the Search and Rescue Team will report the discovery to the School Administrator while the remaining team members attempt to secure the immediate area.
5. No attempt should be made to investigate or examine the object.
6. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.

7. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
8. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
9. The School Administrator will notify “911”, if not previously notified, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
10. The School Administrator will notify the District Superintendent of the situation.
11. The Assembly Area Team will convene onsite and begin the process of counseling and recovery.
12. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
14. After the incident is over, the School Administrator will ensure the Bomb Threat Report (Form C, Appendix A) is completed.

## **5.6 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. If there are no students on the bus, drivers should report to the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

### **Procedure**

#### **SCENARIO 1: EARTHQUAKE**

1. The driver should issue DUCK AND COVER action as described in Section 4.0.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact the School Administrator to report location and condition of students and the bus.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the District Superintendent.
8. If instructed to continue route, the driver should:
  - If en route to school, continue to pick up students.
  - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, refer to Number 9 below.

9. If it is impossible to return to school, proceed to the nearest designated shelter indicated on the bus route map. Upon arriving at the shelter, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

**SCENARIO 2: FLOOD**

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. If the bus is disabled, stay in place until help arrives.
4. Contact the School Administrator to report location and condition of students.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

**SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE**

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Call “911” and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the District Superintendent.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all students and staff throughout the emergency.

## **5.7 DISORDERLY CONDUCT**

**Disorderly Conduct** may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include activation of the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call “911” and request a law enforcement response.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the District Superintendent of the situation.

## 5.8 EARTHQUAKE

**Earthquakes** generally 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 and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### Procedure

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify the appropriate utility company of damages (e.g., gas, power, water, or sewer).
9. If the area appears safe, the Emergency Response Team will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the District Superintendent to determine additional actions that may be necessary.
11. The School Administrator will have the Security/Utilities Team assess the safety of buildings for reoccupancy. When safe to do so, the Emergency Response Team will conduct an inspection of school buildings for hazards. The ERT Team will maintain

a log of their findings, by building, and provide a periodic report to the Incident Commander

12. Any affected areas will not be reopened until the Security/Utilities Team or Local Authorities provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

***In the event an earthquake occurs during non- school hours:***

1. The School Administrator and the Plant Manager will assess damages to determine any necessary corrective actions. The School Administrator may direct the Security/Utilities Team to participate in the assessment.
2. The School Administrator should confer with the District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

## **5.9 EXPLOSION/RISK OF EXPLOSION**

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

### **Procedure**

#### **SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY**

1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
9. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.

10. The School Administrator will notify the District Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the School Administrator will advise the Emergency Response Team to initiate search and rescue activities.
13. The School Administrator will contact the Security/Utilities Team to ensure buildings are safe for reoccupancy.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

## **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The School Administrator will advise the Emergency response Team to initiate rescue operations.
7. The Security/Utilities Team Leader will notify the appropriate utility company of any damages to water lines, sewers, power lines and other utilities.
8. The School Administrator will notify the District Superintendent of the situation.
9. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
10. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

**SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

**SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish fires, provide first aid, and relocate students from upper floors if possible.
5. The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close and lock doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. At the School Administrator’s discretion, and only if safe to do so, designated personnel should attempt to distribute emergency supplies including food and water.
8. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

## **5.10 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.

### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The School Administrator will contact the local fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. The School Administrator will keep a battery-powered radio tuned to a local radio station for emergency information.
8. As appropriate, the School Administrator will activate Parent Alert System.
9. The School Administrator will notify the District Superintendent of the emergency situation.
10. If needed, the School Administrator will notify the District Office to request busses for staff and student evacuation.
11. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.11 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.

### **Procedure**

1. 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 School Administrator.
2. The School Administrator will immediately initiate the Incident Command System and EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. The Emergency Response Team will suppress fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Security/Utilities Team Leader will direct the fire department to the fire and brief fire department official on the situation.
8. The Security/Utilities Team will notify the appropriate utility company of damages.
9. The School Administrator will notify the District Superintendent of the fire.
10. If needed, the School Administrator will notify the District Emergency Operations Center to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator and the District Superintendent will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

## **5.12 FLOODING**

This procedure 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.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. The School Administrator will keep a battery-powered radio tuned to a local radio station for information.
4. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will notify the District Superintendent of the emergency situation.
7. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
8. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

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

This procedure 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.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify maintenance (Monday – Friday between the hours of 7:00 a.m. – 4:30 p.m.) or emergency numbers as provided in this plan and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. Local Maintenance Area personnel, working with school administration, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
5. The School Administrator will notify the District Superintendent of the loss of utility service.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

**A. *Plan for a Loss of Water:***

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of water will not result in an immediate closure of school sites. However, in at least one school site the loss of water is directly connected to a loss of electricity, which may result in a school closure, depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

Other school sites rely on gravity fed water assisted by booster pumps. Such sites may be able to continue to operate without being negatively impacted.

The ability to provide sanitary restroom facilities shall be a factor in considering if a school closure is necessary. Mitigation efforts, such as use of supplemental water supplies for flushing can be used, as well as the delivery of porta-potties.

Each school site has emergency buckets with toilet lids that can be used for extended periods of time.

Each school site has various quantities of emergency water that can be dispensed by personnel. Emergency water should periodically be replaced (six months to one year) to maintain freshness.

In a major catastrophic event, such as an earthquake other measures, which may consist of using buckets or trenches, may have to be considered. Emergency supplies should be maintained in order to support these alternative plans.

**B. *Plan for a Loss of Electricity:***

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety and comfort of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of electricity will not result in an immediate closure of school sites. Most classrooms receive enough ambient light to continue for short periods of time. Some classrooms may have to be moved to other areas to maximize the use of natural lighting.

At some school sites, electric heaters rather than gas or propane provides heating. In such situations, the ability to maintain a comfortable learning environment should be considered. Other sites utilizing gas may still be impacted by the failure of electrical thermostats to operate.

At one school site, the loss of electricity also results in the loss of water. The combined effects may cause an immediate school closure depending on overall circumstances.

Once decisions have been made concerning maintaining or closing a school site, all personnel shall be notified.

If the loss of electricity is related to an event that may have continued negative impact on a school site, such as fire, chemical release etc., consideration needs to be given to the fact that emergency bells are not functional. An efficient student/staff runner system or handheld P.A. device may need to be employed.

Direct phone lines and cell phones may continue to be effective during a power outage, however phone connected via a multi-line system are usually inoperative. Hand held radios would be used to maintain communication with buses or other off-campus personnel.

Although none of the school sites are designed to operate on emergency generators, some site may have limited functionality with smaller generators designed to operate office, food service and communications operations.

In un-planned outages that result in multi-day events considerations should be given to the difficulty of maintaining operations such as office, food service and communications in determining the need for school closures.

**C. *Plan for a loss of Natural Gas***

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Generally, the loss of natural gas or propane will not result in the closure of school sites, where other operational functions are not impacted. However, school sites that rely on natural gas or propane for heat will need to evaluate weather conditions and their impact on a schools environment.

The ability to provide food services at required school sites needs to be evaluated on outages of unknown duration.

Loss of gas/propane due to an on-campus event that results in fire or release of gas should refer to other related emergency procedures within this chapter.

***D. Plan for a loss of Communication***

This plan is has been designed to be generalized in nature in order to provide the Incident Commander or Administrators flexibility based on many factors, including weather (winter or summer), duration, time of day or number of school site(s) affected. At all times the overall safety of students shall be a prime consideration in decisions concerning school closures.

Communications within the District is accomplished through a variety of mediums, including phone (both land based and cell), radio, P.A. systems and student/staff runners. Some or all may be impacted by an emergency event.

Generally, a loss of one or two modes of communication will not result in the closure of a school site, when they can be mitigated by other actions. However, the loss of multi-modes of communication is often related to the loss of electricity, which will additionally need to be considered.

Effective use of student/staff runners can be utilized to reduce the impacts of a lack of phone or P.A. systems.

Using a handheld radio or accessing a mobile radio located in a bus or other District vehicle may compensate for the loss of a stationary radio.

The loss of repeater access for radio communications will significantly impact the ability of buses and campuses to communicate during an emergency. Some of these impacts may be mitigated through the use of unit-to-unit direct communication on strategically placed mobile units within the District. Such units will be able to relay information from both base and mobile units.

## 5.14 MOTOR VEHICLE CRASH

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

### Procedure

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the District Superintendent of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
7. The School Administrator will direct the Emergency Response Team to organize fire suppression activities until the Fire Department arrives.
8. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
9. Any affected areas will not be reopened until the agency provides clearance and the School Administrator issues authorization to do so.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.15 PSYCHOLOGICAL TRAUMA**

Crisis management at El Tejon Unified School District schools specifies actions during and subsequent to any emergency that may have a psychological impact on students and 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. 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.
- 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.

### **Procedure**

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises. Administrators should take into consideration individual staff skills in making these assignments.
2. The Assembly Area Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Assembly Area Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the District Superintendent.
5. The Assembly Area Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Assembly Area Team members will limit exposure to scenes of trauma, injury and death.
7. The Assembly Area Team will provide ongoing assessment of needs and follow-ups services as required.

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

This procedure should be followed if site personnel report 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 with unexplained nausea, vomiting, or other illnesses.

### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify “911”, District Office and the Kern County Department of Environmental Health Services (661) 862-8700.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. The School Administrator and the District Superintendent will confer with the Kern County Department of Environmental Health Services before the resumption of normal operations.
7. The School Administrator will notify parents of the incident, as appropriate.

## **5.17 THREAT OF VIOLENCE**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with District Policy

### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. A Threat Assessment Should conducted involving the District Superintendent, Kern County Sheriff and School Administrator.
3. Consistent with District Policy the Threat Assesment will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk that should be considered, as described below:
  - Category 1 –High violence potential; qualifies for arrest or hospitalization.
  - Category 2 –High violence potential; does not qualify for arrest or hospitalization.
  - Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
  - Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
  - Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
4. In categorizing the risk, the Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

## **5.18 UNLAWFUL DEMONSTRATION/WALKOUT**

An **Unlawful Demonstration/Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include the Incident Command System, SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator will notify the Kern County Sheriff's Department, (245-3440) and the District Office and will provide the exact location and nature of emergency.
4. The Request/Reunion Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/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.
5. If students leave the campus, the Request/Reunion Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. Staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. All media inquiries will be referred to the designated school's Public Information Officer.
9. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
10. The School Administrator will notify parents of the incident, as appropriate.

## **6.0 OTHER EMERGENCY INFORMATION**

The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

Alert System 1 (Parent)  
Alert System 2 (School Personnel)  
Site Plot Plan and Vicinity Map  
Emergency Phone Numbers  
Emergency Drills

### **6.1 ALERT SYSTEM 1 (PARENT)**

Parent contact information is maintained in the school office.

### **6.2 ALERT SYSTEM 2 (SCHOOL PERSONNEL)**

A current listing of school personnel contact numbers is maintained in the school office.

### **6.3 SITE PLOT PLAN AND VICINITY MAP**

A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

### **6.4 EMERGENCY PHONE NUMBERS**

A listing of external emergency phone numbers is provided in Table 6-2 below.

**TABLE 6-2: EMERGENCY PHONE NUMBERS**

<b>School Name</b>	<i>Frazier Park School</i>	
<b>School Address</b>	3149 San Carlos Trail	
<b>School Phone</b>	245-3312	
<b>District</b>		
Principal	<i>Dena kiouses</i>	245-3312
Assistant Principal	<i>[Insert name]</i>	<i>[Insert number]</i>
School Nurse	<i>[Insert name]</i>	<i>[Insert number]</i>
<b>Non-District</b>		
Fire, Law Enforcement and Medical Emergencies		<b>911</b>
San Joaquin Valley Air Pollution Control District		(661) 326-6900
California Highway Patrol		248-6655
County Department of Health Services		(661) 868-0554
Gas Company	<i>PG&amp;E</i>	<i>(800) 743-5000</i>
Electric Company	<i>Southern California Edison</i>	<i>(800) 611-1911</i>
Local Fire Station	<i>Lebec</i>	<i>248-6426</i>
Local Fire Station	<i>Frazier Park</i>	<i>245-3706</i>
Local Fire Station	<i>Pine Mountain</i>	<i>242-3702</i>
Kern County sheriff	<i>Frazier Park</i>	<i>245-3440</i>
Medical Clinic	<i>Frazier Mtn. Community Health Center</i>	<i>245-1833</i>
Water Co	Frazier Park Public Utility District	245-3734

## **6.5 EMERGENCY SUPPLIES AND EQUIPMENT**

Emergency supplies will be maintained in each classroom and a centralized location:

Emergency container near Kindergarten wing

Copy of current supply inventory

**Equipment and Supplies (updated 10/08)**

1. **Command Post Supplies**

- A list of all certified staff assignments and room numbers.
- A list of all classified employees and assignments.
- A list of emergency telephone numbers.
- Emergency student rosters.
- Map of school site with locations of utilities and fire extinguishers.
- Status charts

- Battery-operated clock
- 13 Flashlights and batteries
- 3 Coleman lanterns with 4 extra mantles
- 1 Battery-operated radio
- 1 Cellular or digital phone
- 1 Back-up batteries
- 2 Double burner camp stoves, 2 single burn camp stoves and 18 propane bottles

**TWO BOXES CONTAINING THE FOLLOWING SUPPLIES**

- 6 Boxes of chalk
- 6 Assorted markers
- 10 Black markers
- 12 Pencils
- 12 Pens
- 6 Steno pads
- 6 5" x 8" tablets
- 6 8 1/2" x 11 pads
- 72 Safety pins
- 1 Pk 1 1/2" x 2" post-it notes
- 1 Pk 3" x 3" post-it notes
- 1 Box rubber bands
- 4 Pairs of scissors
- 6 Rolls regular tape
- 6 Rolls 3/4" masking tape
- 6 Rolls 2" masking tapes

2. **First Aid Supplies**

- 20 Fanny pack first aide kits, one for each classroom
- 2 Blood pressure kits
- 10 Boxes of tissues
- 4 Boxes of 100 gloves
- 5 Cots
- 22 Cloth blankets, 80 solar blankets
- 5 Sleeping bags
- 2 Trauma First Aide Kits (50 person each containing)
 

4	Multi-Trauma Dressing – 10"x30" sterile	75	Antibiotic Ointments – 1/32 oz
20	Abdominal Pads – 8x10 sterile	100	Antiseptic Wipes
30	Abdominal Pads – 5x9 sterile	14	Instant Cold Packs

30	Gauze Pads – 3x3 sterile	2	Emergency Disposable Blankets
100	Gauze pads – 4x4 sterile	10	Emergency Mylar Blankets
200	Non-Sterile Gauze Pads – 4x4	2	Eye & Skin Wash
4	Bloodstopper – Multi-purpose dressing	8	eye Pads - Sterile
15	Conforming Gauze Rolls – 3x4.1 yds.	2	Tweezers
15	Conforming Gauze Rolls – 4x4.1 yds.	1	Heavy Duty EMT Shears
3	Cloth Tape – 1x10 yds	1	Bandage Scissors – Lister
2	Clear Surgical Tape – 2x10 yds	1	Pen Light
100	Adhesive Plastic Bandages 3/4x3	50 pr	Latex Gloves
25	Adhesive Plastic Bandages – Extra large	1	Antiseptic Handwash – Waterless
20	Butterfly Wound Closures	50	Triage Tags
12	Triangular Bandages with safety pins	1	First Aid Manual
6	Cardboard Arm Splints		
20	Tongue Depressors		
6	CPR mouth barriers (3 pediatric, 3 adult)		
1	First aide guide		
14	Boxes of 100 antiseptic wipes		
8	Boxes 1”x3” bandaids		
150	2” wide bandaids		
100	3” x 4” telfa dressings		
6	Pkges 3x3 dressing		
1	Container Eye Cups		
2	Boxes Band-aid Butterflies		
12	Roller gauze 2” x 6 yards		
1	Pound purified cotton 37” x 37” x 52” bandages		
100	Cotton tip applicators		
2	Tweezers		
2	Enema/douche bags		
12	Portable toilets		
12	Bio-blue toilet deodorizers		
10	Each (small, medium, large) cardboard splints		
20	Cold packs		
400	Cotton balls		
500	Tongue depressors		
400	Alcohol wipes		
3	16 oz Betadine		
4	16 oz alcohol		
6	Bottles eye wash (2 small)		
2	2oz bottles Bactine		
1	16 oz waterless hand wash solution		
15	3 oz bottles waterless hand wash solution		
6	12 oz bottles liquid soap		
2	Gallons liquid hand soap		
16	Bars soap		
6	Sponges		
1	Sharps container (self-contained)		
12	San-sorb		

- 8 Privacy shelter
- 260 Bio-waster bags
- 350 40 gallon can liners
- 100 12 gallon can liners
- 250 33 gallon can liners
- 12 Packs paper towels
- 96 Rolls toilet paper
- 15 Hand Crank Flashlight/radio

4. Utility Shut-Off Equipment and Fire Equipment

Fire Extinguishers in designated rooms

5. Food and Water

- 216 4.27 packs of sterile water
- 120 1 gallon bottles of water  
tablets to purify 225 quarts of water
- 4 bottles of water purifier for 30 gallons each
- 2 water pumps (hand)
- 100 forks
- 300 plates
- 265 gallons of drinking water

6. Rescue Equipment

- 4 crowbars
- 2 rolls duct tape
- 100 dust masks
- 2 axes
- 8 tarps
- 2 large empty jugs
- 3 safety goggles
- 1 headlamp
- 5 marking crayon
- 1 backboard
- 1 stretcher
- 42 lightsticks

## **6.6 EMERGENCY DRILLS**

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form G, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place Alert; and Drill 3 – Earthquake.

### **6.6.1 DRILL 1: FIRE**

**Signal:** Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute.

#### **Procedure:**

##### **Teachers**

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk **quietly** in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the “all clear” signal – one long, steady bell – then return **quietly** to your classroom in single file.

**All Other Personnel:** Report to Assembly Area for further instructions.

### 6.6.2 DRILL 2: SHELTER-IN-PLACE

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

**Signal:** The signal for the “Shelter-In-Place” drill is the following PA announcement.

“YOUR ATTENTION PLEASE. BECAUSE WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY, WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. REMEMBER, THIS MEANS STUDENTS AND STAFF ARE TO REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. AS SOON AS WE HAVE FURTHER INFORMATION, WE WILL SHARE IT WITH YOU.”

#### **Procedure:**

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

### **6.6.3 DRILL 3: EARTHQUAKE**

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. No advance warning or signal normally will be given. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

**Signal:** The signal for the drill is the following PA announcement.

“YOUR ATTENTION PLEASE. AS YOU ARE AWARE, WE ARE EXPERIENCING SOME SEISMIC ACTIVITY. FOR EVERYONE’S PROTECTION, ALL STUDENTS SHOULD FOLLOW STAFF DUCK AND COVER PROCEDURES, WHICH MEAN YOU SHOULD BE IN A PROTECTED POSITION UNDER A TABLE OR DESK, AWAY FROM WINDOWS AND ANYTHING THAT COULD FALL AND HURT YOU. HOLD THIS POSITION UNTIL THE SHAKE STOPS OR GIVEN FURTHER INSTRUCTIONS.”

**Procedure:**

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

**APPENDIX A**  
**FORMS**

**FORM A**

**EMERGENCY HAZARD ASSESSMENT SUMMARY**

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**FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY**

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School \_\_\_\_\_

Location \_\_\_\_\_

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: This form should be completed annually, and a copy forwarded to OEHS]

**FORM B**

**BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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**FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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School \_\_\_\_\_

Location \_\_\_\_\_

	<b>Yes</b>	<b>No</b>	<b>Note</b>
Have students and staff been evacuated from area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Completed by \_\_\_\_\_

Date \_\_\_\_\_

**FORM C**  
**BOMB THREAT REPORT**

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**FORM C – BOMB THREAT REPORT**

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School \_\_\_\_\_

Date of Call \_\_\_\_\_ Time of Call \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Call Received by \_\_\_\_\_

Location \_\_\_\_\_ (Phone Number) \_\_\_\_\_

**The person answering the threat call should ask the following questions and record the answers below**

When is the bomb going to explode? \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Where is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

Who are you? \_\_\_\_\_

What can we do for you to avoid the bomb from exploding? \_\_\_\_\_

How can you be contacted? \_\_\_\_\_

Record the exact language of the threat:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Voice on the Phone:      Man ( )                      Woman ( )                      Child ( )                      Age \_\_\_\_\_  
   Intoxicated ( )                      Accent ( )                      Speech Impediment ( )  
   Other ( ) \_\_\_\_\_

Background Noise:      Music ( )                      Talk ( )                      Children ( )                      Machines ( )  
   Airplane ( )                      Typing ( )                      Traffic ( )  
   Other ( ) \_\_\_\_\_

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: Send a copy of this form to School Police and maintain the original in the emergency document file.]

**FORM D**  
**INJURY AND MISSING PERSONS REPORT**

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**FORM D – INJURY AND MISSING PERSONS REPORT**

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School \_\_\_\_\_

Room Number \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

<b>INJURED</b>		
<b>Name</b>	<b>Type of Injury</b>	<b>Location</b>

<b>MISSING PERSONS</b>	
<b>Name</b>	<b>Last Seen Location</b>

[Note: Send a copy of this form to School Police and maintain the original in the emergency document file.]

**FORM E**  
**STUDENT RELEASE LOG**

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**FORM E – STUDENT RELEASE LOG**

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School \_\_\_\_\_

Date \_\_\_\_\_

<b>Student's Name</b>	<b>Release Time</b>	<b>Name of Person Released to</b>	<b>Signature</b>

[Note: Maintain the original in the emergency document file.]

**FORM F**  
**DAMAGE ASSESSMENT REPORT**

## FORM F – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Building Code: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_/\_\_\_/\_\_\_ Time: (24:00 Hours): \_\_\_:\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Hazardous Materials</b> Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemical Type/Quantity spilled or leaking: _____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Chemical Type/Quantity spilled or leaking: _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b>Physical Hazards</b> Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Notes: (description of trouble, location, severity or hazardous materials):

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### Findings

Building or room safe for reoccupancy

Building or room closed due to hazardous condition

The following corrective measures need to be completed prior to reoccupancy:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[Note: Send a copy of this form to Kern County Fire and maintain the original in the emergency document file.]

**FORM G**  
**EMERGENCY DRILL RECORD**

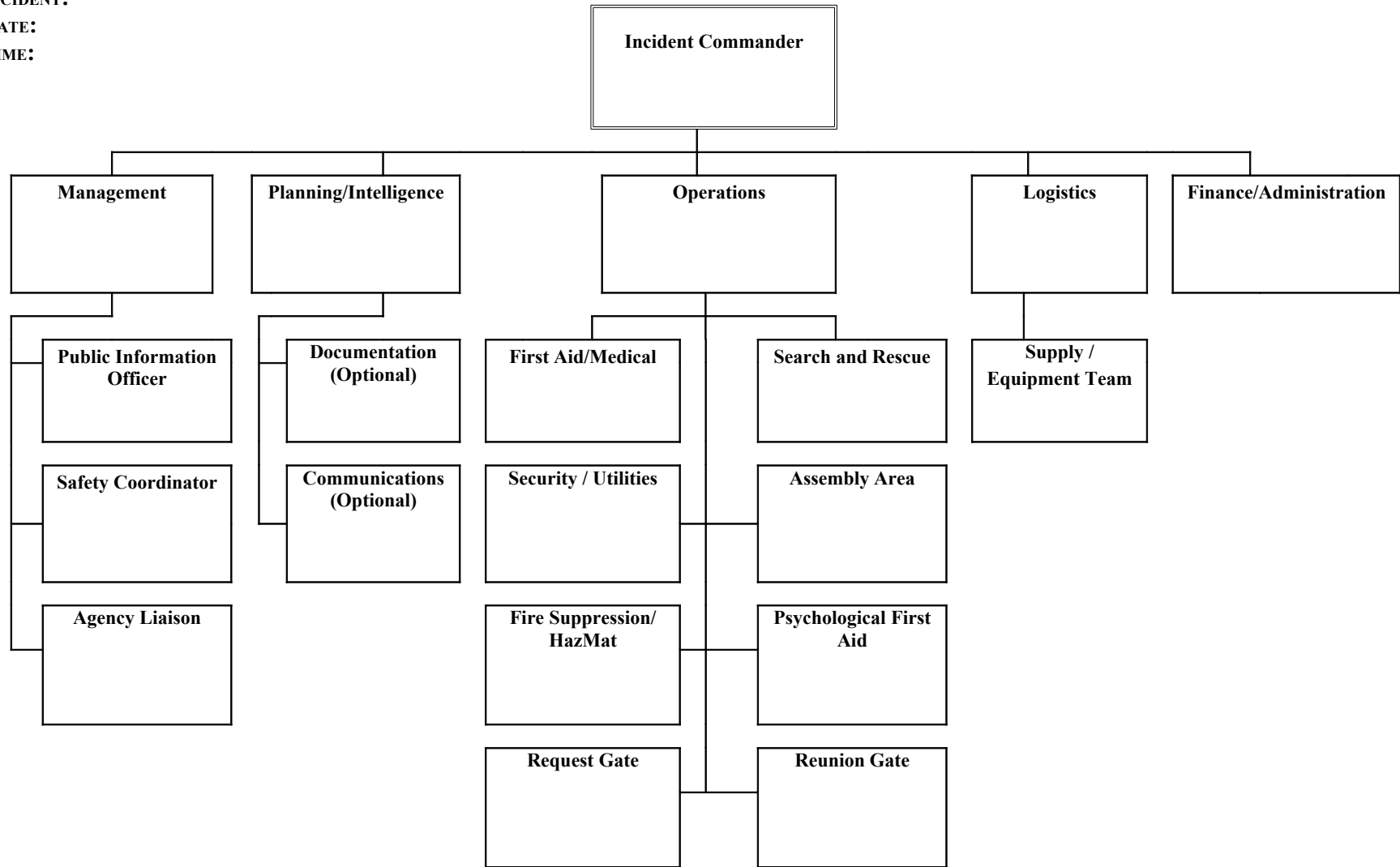


**FORM H**

**EMERGENCY MANAGEMENT ORGANIZATIONAL CHART**

SCHOOL:  
 INCIDENT:  
 DATE:  
 TIME:

**FORM H - EMERGENCY MANAGEMENT ORGANIZATION CHART**



*[Note: This Organization Chart is based on NIMS, and adapted for ETUSD use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. This form may be used on the date of an incident to establish emergency assignments]*

**APPENDIX B**  
**ALERT SYSTEMS**

## **ALERT SYSTEM 2**

### **SCHOOL PERSONNEL**

**APPENDIX C**  
**MAPS**

**SITE PLOT PLAN**



## **VICINITY MAP**



**THOMAS BROS. MAP**

