

SANTA CRUZ COUNTY OFFICE OF EDUCATION
SAFE SCHOOLS CONSORTIA



***Emergency Response/
Crisis Management***

MANUAL

School Emergency Response/Crisis Management Procedures

INTRODUCTION

Public Schools in California are mandated under Education Code 32280 to develop a comprehensive school safety plan that is updated annually to meet emerging needs and legislative requirements. The components of a school safety plan include policies and procedures to ensure a safe and orderly campus, specialized instructional programs that promote equity, tolerance, safety, health and well-being, and a stand alone emergency crisis response plan.

A school's emergency crisis response plan must align with the Standardized Emergency Management System (SEMS) as required by the Petris Bill, California Government Code Section 8607 as well as the National Incident Management System (NIMS), established in the wake of 9/11 as part of the Homeland Security Act.

To assist schools in meeting the new requirements, the US Department of Education, Office of Safe and Drug Free Schools, established the Emergency Response and Crisis Management Grant in 2004, which was awarded to the Santa Cruz County Office of Education in the fall of 2005. Through this grant the County Safe Schools Consortia was created.

The Safe Schools Consortia is comprised of local fire and law enforcement agencies, Office of Emergency Services Health Services Agency, the Red Cross, Emergency Communications Center (911), and representatives from the ten Santa Cruz County school districts and the Santa Cruz County Office of Education (SCCOE).

During the first 18 months of the grant cycle the ERCM Grant Management Team worked with all local schools to assess the vulnerability and needs of school sites and personnel to respond to a variety of natural and man-made threats that could impact our students, families and communities. In addition, the County Office of Emergency Services and the various County Emergency Management Council's sub-committees assisted in the approval and development of uniform county response plans for large-scale events such as earthquakes, severe weather, flooding, flu outbreaks, and a variety of other hazardous conditions that could impact our county schools.

Through these collaborative efforts, the Safe Schools Consortia has established updated procedures in four critical areas of school emergency management: mitigation, preparedness, response, and recovery.

The coordinated countywide school emergency response procedures and protocols have taken over two years of research, identification of best practices, creation of new locally accepted practices/protocols and numerous reviews and revisions by consortia members from all disciplines – fire, police, Red Cross, schools, mental health, and health. The information contained within this manual is the culmination of these efforts.

The manual format was designed to be user-friendly, with easy to follow directions. Supplemental materials for classrooms, teachers and staff responding to a school emergency are included in the enclosed CD. These include wall charts, booklets, checklists, and the annual school site emergency plan template.

Through the use of these materials schools will be even more prepared for any large-scale emergency or disaster under the Unified Emergency Response System. The School Emergency Response Plan template is to be completed by each school site in the county, updated annually and forwarded to the District Office and the Santa Cruz County Office of Education's Safe Schools Department. The SCCOE will then forward each plan to the County Netcom 911 center to ensure the continuity of coordinated emergency response services.

School Emergency Response/Crisis Management Procedures

INTRODUCTION (continued)

Although emergencies cannot be predicted, it is the vision of the County Safe School Consortia that they can be effectively managed. The Consortia will continue to meet to debrief on the implementation of the response protocols contained within this manual, identify emerging issues, and continue to pool resources to meet the safety needs of our school community.

Alan Lankein once wrote “Planning is bringing the future into the present so that you can do something about it now.” It is a simple concept, but one that resonates profoundly in our time.

We at the Santa Cruz County Office of Education take great pride in providing services to our community. Our goal is to endow our students with every opportunity to reach their full potential. It is the firm conviction of the Safe Schools Consortia that we must maintain safe learning environments that meet the challenges of any emergency. Educators, parents, and students alike will then have the peace of mind necessary to succeed in the educational environment.

Thank you for your patience and support in the arduous process of creating uniform emergency response procedures and protocols for all of our county schools. Designated school, responder and community members have provided valuable input and insight into the various sub-committees and coordinated planning efforts. The final product incorporates best practices from local school districts, the county, the state and the national emergency management centers.

Jo Ann Allen, Manager
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Safe School Consortia

Santa Cruz County Emergency Response/Crisis Management Project Research and Development Committee Members

Special thanks to the following individuals for their dedication, patience and undying support in creating uniform emergency response procedures and protocols for all of our county schools.

The following SCCOE staff, school district personnel, first responders and community members have provided valuable input and insight into the research and development of this project. Thousands of hours of hard work and tireless devotion have gone into the production of this document. This is not the end but the beginning of our continued collaborative partnership to ensure the safety of everyone at our collective school sites.

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Special thanks to the following individuals for their dedication, patience and undying support in creating uniform emergency response procedures and protocols for all of our county schools

(continued).

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Boulder Creek Fire Department

California Department of Forestry and
Fire Protection

Capitola Police Department

Central Fire Protection District

Denver Public Schools

Felton Fire Department

Happy Valley School

Live Oak School District

Mountain Elementary School

Pacific Elementary School District

Pajaro Valley Fire Protection District

Pajaro Valley Unified School District

Redwood Empire School's Insurance
Group

San Lorenzo Valley Unified School District

Santa Cruz City Fire Department

Santa Cruz City Police Department

Santa Cruz City Schools District

Santa Cruz County Chapter of the American
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Santa Cruz County Consolidated
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Santa Cruz County Health Services Agency

Santa Cruz County Mental Health

Santa Cruz County Office of
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Santa Cruz County Office of Education

Santa Cruz County Sheriff Department

Scotts Valley Fire District

Scotts Valley Police Department

Scotts Valley Unified School District

Soquel Union Elementary School District

Sonoma County Office of Education

U.S. Department of Education's (USDOE)
Office of Safe and Drug-Free Schools

USDOE Readiness and Emergency
Management for Schools (REMS) Technical
Assistance Center

Watsonville Fire Department

Watsonville Police Department

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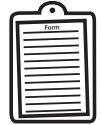
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Santa Cruz County Emergency Response and Crisis Management

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10 School Site Specific Information



**Santa Cruz County Safe Schools Consortia
Emergency Management Plan for Schools**



Emergency Response & Crisis Management

Introduction

This Emergency Response and Crisis Management Manual has been developed to help school administrators prepare for the many aspects of responding to a critical incident involving their schools and/or student/teacher populations.

The Santa Cruz County Safe Schools Consortia (SSC) is committed to providing safe and effective learning environments for every child and every staff person, every day. Unexpected emergencies may occur, however, the likelihood of effectively managing an emergency is increased with an established emergency plan. The purpose of the Emergency Response and Crisis Management (ERCM) Manual is to maximize the safety and welfare of all students, visitors and staff by promoting emergency preparedness county-wide.

The SSC acknowledges the necessity of preparing a crisis management plan in the event that, despite prevention efforts, a crisis should occur. In accordance with California Education Code 32280 and California Government Code Section 8607 the SSC ERCM manual includes:

- ❑ **Written procedures for taking action in the event of a crisis following state law, the federal guidelines outlined in the Homeland Security Act of 2002 and subsequent Homeland Security Presidential Directive's (HSPD 5) establishment of the National Incident Management System (NIMS)**
- ❑ **Written procedures for communication with local law enforcement agencies, community emergency services, parents, students and the media in the event of a crisis in compliance with the Standardized Emergency Management System, SEMS**
- ❑ **A plan for crisis management training of all staff, based on the Incident Command System (SEMS)**

Policy & Authority

This authoritative ERCM manual identifies responsibilities and procedures to guide emergency response in the Santa Cruz County school systems. When an emergency occurs, school district officials, their designees, and staff are authorized and directed to implement all necessary actions.



EMERGENCY RESPONSE

What the Law Requires of Schools

What the Law Requires of Schools

The Field Act (Garrison Act and Riley Act)

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

The Katz Act

Requires schools to establish an earthquake emergency system:

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

Public Employees Are Disaster Service Workers

California Government Code Section 3100

All school employees are considered disaster service workers when:

- A local emergency has been proclaimed**
- A state emergency has been proclaimed**
- A federal disaster declaration has been made**

If a disaster is declared, and employees leave without proper authorization, the following could occur:

- Certificated employees risk losing their teaching credentials**
- Classified employees may be charged with a misdemeanor**

NOTE: No public school employee may leave the school site during a declared emergency until formally released.



EMERGENCY RESPONSE

What the Law Requires of Schools

Post-Disaster Shelters

Schools are required by both federal statute and state regulation to be available for shelters following a disaster:

- The American Red Cross has access to schools to set up shelters**
- Local governments have access to schools to set up shelters**
- Plan and make arrangements in advance to assure that you are prepared**

Consult *Schools as Shelters: Planning and Management Guidelines for Districts & Sites* (ordering information is available from the Office of Emergency Services)

The Petris Bill

California Government Code Section 8607

Requires schools to respond to disasters using the Standardized Emergency Management System (SEMS).

- ICS – (Incident Command System) organizing response efforts into five basic functions: Management, Operations, Logistics, Planning/Intelligence and Finance/Administration**
- EOC – (Emergency Operations Center) setting up a central area of control using the five basic functions**
- Coordinate all efforts with the operational area (county) EOC, city EOC and County Office of Education EOC**
- Incorporation of SEMS into all school plans, training and drills**
- Documentation of the use of SEMS during an actual emergency**

Homeland Security Presidential Directive HSPD-5

February 28, 2003

On February 28, 2003, President George W. Bush issued Homeland Security Presidential Directive 5 (HSPD-5). HSPD-5 directed the Secretary of Homeland Security to develop and administer a National Incident Management System (NIMS).

HSPD-5 requires Federal departments and agencies to make the adoption of NIMS by state and local organizations a condition for Federal preparedness assistance (grants, contracts and other activities) by Fiscal Year 2005.

Initial compliance deadlines:

Phase I:..... Initial Staff Training by October 2004

Phase II: Identification of Relevant Plans, Procedures and Policies by November 2004

Phase III: Modification of Existing Plans, Procedures and Policies by July 2005

Phase IV: Supporting NIMS Integration Center Standards by September 2005

(Phase IV deadline has been extended to 2006)



Emergency Telephone Numbers

In an EMERGENCY, DIAL 911 for

Fire Department

Police Department

Ambulance Service

Sheriff's Office

Highway Patrol

Coast Guard

LAW ENFORCEMENT 911

Capitola Police Department 471-1141

Santa Cruz Police Department 471-1131

Scotts Valley Police Department 440-5670

Watsonville Police Department 471-1151

County Sheriff's Department 471-1121

Sheriff's Dispatch 911

Non-emergency officer requested 471-1121 or 471-1150

Business Administration, 8–5 Mon-Fri 454-2414

Highway Patrol 911

Alternate emergency # for San Lorenzo, Scotts Valley, Santa Cruz 425-7878

Alternate emergency # —all others 662-0511

Road Conditions 427-7623



EMERGENCY RESPONSE

Emergency Telephone Numbers

FIRE DEPARTMENTS 911

Aptos–La Selva Fire Department	911
Administration	685-6690
Ben Lomond Fire Department	911
Administration	336-5495
Bonny Doon Fire Department	911
Administration	426-1561
Boulder Creek Fire Department	911
Administration	338-7222
California Department of Forestry & Fire	911 or 429-1580
Administration	335-5353
Central (Capitola, Soquel/Live Oak) Fire Department	911
Administration	479-6842
Davenport Fire Department	911
Administration	457-2466
Felton Fire Department	911
Administration	335-4422
Santa Cruz Fire Department	911
Administration	420-5280
Scotts Valley Fire Department	911
Administration	438-0211
Watsonville Fire Department	911
Administration	768-3200



EMERGENCY RESPONSE

Emergency Telephone Numbers

EMERGENCY SERVICES

All Hazards Public Health Authority	454-4066
<i>(Bio-terrorism)</i>	
American Red Cross	462-2881
Animal Regulation	454-7303
Centers for Disease Control and Prevention	311-3435
Child Abuse Hotline	454-2273
Child Protective Services	454-4222/763-8850
Disaster Preparedness (County)	454-2282
County Department of Emergency Services	471-1000
Emergency Broadcast System	458-7150
<i>(EBS access only when Emergency Operations Center is operational— Number is for Public Information Officer)</i>	
Emergency Services Department	911 or 429-1580
Human Resources Agency	454-4130
Local Highway Maintenance	662-0511
Office of Emergency Services	458-7150
Pacific Gas & Electric Company	1-800-PGE-5000
.....	426-8300 or 688-1918
Poison Control Center	1-800-662-9886
Public Health Nursing <i>(Mass Immunizations)</i>	454-4114
Santa Cruz County Office of Education	476-7140
Reporting Emergencies	479-5310 or 479-5220
Shortwave	463.775 MZ
School Insurance Group	_____
<i>(Write in number for your school district's insurance group)</i>	
SBC Phone Company	Emergency Repair 611
Information	411
Toxic Chemical and Oil Spills	1-800-698-6942



EMERGENCY RESPONSE

Emergency Telephone Numbers

HAM RADIO OPERATORS

ARES (pronounced *Airs*) and **RACES** (pronounced *Racees*) Primary organization in Santa Cruz County but serving Santa Cruz proper. Call first name on list first, and then proceed down list until you reach someone.

Organization Call Sign	Name	Call Sign	Phone #
DEC for Santa Cruz County and RACES/ACS Officer	Cap Pennell	KE6AFE	(831) 429-1290
EC, Santa Cruz	Phil Peterson	KE6UWH	(831) 423-8756
EC, South Santa Cruz County	Bob Wiser	K6RMW	(831) 840-8228
EC, Summit – Loma Prieta	George Smith	AE6KE	(408) 353-1384
EC, San Lorenzo Valley	Ray Rischpater	KF6GPE	(831) 338-8407
ARRL Official Relay Station (ORS)	Bob Wolbert	K6XX	(831) 426-5699
ARRL Official Relay Station (ORS)	Donald Kerns	AE6RF	(831) 338-1214

VEECOM (Valley Citizen's Band Group)

Frank Wyatt 461-1525 N6FW

MEDIA

KPIG*	722-9000
FAX.....	722-7548
*KPIG is the Office of Emergency Services designated emergency contact station	
KSCO	475-1080
FAX.....	475-2967
KUSP	476-2800
FAX.....	476-2802
KION Radio	754-1512
FAX.....	796-4020
KGO	(415) 954-7777
FAX.....	(415) 954-8686



EMERGENCY RESPONSE

Emergency Telephone Numbers

HOSPITALS

Dominican Hospital (Santa Cruz)	462-7700
Community Hospital (Watsonville)	724-4741
Sutter Maternity & Surgery Center (Santa Cruz)	477-2200
Santa Cruz Surgery Center (Santa Cruz)	462-5512

MEDICAL FACILITIES

Boulder Creek Medical, 13350 Big Basin Way	338-6491
Clinica Del Valle Del Pajaro, 850 Freedom Blvd	761-1588

Doctors on Duty

Aptos, 6800 Soquel Drive	662-3611
Santa Cruz, 615 Ocean Street	425-7991
Watsonville, 1505 Main Street	722-1444

Planned Parenthood

Santa Cruz, 1119 Pacific Avenue	426-5550
Watsonville, 40 Penny Lane	724-7525

Salud Para La Gente	728-0222
----------------------------------	-----------------

Santa Cruz County Health Services Agency

Santa Cruz	454-4100
Watsonville	763-8400

Santa Cruz Medical Clinic

Aptos, 7600 Old Dominion Court	458-6200
Santa Cruz, 115 Locust	458-5670
Santa Cruz, 2025 Soquel	423-4111
Scotts Valley, 4615 Scotts Valley Drive	458-6330
Watsonville, 550 Green Valley Road	458-5865
Westside, 1203 Mission Street	458-6300



EMERGENCY RESPONSE

Emergency Telephone Numbers

MENTAL HEALTH CONTACTS

Stan Einhorn, Emergency Response Team Coordinator **454-4944**
 **763-8951**

or, if unable to reach her, call:

Katy Logan, Sr. Departmental Administrative Analyst **454-4424**
Watsonville, 1505 Main Street **722-1444**

WATER COMPANIES

Big Basin Water District **338-2933**
After hours **338-2645**

Central Water District **688-2767**

San Lorenzo Valley **338-2153**

Santa Cruz Water District **429-3666**
After hours **429-3680**

Scotts Valley Water District **438-2363**

Soquel Creek Water Company **475-8500**

Watsonville Water Department **728-6025**
After hours (Police Department) **728-6110**



Emergency Telephone Numbers

CALIFORNIA DEPARTMENT OF EDUCATION

Chief Deputy Superintendent

Gavin Payne **916-319-0800**
FAX..... **916-310-0104**

Assessment and Accountability Branch

Deborah Sigman **916-319-0812**
FAX..... **916-319-0109**

Curriculum and Instruction Branch

Anthony Monreal..... **916-319-0806**
FAX..... **916-319-0103**

Finance, Technology and Administration Branch

Susan Lange **916-319-0815**
FAX..... **916-319-0106**

Government Affairs Branch

Andrea Ball **916-319-0821**
FAX..... **916-319-0116**



About Emergency Management Systems

Through the years, those agencies responsible for disaster response have come up with several different models for coordinating that response. Although these models differ, they share a common background: The Incident Command System (ICS). As a member of your school's emergency response team, you will need to be familiar with ICS and the emergency management systems used in California.

Incident Command System (ICS)

Developed in the 1970's by Southern California Fire Protection Agencies, this system was designed to coordinate multi-jurisdictional response. The beauty of ICS is that it is based upon common terminology and on the division of response activities into five functional units that essentially eliminates the possibility of the duplication of efforts. ICS became the model for the state's system.

Standardized Emergency System (SEMS)

Developed in response to the lack of agency and multi-jurisdictional coordination during the Oakland Fires of 1991, SEMS became the state-wide standard for coordinated emergency response. All agencies involved in emergency response are legally required to use SEMS. In fact, the state reimbursement of local costs incurred for emergency response/recovery is tied to the use of SEMS.

National Incident Management System (NIMS)

The national government liked what we were doing in California, so they modified it a little and came up with their own system of emergency response. It is a FEMA approved emergency response system and is the national model. National compliance was expected by 2006. Like SEMS, compliance is tied to reimbursement for local costs of emergency response and recovery.

So, What's a School to Do?

California's schools were issued their marching orders in 1994, when the State passed the **Petris Bill**. This bill **requires** schools (who are considered to be special districts) to use the SEMS model in planning for, and responding to, school emergencies and disasters. Homeland Security Presidential Directive (HSPD5) now **requires** that schools use NIMS.



Using SEMS (and NIMS) in Your School—An Overview

Within SEMS (and NIMS), an emergency response organization consists of five Sections:

Management/Command: Responsible for policy-making with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members, the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer. In short—they are **the leaders**.

Planning/Intelligence: Responsible for creating the Action Plans and checklists that will be used by all of the sections during crisis response and recovery. The section is comprised of two teams, the Planning/Intelligence Team and the Documentation Team. During an emergency, these teams gather, analyze, disseminate, and record information critical to the functioning of the Management/Command section and create the ongoing Action Plans. Planning/Intelligence are often referred to as **“the thinkers.”**

Operations: Responsible for response preparedness of the Communications, Search and Rescue, First Aid, Student Release/Staff Accounting, Assembly/Shelter, and Maintenance/Fire Teams. During a disaster, this section directs response activities of all of these teams and coordinates that response with Management/Command. These folks represent **the doers**.

Logistics: Prior to a disaster, this section is in charge of creating a transportation plan, and insuring that there are adequate supplies of food, water, and equipment for crisis response. During an emergency, the section’s two teams, the Supplies/Staffing Team and the Transportation Team provide services, personnel, equipment, materials, and facilities, as needed. They are **the getters**.

Finance/Administration: In charge of creating policy and procedure for documenting costs associated with emergency response. This section has one team, called the Record Keeping Team and the Documentation Team. During a disaster they activate contracts with vendors, keep pay records, track receipts, and account for expenditures. Their efforts make it possible for schools to reclaim costs associated with response and recovery activities from the state. They are called **“the payers.”**

The Emergency Operations Center

During an emergency, the Management/Command Section gathers together in an area/room to set-up a “command center” also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decision affecting response activities based upon information coming in from the Section Chiefs of the other sections. The organizational chart on page 1.14 outlines the hierarchy in an EOC.

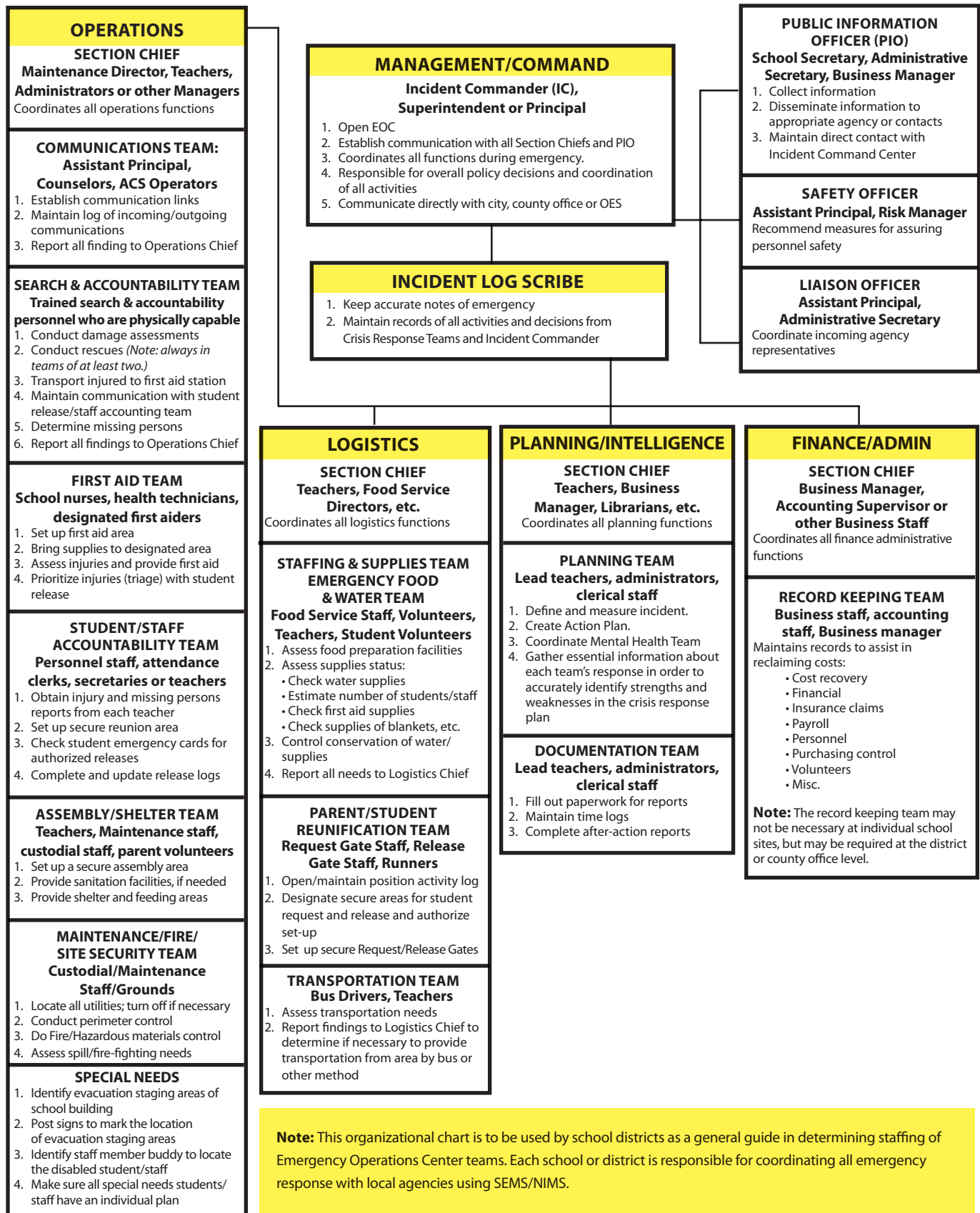


A Word about Unified Command

The control of and response to campus emergencies is the sole responsibility of the school site team ***until*** first responders arrive. Once they are on campus, incident command transitions to “Unified Command.” This transition is immediately facilitated by an on-site briefing for the first responders by the Management Team and Section Chiefs. Following the initial briefing, the school’s Incident commander will begin to work closely with representatives of each response agency to plan and carry out response activities.

In the EOC, this means that first responder representatives will essentially be running response activities in consultation with the school’s Management Team and Section Chiefs. In the field, Team Leaders and Team Members will work alongside first response teams, ***unless*** the Incident Commander has deemed it is too dangerous or unsafe for school site teams to continue to participate. ***Remember***, first responders are professionals. Work with them and take your cues from them.

School Emergency Operations Center (EOC) Functions Organization Chart



Note: This organizational chart is to be used by school districts as a general guide in determining staffing of Emergency Operations Center teams. Each school or district is responsible for coordinating all emergency response with local agencies using SEMS/NIMS.



Prevention & Mitigation

Although schools have no control over some of the hazards that impact them, they can take action to mitigate the impact of emergencies or crises. Schools can also take action to reduce the likelihood of school-related violence such as bullying, fights, and harassment.

Prevention

Prevention refers to actions taken to avoid potential hazards, dangerous events, or injury. These actions include strategies to promote positive character development and establish positive school climates that are free of threat, harassment and any type of bullying behavior. Research shows that evidence-based social skill intervention programs increase a student's:

- Commitment to school and time devoted to school work**
- Mastery of subject material and motivation to learn**
- Attendance, graduation rates and prospects for productive employment while reducing suspension, expulsion and grade retention**



See **Law Enforcement/FME Resources** maps in **RESOURCES**



See **Safety & Security Assessment** in **FORMS**

A list of resources for research-based practices to promote positive school climates and prevent bullying behavior can be found in Resource section.

Mitigation

Mitigation refers to actions taken to reduce or eliminate the potential impact of a hazard on people and property. Mitigation requires taking inventory of potential dangers and identifying what to do to prevent injury. For example, lighting in an area may be inadequate, playground equipment may have sharp edges, crosswalks may be poorly marked, access control procedures may be lacking, or stored materials may be blocking evacuation exits.

NOTE: Site Administrators are encouraged to contact the local fire and law enforcement agencies to identify and mitigate potential safety concerns.

¹Malecki, C.K. & Elliot, S.N. (2002). Children's social behaviors as a predictor of academic achievement: A longitudinal analysis. *School Psychology Quarterly*, 17(1), 1-23.

²Hawkins, J.D. (1997). Academic performance and school success: Sources and consequences. In R.P. Weissberg, T.P. Gullotta, R.L. Hampton, B.A. Ryan, & G.R. Adams (Eds.), *Enhancing children's wellness* (pp.278-305). Thousand Oaks, Ca: Sage.



Response Teams

District Level Emergency Response Team

The Incident Command System (ICS), is a nationally recognized organizational structure developed by the Federal Emergency and Security Offices in responding to emergencies within the district and with the County Office of Education (COE) for larger scale emergencies. **To the left is a partial list of district departments that could provide ongoing expertise in emergency preparedness and would respond directly with district resources in the event of an emergency.**

A list of your district’s critical department phone numbers can be found in Site Specific section.

Site-Based Emergency Response Team

At the school or site level, the Emergency Response Team, or “E-Team” includes the **Site Administrator/Principal (Site Incident Commander) and several site-based coordinators** as detailed by the section on the Incident Command System.

These coordinators perform essential tasks to save life, provide for student safety, secure the facility, communicate with parents, and address the emotional impact of a crisis on students. They perform essential emergency functions, and are not necessarily limited to specific individuals, who might be absent from the school during an emergency. Any skilled school staff member may be asked to fill one of these roles and perform essential tasks during an emergency.

The Site Administrator or Principal (Site Incident Commander) will activate these coordinators if their support is needed to effectively respond to an emergency.

***Superintendent,
Assistant
Superintendents
Safety and Security
Risk Management
Communications
Office
Facility Services
Technology
Business
Psychological service
(District Crisis
Recovery Team)***



PREVENTION/MITIGATION

The Incident Command System

The Incident Command System (ICS)

The Incident Command System (ICS), is a nationally recognized organizational structure developed by the Federal Emergency Management Agency (FEMA) in compliance with the National Incident Management System (NIMS; Department of Homeland Security) that provides for role assignment and decision-making while planning for and reacting to critical incidents of all types. Implementing ICS will allow for all school personnel to know their area of responsibility during a crisis and to plan and practice the management of their specific role.

Tasks needed to successfully handle critical incidents are assigned to school personnel, who are responsible for carrying them out in the event of a crisis. This type of delegation limits the number of functions under any one manager, allowing each person to focus on just one or two aspects of the incident. These managers then provide information to the Incident Commander (often the Principal) and help that person make informed decisions. Using this type of organizational system during a critical incident helps create clear communication channels that will limit the chaos and uncertainty associated with emergency incidents.

Permanently assigning specific areas of responsibility to school personnel provides each member with the opportunity to specialize in the management of his or her area. Plans can be made, policy established, and training conducted well in advance of any emergency incident. This type of forward thinking will be needed during a critical incident and is a key component to a school being properly prepared.

The ICS can also address the uncertainty of exactly who will be in the building during an emergency. When assigning the management critical roles in the ICS, name two or three substitutes to assure coverage at all times. This may require some individuals to be responsible for more than one task, but only if the primary manager were out of the building. While the ICS identifies roles for the members of the crisis team, all school faculty/staff members should have an organized reporting system that lists their specific functions during an emergency. Teachers with students in class will have specific functions, as will teachers not assigned a class when an emergency occurs.

Most emergency responders use some form of ICS to manage emergency events. Because of this, a school with assigned roles for administrators, teachers and support staff will be able to work more efficiently with the responding fire or police agency. These agencies will be able to immediately identify the ICS school employee who will quickly answer questions about the incident and school operations.

The District IC will be in command as soon as he or she arrives at the school site. This will allow the Site Incident Commander/Site Administrator to focus on the well being of students, visitors and staff. In addition, the District IC is experienced in interfacing with county incident commanders and providing for the safety and security of the school.



PREVENTION/MITIGATION

The Incident Command System

Management/ Command

The Management/Command is responsible for policy-making with respect to disaster planning and preparedness and for the overall coordination of emergency response and recovery activities. This section has four team members: the Incident Commander, the Public Information Officer (PIO), the Safety Officer, and the Liaison Officer. In short, they are **the leaders**.

Site Incident Commander

The Site Incident Commander is the administrator or principal of the school. The Site Incident Commander is typically the first responder when an emergency occurs at a school site. The Site IC must initiate a quick and effective response using the emergency procedures outlined in this ERCM manual. The Site IC must act to contain the situation and provide for the safety of all students, visitors, and staff. The Site IC has full authority to make personnel assignments and the decision to lock-down or evacuate a building to preserve life and property.

Site IC Responsibilities:

- Determine the level of emergency response needed
- Activate the emergency response system by
 - Calling 911
 - Calling the district office
- Decide whether to stay in the school building or evacuate
 - Make an appropriate announcement to students and staff
 - Get the Crisis Response Box, First Aid Kit and/or other supplies
 - Account for all students, staff, and visitors
- Meet with city or county emergency responders upon arrival
- Meet with the District Incident Commander upon arrival
- Establish an in-school Command Post per the school Emergency Management Plan, if needed
- Activate a plan for releasing students to parents
- Implement a crisis recovery plan
- Document all activities



See **CHECK LISTS** section for detailed job descriptions of all Incident Command Functions



PREVENTION/MITIGATION

The Incident Command System



See **FORMS** section for Incident Commander forms:

- *Operation Center Staffing List*
- *Incident Action Plan*
- *Section Team Tasks Form*
- *Situation Reports*
- *Incident Briefing Logs*
- *Activity Log*
- *Message Forms*
- *Action Plan*
- *Staff Duty Log*



See **FORMS** section for Liaison Officer forms:

- *Incident Action Plan*
- *Section Team Tasks Form*
- *Situation Reports*
- *Incident Briefing Logs*
- *Activity Log*
- *Message Forms*

District Incident Commander

The District IC will be in command as soon as he or she arrives at the school site. This will allow the Site Incident Commander/Site administrator to focus on the well-being of students, visitors and staff. In addition, the District IC is experienced in interfacing with county incident commanders and providing for the safety and security of the school. The District IC has full authority to make personnel assignments allocate additional resources and the decision to evacuate and relocate to preserve life and property. The District IC works in close collaboration with Superintendents and other administrators.

District IC Responsibilities

- Collaborate with the Site Incident Commander (Site Administrator, Principal or designee), Superintendent and the Public Information Officer**
- Meet with County Incident Commanders (Police, Fire, HAZMAT, etc.)**
- Coordinate all activities at the emergency site in partnership with city/county Incident Commanders**
- Provide for the safety and security of all students, staff and visitors**
- Activate District emergency support resources and District Crisis Recovery Team**
- Document all activities**

Liaison

When the local police and fire departments respond to a school incident, they will immediately require contact with a school official. This official must be able to provide information not only about the emergency, but also about the plans the school has implemented to ensure the safety of the students.

Contact between the school operations and the police/fire operations must be maintained throughout the incident. The role of Liaison establishes a “link” between Incident Commanders if a unified command is not established. During some incidents, the Site Incident Commander can accomplish this liaison assignment; however, a large incident should have someone whose sole duty is to act as a liaison.

Liaison Responsibilities:

- Interface between the Site Incident Command center and First Responder Incident Commander**
- Continually interface between Incident Commanders to help coordinate their responses**



PREVENTION/MITIGATION

The Incident Command System

First Responder Incident Commander

In an emergency, the responding agency's Incident Commander is the chief authority and will be in command as soon as he/she arrives at an emergency site.

In the event of a crime, the police/or sheriff's department will be the lead command. In the event of a fire, the fire department will be the lead command. In the event of a health emergency, such as a pandemic, the health department will be the lead command. County emergency response agencies will look for the District or Site Incident Commander to quickly brief them on the emergency when they arrive at the emergency site.

First Responder Responsibilities:

- Coordinate emergency responses as the situation dictates
- Interface with the District and Site Incident Commander
- Interface with Public Information Officer

Safety Officer

The Safety Officer, unofficially known as the 'observer', is tasked with identifying the physical and emotional needs of the responders. Their job is to monitor the responders to prevent unsafe actions by making sure their needs are met.

Depending on the size of the school site and the incident, sites may need to assign all responders the role of Safety Officer or the district may provide this safety function.

Safety Officer Responsibilities:

- Address the physical and emotional needs of responders
- Work closely with the mental health officials
- Monitor responders to prevent unsafe actions by providing breaks or addressing other needs
- Provide ongoing updates to the Operations Chief



See **FORMS** section for Safety Officer Forms:

- *Incident Action Plan*
- *Section Team Tasks Form*
- *Situation Reports*
- *Incident Briefing Logs*
- *Activity Log*
- *Message Forms*



PREVENTION/MITIGATION

The Incident Command System

Public Information Officer (PIO)

It is essential that information be managed responsibly in a crisis. The inappropriate release of inaccurate or confidential information may seriously compromise an effective emergency response. Site Administrators/Principals should coordinate messages and the release of information to provide parents/guardians and community members with reliable and useful information about an unfolding crisis.

The Public Information Officer is responsible for the formulation and distribution of information about the incident to the news media. Depending on the scope of a crisis, the PIO may not be the actual spokesperson and the responsibilities of the PIO may be assumed by the Site Incident Commander, be filled by a designated staff member or, in the event of a major incident, District or Santa Cruz County Office of Education representatives will respond to the school to coordinate the release of information. School personnel should establish a media staging area to assist in providing information for public release. The PIO will work under the Site Incident Commander in conjunction with the District Incident Commander to handle the media.

Public Information Officer Responsibilities:

- Field all media inquiries and requests for interviews
- Coordinate with Incident Commanders, Superintendents and responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespersons as appropriate
- Provide guidance and training for additional spokespersons and provide general guidelines to district staff for working with the media if appropriate
- Establish a single area or onsite "camp" for media and regulate access to district property
- Manage media coverage and arrange coverage of memorial services and special events, if appropriate
- Provide ongoing updates to the Operations Chief



See **FORMS** section for Public Information Officer Forms

- *Disaster Public Information Release Worksheet*
- *Section Team Tasks Form*
- *Sample Press Release*
- *School Profile or School Accountability Report Cards*
- *Activity Log*
- *Message Forms*



PREVENTION/MITIGATION

The Incident Command System

Communicating with the Media

The Site Administrator's utmost concern during an emergency is the safety and well-being of students and staff. At the same time, parents, guardians, members of the community and media will want to know the details of the emergency. Immediate, accurate and easily accessible communications plays a crucial role during and after an emergency.

The role of the Public Information Officer, which may be filled by site officials or by the district, is to be the single information source, freeing up the Site Administrator/Incident Commander to handle the situation and focus on the safety and well-being of students and staff.

The PIO will provide accurate updates and clarification on the status of the situation to address rumors and misinformation. For example, if there is a need to evacuate students to a safe location, parents/guardians will be directed to this location to pick up their children. The PIO will work closely with the district and Incident commanders to release information to the media according to established procedures.

The Emergency Operations Center & School ICS Teams

During an emergency, the Management/Command Section gathers together in an area/room to set up a "command center" also known as the Emergency Operations Center (EOC). In the EOC, the Management Section makes decisions affecting response activities based upon information coming in from the Section Chiefs of the other sections. The organizational chart on page 1.14 outlines the hierarchy in an EOC.

The Incident Command System is divided up into five teams* that respond to various aspects of the incident. Some of these teams may be fully deployed at the school site while others may include roles handled by district or off-site personnel. Each member of each team reports to a team chief who then conveys pertinent information to the Site Incident Commander.



** The five teams consist of Management/Command, Operations, Logistics, Planning/Intelligence, and Administration/Finance*

See **FORMS** section for
A PIO Sample Press Release
document



PREVENTION/MITIGATION

Operations Team: “doers”

Operations Team: “doers”

The Operations Team provides hands-on response to a crisis. It assists with implementing the strategies and tactics necessary to resolve the incident under the Incident Commander. Headed by an Operations Chief to whom all members report, the Operations Team is charged with coordinating accountability, student release, assembly, shelter, first-aid, search and locate, and security.

Search & Accountability

The role of this team is to check attendance of students and staff for the day of the incident and to determine who is missing or unaccounted for.



See **FORMS** section for Search and Accountability Team forms:

- *Damage Assessment*
- *Section Team Tasks Form*
- *Situation Status*
- *Activity Log*
- *Message Forms*
- *Injured and Missing Persons Report*

Search & Accountability Team Responsibilities

- Checks attendance for that day for both students and adults (everyone on campus)
- Responsible to “sweep” bathrooms, hallways, and other areas for students, staff, visitors
- Ensure students at the Evacuation Staging Areas for disabled students are evacuated
- Determines who is missing or unaccounted for, sends list to Operations Chief
- Report extent of injuries in each class, sends list to Operations Chief
- May need to search campus for unaccounted for people
- Use a red and green card system to determine an emergency need
- Green Card – all clear, everyone accounted for
- Red Card – Emergency assistance needed
- Community responders will do actual major rescue efforts when they arrive
- Provide ongoing welfare checks
- Provide ongoing updates to the Operations Chief

NOTE: Search and Accountability Teams work to the best of their abilities in teams of two.



PREVENTION/MITIGATION

Operations Team: “doers”

Assembly/Shelter Team

This team is responsible for setting up an evacuation site, and coordinating the supervision of students until they are released. In an emergency, teachers will account for and supervise all students. The Assembly/Shelter team will collect attendance sheets from all teachers and monitor student and teacher needs.



See **FORMS** section for Assembly/Shelter Team forms:

- *Activity Log*
- *Message Forms*
- *Action Plan*
- *Section Team Tasks Form*
- *Student Release Log*
- *Situation Status Report Form*
- *Injury and Missing Persons Report*
- *Notice of First Aid Care*

Assembly/Shelter Team Responsibilities

- Sets up evacuation site - Rest rooms always an issue
- Coordinate evacuation of students
- Coordinates the supervision of students until release
- Gets information from Accountability Team
- Assess and report emergent needs of students/staff
- Ensure students are occupied with activities
- Sets up a parent center - Should have an administrator present
- Documents person picking up child—
Have interpreters available
- Coordinate with the Parent/Student Reunification Coordinator
- Provide ongoing updates to the Operations Chief
- Document all activities
- High stress jobs—may need relief*

Special Needs Coordinator

The Special Needs Coordinator addresses the different requirements of populations with vision, hearing, mobility, emotional and developmental needs. The Coordinator also confirms that specific evacuation plans have been implemented for each individual.

Special Needs Coordinator Responsibilities

- Identify evacuation staging areas on each floor or wing of the school building
- Post signs to mark the location of evacuation staging areas
- Identify staff member buddy to locate the disabled student or staff member in the event of an emergency
- Ensure all individuals needing assistance have an individual plan developed
- Provide ongoing updates to the Operations Chief



See **RESOURCES** section for sample special needs planning templates.



PREVENTION/MITIGATION

Operations Team: “doers”

First-Aid Coordinator

The First Aid Team Leader is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted.

First-Aid Coordinator Responsibilities

- Get the medical supplies in the school Emergency First Aid Kit/Backpack
- Establish a first-aid station in a safe area as indicated
- Coordinate medical triage as indicated (see page 2.34)
- Provide basic life support and care for the injured to the extent of abilities
- Coordinate with paramedics when they arrive
- Move students away from people who are injured
- Maintain records of the injured or deceased
- Identify staff to accompany injured to hospital
- Provide ongoing updates to the Operations Chief
- Document all activities
- Attach an ID tag on every victim in preparation for transporting to a hospital. Include medical cards, if available



See **FORMS** section for First Aid Team Forms:

- *Section Team Tasks Form*
- *Situation Status Report Form*
- *Activity Log*
- *Medical Treatment Victim Log*
- *Message Forms*
- *Notice of First Aid Care*



PREVENTION/MITIGATION

Operations Team: “doers”

Parent/Student Reunification Coordinator

The Reunification Coordinator’s primary role is to coordinate the reunion of students and parents or legal guardians. All students must be accounted for and reunited with their legal caretakers in an orderly manner. Each parent or legal guardian must sign out their child on an official record which is managed by Student-Parent Reunion Coordinator and later given to the District or Site Incident Commander.

Reunification Coordinator Responsibilities

- Coordinate reunion of students and parents**
- Set up a reunion location in an appropriate space**
- Coordinate with Shelter/Assembly Coordinator**
- Ensure parents or legal guardians sign out each student**
- Make sure all students are accounted for**
- Maintain sign-out sheets and other records**
- Provide ongoing updates to the Operations Chief**
- Document activities**



See **FORMS** section for Student/Parent Reunification

Team forms:

- *Student Request Form*
- *Message Forms*
- *Student Emergency Contact Card*
- *Activity Log*
- *Student Release Log*
- *Situation Status*



PREVENTION/MITIGATION

Operations Team: “doers”

Maintenance/Fire/Site Security Team

The primary role of the Maintenance/Fire/Site Security Team is to coordinate the security of the building and provide material support to the Site Incident Commander. The Site Security Team will be called upon to turn off the ventilation system, lock school doors, and move equipment and supplies to where they are needed most. The Team Chief will report to and work in close collaboration with the District and Site Incident Commander.

The Maintenance/Fire/Site Security Team Coordinator is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility. The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency.



See **FORMS** section for Maintenance/Fire/Site Security Team Forms:

- *Damage Assessment Form*
- *Section Team Tasks Form*
- *Activity Log*
- *Situation Status Report*
- *Message Form*

Maintenance/Fire/Site Security Team Responsibilities

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Check radios and flashlights
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response
- Work in pairs
- Provide ongoing updates to the Operations Chief

Maintenance/Fire/Site Security Team Operational Duties

As you do the following, observe the site and report any damage by radio to the Command Center:

- Verify the shut-off of utilities, as necessary
- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Determine integrity of on-campus water system and report this information to the Operations Section Chief
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post
- Direct the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/monitors campus security/perimeter control
- Secures school campus and buildings from unauthorized access

NOTE: Take no action that might endanger you. Do not work beyond your expertise.



PREVENTION/MITIGATION

Logistics Team: “getters”

Logistics Team: “getters”

The Logistics team is responsible for obtaining any needed resources for the incident, including personnel. Managed by the Logistics Chief, they are the “getters” who are responsible for coordinating transportation, food, water and supplies.

Staffing and Supplies Coordinator

The primary role of the Staffing and Supplies Coordinator (SSC) is to coordinate needed personnel and provide material support to the Site Incident Commander. The SSC will be called upon to direct personnel and distribute equipment and supplies to where they are needed most. The SSC will report to and work in close collaboration with the District and Site Incident Commander.

Staffing and Supplies Coordinator Responsibilities:

- Assist in moving students, staff, and visitors to safe locations
- Move equipment and materials to areas where they are needed
- Ensures communications systems are working – primary and back-up
- Provide ongoing updates to the Logistics Chief
- Document all activities



See **FORMS** section
for Staffing & Supplies
Coordinator Forms:

- **Emergency Supply Inventory**
- **Section Team Tasks Form**
- **Situation Status Report**
- **Message Forms**
- **Activity Log**



PREVENTION/MITIGATION

Logistics Team: “getters”

Emergency Food and Water Team Coordinator

The role of the Emergency Food and Water Team is to determine and provide for the feeding requirements at all incident participants. The team will meet these requirements by procurement or production as appropriate to the situation and unit capabilities. Overall responsibilities may include menu planning, determining cooking facilities required for preparation, serving, providing potable water, and general maintenance of the food service areas.

Emergency Food and Water Team Coordinator Responsibilities

- Obtain a briefing from the Logistics Chief
- Determine a feeding method which is appropriate to the situation and coordinate with Logistics and Finance teams
- Obtain necessary equipment and supplies to operate the food service facilities
- Set up food equipment
- Ensure that appropriate health and safety measures are taken
- Ensure that sufficient potable water is available to meet the incident needs
- Provide ongoing updates to the Logistics Chief
- Document all activities



See **FORMS** section for Emergency Food and Water Team forms:

- *Situation Status Report*
- *Section Team Tasks Form*
- *Message Forms*
- *Activity Log*



PREVENTION/MITIGATION

Logistics Team: “getters”

Transportation/Traffic Safety Coordinator

The Transportation Team Coordinator is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Transportation/Traffic Safety Coordinator Responsibilities:



See **FORMS** section for Transportation Team Forms:

- *Situation Status Report*
- *Section Team Tasks Form*
- *Message Forms*
- *Activity Log*

- Open Go-Kit and put on personal safety equipment and I.D.**
- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader**
- Hard hat, vest and safety equipment**
- Open and maintain position activity log**
- Implement various components of the transportation plan**
- Assess the need and direct the use of vehicles on campus**
- Stay in contact with Section Chiefs about the needs of other sections**
- Release staff and volunteers per direction of IC**
- Arrange for the return of vehicles to vendors**
- Insure close-out of all logs and turn them over to Administration/Finance-Documation Team**
- Make sure all equipment and re-usable supplies are safely and securely stored**
- Provide ongoing updates to the Logistics Chief-**



See **FORMS** section for Communication Team Forms:

- *Situation Status Report*
- *Section Team Tasks Form*
- *Message Forms*
- *Activity Log*

Communications Team Coordinator

The Communications Team Coordinator is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office. If the District Office cannot be contacted, communications may be made with outside agencies when necessary.

Communications Team Coordinator Responsibilities:

- Set-up, distribute radios, and test communications equipment**
- Coordinate all communications between IC Center and District Office**
- Monitor radio station(s) for local emergency news on KSCO 1080 kHz**
- Provide ongoing updates to the Logistics Chief**



PREVENTION/MITIGATION

Planning/Intelligence: “thinkers”



See **FORMS** section for Planning Team forms:

- ***Emergency Time/ Situation Report***
- ***Situation Status Report***
- ***Activity Log***
- ***Message Forms***
- ***Student Accounting Form***
- ***Action Plan***
- ***Section Team Tasks Form***

Planning/Intelligence: “thinkers”

Planning/Intelligence Team

The function of the Planning/Intelligence Team is to define and measure the incident. Responsibilities of this team include keeping a written record of all actions taken to respond to the incident, debriefing, and coordinating the mental health recovery team.

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status and assists the Incident Commander in developing an Incident Action Plan. when appropriate, This section will also prepare briefings for the Incident Commanders related to new or updated intelligence.

Mental Health Team (SERP)

The mental health team, SERP (School Emergency Response Protocol), may be called in by the school district when notified by the Site Administrator/Incident Commander of an incident determined to be beyond the school and district’s capacity to provide an adequate mental health response.

District Crisis Recovery Team

The District Crisis Recovery Team will assist Site Administrators and schools in addressing the social and emotional impact of a crisis. During a crisis, students and staff may be exposed to traumatic experiences that are far beyond typical experiences. Such experiences may heighten anxiety and impact a person’s ability to cope.

District Crisis Recovery Team Responsibilities:

- Coordinate social and emotional support services for students, and staff, and visitors**
- Activate SERP team and other community resources**
- Assess and refer students, staff, visitors for support services**
- Provide information to parents in collaboration with Site Administrators and the Public Information Officer**
- Develop plans to support students’ return to learning in collaboration with the Site Administrator**
- Document all activities**
- Provide ongoing updates to the Planning/Intelligence Chief**



PREVENTION/MITIGATION

Planning/Intelligence: “thinkers”

Documentation Team

Remaining with the Site Incident Commander at all times, the Documentation Team Scribe shall maintain accurate and complete incident files with reference to time, message and actions taken. The Team is responsible for keeping a written record of the incident. In a large operation, Logistics and Operations Chiefs may have their own Incident Scribe as well.



See **FORMS** section for Documentation Team forms:

- *Emergency Time/ Situation Report*
- *Situation Status Report*
- *Activity Log*
- *Message Forms*
- *Student Accounting Form*
- *Action Plan*
- *Section Team Tasks Form*

Documentation Team Responsibilities:

- Open and maintain incident master time log
- Ensure all radio and verbal communications are recorded
- File all reports as they are turned in. Although a permanent log may be typed up at a later date; all original notes and records **MUST** be kept—they are legal documents.
- Maintaining and periodically distributing a situation report
- Gathering incident related information from other teams for entry into the Master Incident Time log.
- Referring newsworthy information to the Public Information Officer
- Ensuring that all messages are properly routed
- Assist in creating and filing Action Plans
- Provide ongoing updates to the Planning/Intelligence Chief

Timely debriefing is necessary to identify lessons learned from a crisis, as well as to make changes to the emergency response plans and protocols. Those in charge of debriefing will gather essential information about each team’s response in order to accurately identify strengths and weaknesses in the crisis response plan.



PREVENTION/MITIGATION

Planning/Intelligence: “thinkers”

Incident Scribe

The Incident Log Scribe’s function is to keep a written record of all communications and actions related to the incident. The scribe attaches to the Incident Commander and records all appropriate information. Depending upon the incident, Operations and Logistics chiefs may have a scribe as well.

Incident Scribe Responsibilities:

- Put on I.D.
- Open Go-Kit and put on personal safety equipment
- Obtain equipment and supplies
- Identify self to the Incident commander

Incident Scribe Operational Duties:

- Team with the Incident Commander or other assigned personnel**
- Maintain and periodically distributed situation report**
- Gather incident-related information from other teams for entry into the Incident Command Post log**
- Refer newsworthy information to the Public Information Officer**
- Ensure that all messages are properly routed**
- Document, in writing, all actions and communications (including the time) ordered and received by the Incident Commander or other assigned personnel**



See **FORMS** section for Incident Scribe forms:

- *Section Team Tasks Form*
- *Situation Reports*
- *Operation Staffing List*
- *Activity Log*
- *Message Forms*



PREVENTION/MITIGATION

Administration/Finance: “payers”

Administration/Finance: “payers”

The Finance/Administration Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours. The Finance/Administration Section is made up of the Record Keeping Team.

Record Keeping Team

The Record Keeper is tasked with recording equipment, supplies and personnel time.

Record Keeping Team Responsibilities:



See **FORMS** section for Record Keeper forms:

- *Activity Log*
- *Operation Staffing List*
- *Section Team Tasks Form*
- *Message Forms*
- *Staff Duty Log*
- *Situation Reports*
- *Finance/Spending Log*

- Establish and maintain a file for employee time reports
- Establish objectives, make assignments and evaluate performance
- Maintain a list of all damaged or lost equipment for after-incident billing claims
- Maintain a current posting on all charges or credits for fuel, parts, services, etc.
- Ensure that all employee/agency identification is verified to be correct on the time report
- Ensure that time reports are signed
- Ensure that all records, personnel time recording forms, and any other finance documents are in order and have been submitted for processing

While the Operations and Logistics teams have immediate and essential roles in a crisis, and will be deployed to some extent in any incident, it may not be feasible to activate the other teams during a crisis. Small school sites may lack the personnel to fill these roles. If this is the case, the roles required by each team will either be shared between staff, or given to off-site district personnel.



PREVENTION/MITIGATION

Non-ICS Staff Roles

Non-ICS Staff Roles

Teachers

The role of a teacher will vary greatly depending on whether they are in charge of a class of students or are not assigned to a classroom when a crisis occurs. Because teachers are a familiar role model and authority figure, they are essential in keeping students calm and safe during an emergency.

Teacher's Responsibilities:



See **FORMS**
section for Teacher
Forms:
• *Activity Log*

- Carry out all directives of the Site Incident Commander/Administrator
- Get students' attention!
- Direct students to evacuate, Lockdown or Shelter-in-Place as indicated
- Take attendance and account for all students
- Remain with students at all times
- Report missing or injured students to the Search & Accountability Coordinator and the Site Incident Commander
- Restore order and assist other teachers as necessary
- Reassure students and occupy students with an activity as appropriate
- Document all activities

NOTE: Teachers not on duty, should report to the Site Incident Commander for directions.



PREVENTION/MITIGATION

Non-ICS Staff Roles

School Secretary Responsibilities

School secretaries play an essential role in emergency preparedness. They know how to reach the Site Administrator when s/he is out of the building. They know how to operate critical systems in the school such as intercoms, school bells/buzzers, and telephones. They also keep updated records of enrollment and emergency contact information for students.

In the event of an emergency evacuation, it is essential that school secretaries take with them an updated copy of students enrolled at their school. This information will be required when students are released to parents following an emergency.

BEFORE an emergency

- Routinely update student emergency contact information
- Print student/staff emergency contact information and place it in the Crisis Response Box
- Obtain copies of student/staff ID's and place in the Crisis Response Box
- Label and place the Crisis Response Box in an obvious location in the main office
- Inform the Site Administrator and staff of the location of the Crisis Response Box
- Take the school visitor sign-in sheet with you (or place in the Crisis Response Box) in the event of an evacuation
- Keep the office copy of this ERCM manual in an obvious location for use in an emergency

DURING an emergency

- Carry out all directives of the Site Administrator/Site Incident Commander
- Assist the Search/Accountability team in accounting for students and staff
- Assist emergency responders with communication (phones, FAX, etc.) and administrative tasks as needed
- Document all activities



PREVENTION/MITIGATION

Levels of Emergencies

Level of Emergencies

A school emergency can be relatively limited in scope or affect the entire school population. It is essential to determine the level of the emergency as this dictates how you will activate emergency responders. For example, for a child having an allergic reaction, you might get the child's Epipen or call the school nurse. For a powerful storm, you must have all students Shelter-in-Place, moving them as necessary to safe areas.

This ECRM manual uses three levels to categorize emergencies and defines these as follows:

Individual Emergencies at School

The scope of an individual emergency is limited. The situation only impacts a few individuals and is effectively managed by a targeted emergency response. Examples of individual emergencies include allergic reactions, a fall from playground equipment, a broken tooth, a suicidal student, or a report of child abuse. The emergency response is focused and only involves essential personnel.

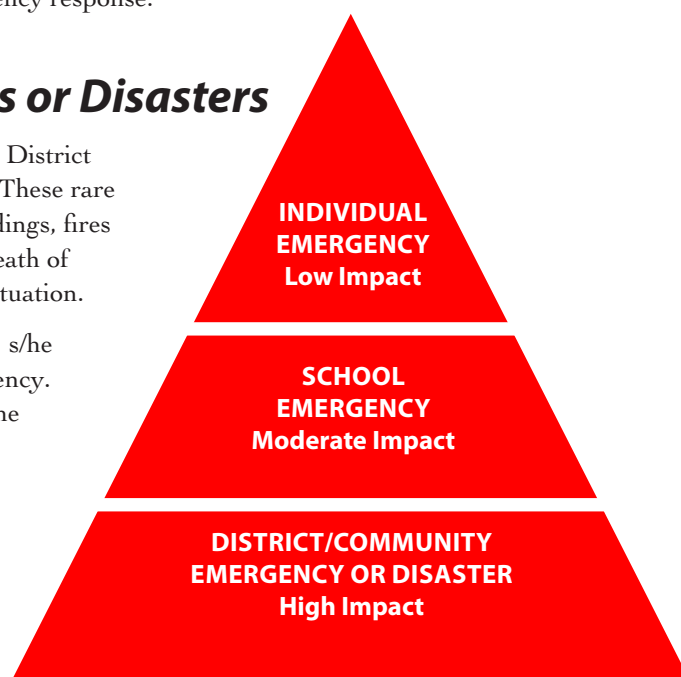
School Emergencies

The scope of a school emergency is broader. School-level emergencies generally impact a significant portion of the school or the entire school. Some examples of school emergencies include a fire, a report of a weapon on campus, a hazardous chemical spill, a bank robbery in the neighborhood, or a bomb threat. The Site Incident Commander must quickly assess the level of response needed and activate an appropriate level of emergency response.

District/Community Emergencies or Disasters

There are large-scale events where support is required from District personnel and city or county emergency response agencies. These rare situations may include flooding, earthquake damage to buildings, fires or explosions, chemical spills requiring evacuation, or the death of multiple staff or students as in a bus accident or a hostage situation.

When a Site Administrator activates emergency responders, s/he must be prepared to convey the known details of the emergency. This will allow an effective level of assistance to be sent to the emergency site. For example, if a car has crashed through a playground fence and several children are injured, police, several ambulances, and district personnel will be needed. An accurate description of the situation will ensure an effective activation of emergency resources.





PREVENTION/MITIGATION

Levels of Emergencies

Large Scale Emergencies or Disasters

In the event of a large-scale emergency, schools must be prepared to rely on their own resources because emergency assistance may be delayed. For a large-scale event such as a flood, severe weather or earthquake, the same disaster that affects your school will also affect the surrounding community. FEMA (Multi-Hazard Program for Schools, 1999) notes that the possible effects of a large scale disaster may include:

- Widespread telephone outage**
- Road blockages and damage to roads and bridges**
- Loss or damage to utility systems**

Large-scale disasters may strain or overwhelm normal emergency response agencies including police departments, fire departments and emergency medical services. Schools must be prepared to perform essential responsibilities until emergency response agencies arrive. Family members of school staff should anticipate that staff members may be required to remain at school following a catastrophic event until children are safely returned home to their parents.



Emergency Operations Center

In the event of a large-scale disaster, a representative from the Santa Cruz County Office of Education (SCCOE) will coordinate with the Office of Emergency Services in establishing an emergency operations center. The SCCOE representative will contact district administrators and aid them in making informed decisions regarding the emergency.

CALL 911 FOR IMMEDIATE EMERGENCY RESPONSE*

Activating the Emergency Response System

THE FIRST METHOD IS TO CALL 911* for immediate emergency assistance from city or county agencies for serious emergencies. Examples of serious emergencies include a medical emergency, a crime or fire, or a weapon on campus. If you call 911, you must also contact the district office. The Superintendent or designee will notify essential district personnel so the Site Administrator can focus on the emergency.

THE SECOND METHOD IS TO CALL THE DISTRICT OFFICE for emergency assistance. Examples of emergencies include a verbal threat, a school fight, or an agitated parent in a school office. The superintendent or designee will determine whether school site personnel can manage the incident or if additional district resources are needed.

In the event of an emergency, the Site Administrator must notify the school district and other site-based programs of the critical incident. The superintendent or designee will determine whether the incident can be managed by school/district resources and may take additional action to contact the County Crisis Recovery Team to assist with the incident.

The SSC Emergency Calling Plan is designed to ensure that a Site Administrator (Site Incident Commander) focuses on managing the emergency situation. Site administrators need only make one call to alert the district office. The Superintendent or designee will then notify essential personnel and get equipment or resources to the emergency site. The Site Administrator should focus on managing the emergency situation until additional emergency responders arrive. See **School Site Specific** information section for current year's emergency calling plan.

**If your district requires a number out dial out, this must be done prior to dialing 911. Example: 9-911.*



IF YOU CALL 911—You MUST ALSO call the DISTRICT OFFICE



PREVENTION/MITIGATION

Emergency Operations

Emergency Operations

Emergencies During School Hours

When an emergency occurs during school hours, students will not be dismissed and will remain at school (or an alternative site) under the supervision of school authorities. Follow the guidelines for the release of students in an emergency.

Students who have not been picked up by their parent(s)/guardian(s) or another authorized person may be moved by District personnel to another safe location. When students are moved, information will be posted at the school site and released to parents, guardians and the community by the Public Information Officer or County Office via the local media.

Parents are responsible for ensuring that emergency contact information is kept up-to-date. In an emergency, students will be released only to parents or designated emergency contacts.

Guidelines for the Release of Students in an Emergency

- Students will not be dismissed until the situation is considered safe**
- Students will be released to an adult whose name appears on school records or dismissed as appropriate**
- If students are on their way to school via school bus, they will be brought to school or an alternative site**
- If students are walking to school, a school official will meet them at school and supervise them.**

Emergencies During Non-School Hours

Santa Cruz County school facilities are frequently used during non-school hours. If an emergency occurs, the activity coordinator should call 911 to get emergency assistance. The School District Facilities Office should also be notified.

In the event of an emergency after school hours, the activity coordinator should take immediate action to save life, provide for safety, and secure the facility.



PREVENTION/MITIGATION

Emergency Operations

Evacuation Staging Areas for Disabled Persons

Disabled individuals may need evacuation assistance in an emergency. For example, if the fire alarm is pulled, elevators will likely no longer function. This may hinder the evacuation of individuals that are disabled or use a wheelchair. As a result, it is essential that disabled individuals proceed to an emergency Evacuation Staging Area for assistance by emergency responders.

This plan must identify the route the individual will take in an emergency, as well as a buddy who will accompany the person with special needs. This plan may vary considerably from the evacuation route of other students and staff, or the individual may take the exact route as his/her peers.

An Evacuation Staging Area is an area, close to an exit, where disabled individuals (and their buddies) may receive further instructions or await evacuation assistance from rescue personnel.

The Site Administrator, in conjunction with the Fire Department, designates emergency Evacuation Staging Areas for individuals who need evacuation assistance. Site Administrators must identify Evacuation Staging Areas, post signs to mark the locations, and assign a staff member to supervise disabled students needing evacuation assistance.

Site Administrator Responsibilities

For the evacuation of individuals needing assistance, Site Administrators must:

- Identify Evacuation Staging Areas on each floor of a school building
- Post signs to mark the location of Evacuation Staging Areas
- Designate a staff member to supervise disabled students needing evacuation assistance
- Instruct the staff member buddy to locate the disabled student in the event of an emergency and ensure they receive evacuation assistance

NOTE: Every special needs individual must have his or her own personal evacuation plan on file with the office and in the Crisis Response Box.



PREVENTION/MITIGATION

Emergency Operations

Parent Involvement

Parents, legal guardians and relatives are essential partners in safety. Their responses during an emergency can either assist or hinder school personnel. For example, during a school lockdown parents should not be allowed to enter the school building under any circumstances. If parents understand this beforehand, they will not rush the school and they will know whom to contact for up-to-date information about their child. Distributing Wallet Cards is a good way to ensure parents have essential emergency information on hand. Schools are encouraged to provide parents with a wallet card so parents have readily accessible information in an emergency.

Parents are responsible for ensuring that emergency contact information is kept up-to-date. Parents may update emergency contact information with the school secretary. In an emergency, students will be released only to parents or designated emergency contacts.

Parents are asked to share the responsibility for advising their children what to do in an emergency. Parents should instruct children to follow the directions of school authorities. It is critical that students do not have instructions that are contrary to the District's stated practice on retention at school and authorized release in the event of a serious emergency.

Suggested information for a Parent Wallet Card:

- School Information—address, phone, etc**
- Important phone numbers**
- Parent instructions during a lockdown**
- Parent instructions during an evacuation**
- Procedures during severe weather/earthquake**
- Procedures for a delayed school start**



See sample *Parent Wallet Card* in **FORMS**



School Emergency First Aid Supplies

It is essential that emergency response supplies be available in the event of an emergency. These supplies will help you perform essential functions until city or county emergency responders arrive. The Site Administrator is responsible for making sure that emergency supplies are organized, in good working condition, and replenished as needed. Emergency supplies should be kept in a central location so that they are easily retrieved in an emergency. Many schools keep their Emergency Response backpacks in the main office. The Emergency Response supplies should not be used as the school's daily first aid kit

An emergency response kit generally contains supplies for effective emergency response, life-saving first aid, and communication. Keep in mind that only life-saving first aid supplies are needed, as emergency responders will arrive quickly. Only prescribed medications should be given to students during an emergency (e.g., asthma or diabetes medication).

Red Cross Emergency Response Supplies:

- | | |
|---|---|
| <input type="checkbox"/> Copy of the ERCM Manual | <input type="checkbox"/> 1 package sanitary napkins |
| <input type="checkbox"/> 1 Megaphone | <input type="checkbox"/> 5 face masks |
| <input type="checkbox"/> 6 Fluorescent Vests | <input type="checkbox"/> 2 antimicrobial handwash |
| <input type="checkbox"/> 1 Flashlight | <input type="checkbox"/> 25 alcohol antiseptic pads |
| <input type="checkbox"/> Extra batteries for flashlight | <input type="checkbox"/> 2 instant, disposable ice/cold packs |
| <input type="checkbox"/> Extra batteries for megaphone | <input type="checkbox"/> 2 CPR mouth shields |
| <input type="checkbox"/> 50 Latex free gloves | <input type="checkbox"/> 2 bottles of saline eyewash |
| <input type="checkbox"/> 25 4X4 Gauze pads | <input type="checkbox"/> 2 space blankets |
| <input type="checkbox"/> 25 2X2 Gauze pads | <input type="checkbox"/> 1 roll masking tape |
| <input type="checkbox"/> 2 Gauze or Kerlix roll (3 yds) | <input type="checkbox"/> 5 black markers |
| <input type="checkbox"/> 2 rolls tape for First-aid | <input type="checkbox"/> 6 pads of paper to write on |
| <input type="checkbox"/> 1 Pair of bandage scissors | <input type="checkbox"/> 10 ballpoint pens for writing |
| <input type="checkbox"/> 50 Band-Aids of various sizes | |
| <input type="checkbox"/> 1 triangular bandage | |

There are other materials and equipment that are essential to an effective emergency response. Take these supplies with you in the event of an evacuation.

- Utility Shut-off wrenches
- Cell Phones
- Two-way radios



PREVENTION/MITIGATION

School Emergency First Aid Supplies

Crisis Response Box/ Go Kit

The California Department of Education and the California State Attorney General developed a guide and recommendations for schools to assist in the response to crisis situations. This guide can be found on the Internet at:

<http://www.cde.ca.gov/spbranch/safety/crisismgmt/crisisresponse.pdf>

The goal of the document is to provide school administrators with a list of items that would be needed in the event of a major crisis. It is recommended that each school have:

- Aerial photo of the school campus**
- Map of the school and surrounding area**
- Up-to-date campus map or layout**
- Blueprint of school**
- Staff Roster**
- Master Keys**
- Fire Alarm Turn-off procedures**
- Sprinkler System Turn-off procedures**
- Utility Shut-off**
- Gas Line and Utility Lines Layout**
- Potential Command Post Areas**
- Student Roster and Photo IDs**
- ICS Key Responder list**
- Cable Television Shut-off**
- Designated Evacuation Sites**
- Disposition Forms**
- List of Students with Special Needs**

Schools have used a variety of means to store this information, including crates and boxes. Some schools have placed this information in a locked secured box in front of the school. Schools should develop two boxes, one stored in the school office and the other in a different location on site or at the district office. This will ensure that at least one box will be available for law enforcement or fire departments to use. Responsibility of taking the Crisis Response Box out of the command post should be assigned to appropriate personnel.



PREVENTION/MITIGATION

School Emergency First Aid Supplies

School Emergency Supplies

It is recommended that each classroom teacher prepare a classroom emergency response kit. This kit will be helpful if students must shelter in place for a period of time. These materials will help children pass the time and thereby reduce anxiety. These materials may be kept in a small backpack or a portable box. This classroom kit should be taken if students must be moved to a safe area or evacuate the school building.

Classroom kit contents might include:

- | | |
|---|--|
| <input type="checkbox"/> Student Attendance Roster | <input type="checkbox"/> Keys |
| <input type="checkbox"/> All accounted for, too few, too many | <input type="checkbox"/> Activities Book |
| <input type="checkbox"/> Injuries or other problem | <input type="checkbox"/> Several books for students to read |
| <input type="checkbox"/> Copy of emergency procedures | <input type="checkbox"/> Markers/Crayons |
| <input type="checkbox"/> Colored Placards | <input type="checkbox"/> Toys |
| <input type="checkbox"/> List of special needs students | <input type="checkbox"/> Deck of cards or other portable games |
| <input type="checkbox"/> Teacher/Staff Identification | <input type="checkbox"/> Stuffed animals |
| <input type="checkbox"/> Basic First Aid/Emergency First Aid | <input type="checkbox"/> Small snack (e.g., crackers) if available |
| <input type="checkbox"/> Trash Bags | <input type="checkbox"/> Bottled water, if available |
| <input type="checkbox"/> Toilet Paper | |
| <input type="checkbox"/> Air Freshener | |
| <input type="checkbox"/> Partition | |



PREVENTION/MITIGATION

Medical Triage

Medical Triage

When 911 is called, emergency responders will generally arrive at the emergency site in about 5-15 minutes. Therefore, the school First-Aid Coordinator will only need to provide or coordinate life-saving first-aid. This might include bandaging wounds or providing CPR. In a large-scale disaster where emergency responders are delayed and there are multiple victims, it may be necessary to conduct medical triage.

Medical Triage is defined as prioritizing care based on injuries and medical emergencies. Triage is used in large-scale disasters when there are more victims than rescuers trained in emergency care. The triage system that is in most common use is the S. T. A. R. T. system—Simple Treatment and Rapid Treatment. In this system, injuries are triaged based on the urgency of their need for treatment:

Highest Priority

1. ***Airway and breathing difficulties***
2. ***Cardiac arrest***
3. ***Uncontrolled or suspected severe bleeding***
4. ***Severe head injuries***
5. ***Severe medical problems***
6. ***Open chest or abdominal wounds***
7. ***Severe shock***

Second Priority

1. ***Burns***
2. ***Major multiple fractures***
3. ***Back injuries with or without spinal cord damage***
4. ***Fractures or other injuries of a minor nature***
5. ***Mortal wounds where death is imminent***
6. ***Obviously deceased***

³ References: 1st Responder, Second Edition, J. David Bergerson, 1987.

Emergency Medical Services: First Responder Course Instructor Lesson Plans, U.S. Department of Transportation, National Highway Traffic Safety Administration



PREVENTION/MITIGATION

Loss of Life

Loss of Life

In a disaster, the accidental loss of human life is an immense tragedy that may be unavoidable. Notify the Site Incident Commander immediately in the event of a fatality. If possible, students, staff and visitors should be gently moved away from the area.

***NOTE: Do not publicly announce deaths or radios.
Tell IC in person or through confidential note.
Never give names to media.***



PREVENTION/MITIGATION

Training

Training

This manual contains a plan for the crisis management training of key staff.

The county will

- (1) Maintain training resources,
- (2) offer training for administrators, and
- (3) provide consultation to schools as indicated.

Training for Administrators

The SCCOE and school districts are responsible for ensuring school administrators can execute district emergency response procedures.

- All administrators will participate in an Emergency Response and Crisis Management training**
- Emergency Response and Crisis Management training topics will be discussed regularly at staff meetings Training for School Staff**

Training for School Staff

The Site Administrator or Principal is responsible for ensuring school staff can execute district emergency response procedures. The Site Administrator will:

Insure that all staff are familiar with SSC emergency response resources and procedures, including:

- This Emergency Response and Crisis Management Manual**
- The Classroom Emergency and Safety Procedure Manual, “Desk Handout” and/or laminated wall reference**
- Guide school staff in the development of their schools’ Emergency Management Plan at the beginning of each school year**
- Instruct school staff in emergency procedures at the beginning of each school year**
- Demonstrate the materials in the school’s Crisis Response Box or Go Kit**
- Practice fire evacuation as required by fire regulations with school staff and students**
- Practice one Lockdown and one Shelter-in-Place drill each semester**
- Practice one Earthquake drill each semester**
- Ensure that this ERCM manual is accessible to school staff at all times**
- Discuss emergency response and crisis management topics at school staff meetings**



PREVENTION/MITIGATION

Review and Practice

Review and Practice

To be effective, even the best emergency plans must be practiced. It is essential that Site Administrators periodically review the school emergency plan with staff. Staff and students should periodically practice three key drills—Evacuation, Lockdown and Shelter-in-Place:

- **Site Administrators must routinely practice evacuation drills as required by Fire Department directives**
- **Site Administrators are also expected to perform one Lockdown drill (typically used to secure a building) at the beginning of each semester**
- **Site Administrators are also expected to perform one Shelter-in-Place drill (typically used for weather emergencies) at the beginning of each semester.**

Emergency Response Kit

- Copy of the ERCM Manual**
- 1 Megaphone**
- 6 Fluorescent Vests**
- 1 Flashlight**
- Extra batteries for flashlight**
- Extra batteries for megaphone**
- 50 Latex free gloves**
- 25 4X4 Gauze pads**
- 25 2X2 Gauze pads**
- 2 Gauze or Kerlix roll (3 yds)**
- 2 rolls tape for First-aid**
- 1 Pair of bandage scissors**
- 50 Band-Aids of various sizes**



Preparedness

Developing a School-Based Emergency Plan

Importance of Preparedness

To manage a crisis well, you must be prepared to handle it. And despite the best efforts at prevention, it is a certainty that emergencies will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when an emergency occurs. This takes an investment of time and resources, but the potential to reduce injury and save lives is well worth the effort.

Being prepared means having a comprehensive plan. Site administrators/Principals must consider many questions when they prepare. Among these are: Who will be in charge? Where are the utility shutoffs for the building located? How will entrances be secured during a lockdown? How will students be accounted for during an emergency? How will students be released to parents or guardians? And, how will parents and families receive information?

Organization of this Preparedness Section

This preparedness section is designed to help Site Administrators develop a comprehensive, site-specific emergency plan. Comprehensive planning and preparation requires that Site Administrators understand and implement five critical elements of preparedness. Each of these elements will be discussed in the designated subsections that follow.

5 key elements of preparedness:

- 1. Establishing a site specific Emergency Management Plan to follow in an emergency and instructing all school staff in how to implement this plan***
- 2. Practicing required Fire Exit, Earthquake and Evacuation Drills, and Lockdown and Shelter-In-Place Drills Procedures***
- 3. Developing an evacuation plan for individuals with disabilities***
- 4. Following procedures to account for students in the event of an emergency***
- 5. Following procedures to release students to parents in the event of a serious emergency.***



PREPAREDNESS

Developing a Site-Specific Emergency Management Plan

The purpose of an Emergency Management Plan is to help Site Administrators and staffs respond effectively in the event of an emergency. To be useful, each Site Administrator/Principal must create an emergency response plan that is specific to his/her school or facility. For example, the emergency plan for an elementary school will differ from that of a middle school since a middle school is likely to have different entrances, more students, more staff, and so on. Each school's plan will reflect the unique features and needs of the school.

The ***Santa Cruz County Safe Schools Consortium*** has created an ***Emergency Management Plan*** template on a CD and hard copy that helps Site Administrators create a site-specific emergency plan. The Emergency Management Plan is written in a fill-in-the-blank format that ensures school emergency plans include essential information. Each school's plan will include critical information such as the names of staff members that will fill incident command roles, evacuation locations, phone/pager numbers of key personnel, and location of utility shutoffs. This site specific plan should be e-mailed or sent in hard copy to the District Office and forwarded to the County Office of Education by October 15th of each school year.

In the event of an emergency, the Site Administrator/Principal or their designee will refer to the site-specific Emergency Management Plan and this ERCM manual for information to guide the school's emergency response. For example, if it becomes necessary to evacuate the school, the plan will specify the location to which students will be relocated.



See ***Emergency
Management Plan***
in **FORMS**



PREPAREDNESS: **Overview of Site Administrator's Responsibility**

Overview of Site Administrator's Responsibility

As school leaders, Site Administrators play a critical role in preparing staff, parents, and students to respond to an emergency. When prepared, school staff members will readily assume emergency roles and execute the established Emergency Management Plan. In addition, when students and parents are informed about the school's emergency procedures, they will be more likely to follow directives and less likely to interfere with the school's response. For example, if there is police activity in the vicinity and the school must lockdown, parents will know not to come to the school, as no person will be admitted to the school under any circumstances.

To ensure that school staffs are prepared to manage emergency situations, Site Administrators are responsible for:

- Directing the school Emergency Management Plan
- Completing the school Emergency Management Plan by October 15 of each year
- Sending the Plan to the appropriate district office by email or hard copy
- Distributing the plan to key locations and staff members

The Site Administrator Leads the Emergency Plan

Unless otherwise designated, the Administrator is the leader of the school Emergency Management Plan. In an emergency, the Site Administrator will make key decisions as Incident Commander regarding the level of emergency and how to respond to the emergent situation. Because Site Administrators are sometimes out of the building performing administrative duties, it is critical that a staff member is trained and able to lead the school's emergency plan in the Site Administrator's absence.

Site Administrator Responsibilities

- The Site Administrator must assign a designee to execute the emergency plan in his/her absence
- The Site Administrator and the designee must be prepared to execute the school Emergency Management Plan



PREPAREDNESS: **Overview of Site Administrator's Responsibility**

The Site Administrator Completes the Emergency Management Plan

The Site Administrator is responsible for completing a new Emergency Management Plan at the beginning of each school year. Because information changes, it is imperative that the school emergency plan be updated every year.

The Site Administrator must complete the Emergency Management Plan in partnership with school staff. If school staff members are not involved in completing the Emergency Management Plan, they will have a poor understanding of how to execute the plan. It is strongly recommended that Site Administrators complete the Emergency Management Plan at a staff meeting at the beginning of the school year. **Make this part of your new school-year agenda!**

Responsibilities

- The Site Administrator must complete a new Emergency Management Plan at the beginning of each school year**
- The Site Administrator will complete the Emergency Management Plan with school staff, most likely at a staff meeting**
- The Site Administrator must ensure that staff are trained and able to execute the emergency plan**

The Site Administrator Sends the Plan to the District Office

The school's district office reviews each of their schools' Emergency Management Plans and provides feedback to schools as indicated. After it is completed, each Site Administrator must send a copy of their school Emergency Management Plan to their district office. In an emergency, the district office will be able to access key information about each school's emergency plan-information such as evacuation locations and cell phone and pager numbers.

This is a MUST:

- Complete a new Emergency Management Plan at the beginning of each school year, and send the plan to the District Office.**
- District will forward copy to COE Safe Schools office.**
- COE Safe Schools office will forward copy to Netcom Center.**



PREPAREDNESS: **Overview of Site Administrator's Responsibility**

The Site Administrator Distributes the Emergency Management Plan

What good is an *Emergency Management Plan* if no one can access it? It is possible, even likely, that staff members will be called upon to implement the emergency plan during a Site Administrator's absence from the building. Therefore, it is essential that all staff know where the *Emergency Management Plan* is located.

Each school should be provided with three (3) copies of the ERCM manual. The *Emergency Management Plan* should be placed in the front cover of each copy for easy access. The Site Administrator should also copy the school *Emergency Management Plan* and distribute it to key staff as indicated.

Responsibilities

- Place a copy of the Emergency Management Plan in the:
- Front cover of the Site Administrator's copy of the ERCM manual
- Front cover of the office copy of the manual
- Front cover of the ERCM manual that is kept in the school emergency box/backpack each school year

How to Complete the Emergency Management Plan

The Emergency Management Plan is easy to complete. Site Administrators simply need to follow the steps outlined on the Emergency Management Plan form while referencing this Preparedness section of the ERCM manual.

The goal of the emergency planning process is to make sure all school staff are familiar with the school's emergency plan and able to implement it. Site Administrators should complete their school's *Emergency Management Plan* in conjunction with a small group of key school staff. After it is completed, this plan should be explained to all school staff at the beginning of each school year. Site Administrators should also review the *Emergency Management Plan* periodically throughout the school year.

It's natural for people to forget information. School staff members will only be able to effectively implement an emergency plan if they routinely review it and practice it. Site Administrators are encouraged to routinely discuss an emergency response topic from this ERCM manual at school staff meetings.



See ***Emergency Management Plan*** in **FORMS**



How to Complete the Emergency Management Plan

1. Organize

Enter organizational information such as:

- School information
- Phone numbers
- FAX numbers
- Location of utility shutoffs

2. Establish

Identify & establish:

- Off-site emergency evacuation locations
- For students with special needs
- In-school command post location

4. Review

Review the Emergency Management Plan with staff:

- State expectations
- Ensure each classroom/teacher has
 - ▲ Handbook
 - ▲ Procedure chart/ Evacuation roster
 - ▲ Supplies
- Review roles & responsibilities

3. Assign

Assign staff to fill Incident Command System roles:

- Discuss roles with staff
- Assign staff per expertise & skill
- Enter assignments on the Emergency Management Plan & Poster



PREPAREDNESS: Fire Exit and Evacuation

Fire Exit and Evacuation

Introduction to Fire Exit and Evacuation Procedures

The Santa Cruz County Safe Schools Consortium has established School Emergency Evacuation and Drill Procedures in accordance with local requirements. These procedures are established by working with local first responders and school staff and are approved by the Superintendent and local fire department.

Requirements

- The Site Administrator or designee must conduct a fire exit drill every month when school is in session. A second fire drill is required during the first month of the year.**
- The Site Administrator must maintain a record of fire exit drills. Accidental or unexpected fire alarms may be counted as the monthly practice drill as long as the school follows established evacuation procedures.**
- The Site Administrator must time and evaluate each fire exit drill. Any problems discovered with the evacuation should be resolved quickly and completely.**
- The Site Administrator must ensure that students and staff discuss and train on correct fire exit and evacuation procedures and Outside Assembly Areas as least once annually.**

Preparation for Fire Exit and Evacuation Procedures

Successful preparation for Fire Exit and Evacuation requires several action steps. These steps must be completed in partnership with the district, on-site facilities, and the designated first responders.

Establish On-Site Outside Safe Assembly Locations

- The Site Administrator must establish On-Site Outside Safe Assembly Locations where students, staff, and visitors will gather after they have evacuated the buildings**
- These locations must be a minimum of 100 feet from the building**
- Classroom attendance and “head counts” will be taken at this location**



PREPAREDNESS: Fire Exit and Evacuation

Establish Exit Routes for All School Areas and Rooms

The Site Administrator must establish a primary exit route and an alternate exit route from each classroom or room in the school to a specific Outside Safe Assembly Location outside of the school building.

The exit route and the specific Outside Safe Assembly Location must be posted in each room

Assign Classroom Monitors

The Site Administrator will direct teachers to appoint responsible students to act as Classroom Monitors to assist in the evacuation of the school.

Teachers should also appoint two substitutes for each monitor in case the Monitor is absent at the time of the drill or emergency.

Classroom Monitors' Responsibilities

- Hold open doors during the evacuation
- Close doors after the class evacuates
- Assist the teacher as requested

Training on the Exit and Evacuation Procedures

All students and staff must receive training in fire exit and evacuation procedures. The Site Administrator must instruct students and staff in correct procedures and identify **Outside Safe Assembly Locations** for each room in the school building. Training must include teachers, secretaries, school nurses, school psychologists, social workers, paraprofessionals, security personnel, School Based-Health staff, food service staff, custodial staff, volunteers, and any other District employees.

NOTE: Training must occur at least once a year.



PREPAREDNESS: Fire Exit and Evacuation Frequently Asked Questions

Frequently Asked Questions

Training should address the following frequently asked questions:

Question:

Why have Fire Exit Drills?

Answer:

This is the best way to ensure that everyone is prepared in case evacuation of the school is required. It is also the law.

Question:

How many Fire Exit Drills are required each year?

Answer:

The Fire Code requires one Fire Exit Drill per month, plus an additional drill during the first month of school. The first fire drill may be considered a training drill. It is recommended that Site Administrators use the first fire drill of the school year to instruct students and staff in correct evacuation procedures and troubleshoot any problems.

Question:

Should Fire Exit Drills be scheduled at the same time each month?

Answer:

No. The Fire Exit Drills should occur on different days and at different times of the day.

Question:

Should the teacher appoint Classroom Monitors and why?

Answer:

Yes. During an evacuation, the teacher is responsible for moving his/her students to a safe assembly location. The Monitor helps make that job easier by holding open doors, closing doors, and assisting classmates that may need help. This assistance enables the teacher to focus on ensuring that all students evacuate the classroom and school building in a quick and safe manner.

Question:

Why have pre-determined safe Outside Assembly Locations for each classroom?

Answer:

Having a designated place to go is an integral part of the evacuation plan. It ensures an orderly evacuation, and improves the taking of attendance and communication with the Site Administrator (Site Incident Commander). Time and lives are saved.



PREPAREDNESS: Fire Exit and Evacuation Frequently Asked Questions

Question:
Why have pre-determined safe Outside Assembly Locations for each classroom?

Answer:

Having a designated place to go is an integral part of the evacuation plan. It ensures an orderly evacuation, and improves the taking of attendance and communication with the Site Administrator (Site Incident Commander). Time and lives are saved.

Question:
What should students do when the fire alarm sounds and they are between classes, on the stairs or in the hall?

Answer:

Any student that is in the hall, on the stairs or between classes should exit the building at the closest exit and report to the nearest teacher or staff member. This also holds true for students that are in the cafeteria. Students must be trained to report in so that they may be accounted for.

Question:
What personal discipline is required during a drill and evacuation?

Answer:

All students should remain calm, follow instructions, and evacuate as planned. They should not run, push or hinder the evacuation of others. They should offer assistance to fellow students who panic or need help.

Question:
What should happen if a fellow student cannot keep up with the rest of the class during the evacuation?

Answer:

If the teacher is aware of the situation, assign a fellow student to assist the student. If the teacher is unaware of the situation, fellow classmates should help keep their classmate calm and moving to an exit.

Question:
What should students take with them during the evacuation?

Answer:

Students should not take anything except what they have with them at the time of the alarm. Students should not go to lockers to get coats, purses, etc. Doing so will cause confusion, hinder a timely evacuation, and create hazards. Fire or evacuation drills must simulate actual fire conditions.

Question:
When can students and staff return to the building?

Answer:

The "All Clear" to return to the building will be given by the Site Administrator or designee when the Fire Department, Police, or district personnel have directed that it is safe to return. District personnel must be included as there may be a need to address other safety issues that do not involve the Fire or Police Department.



PREPAREDNESS: Fire Exit and Evacuation

Fire Exit Drills must be conducted in collaboration with the district and Fire Department. The following procedures must be followed closely:

Before the Fire Exit Drill

- *Notify the local fire department the date and time of your drill*
- *The Site Administrator/Principal (or their designee), in coordination with the Facility Manager, will notify the District Office that the school will be conducting a Fire Exit Drill*
- *Notification must take place at least 30 minutes prior to the scheduled start of the Fire Exit Drill*
- *Give the following information to the District Office:*
 - Your name and position**
 - The school name**
 - The day and date that the drill will take place**
 - The time that the drill will take place**
- *Horns and strobes may NOT be deactivated for a Fire Drill*



PREPAREDNESS: Fire Exit and Evacuation

Conduct the Fire Exit Drill

- *The Site Administrator (or their designee) pulls the Fire Alarm*
- *The Site Administrator (or their designee) will time the evacuation*
- *Teachers and ALL staff evacuate the building(s) and take students to the predetermined Outside Safe Assembly Locations*
- *Students that are not in classrooms should be directed to evacuate the building at the nearest exit and report to the closest teacher so that they may be accounted for*
- *Teachers will take attendance with their student rosters*
- *Teachers and staff report to the Site Administrator and Operations Team that everyone in their area has been evacuated*
- *RED or GREEN card system*
- *The Site Administrator initiates a sweep of the facility to ensure that everyone has evacuated the building(s)*
- *The Site Administrator ensures that individuals waiting in the designated Evacuation Staging Areas are safe and supervised*
- *When the building sweep is complete and all issues are addressed, the Site Administrator will sound the “all clear” signal and direct students and staff to return to their classrooms and/or work areas*



PREPAREDNESS: Fire Exit and Evacuation

After the Fire Exit Drill:

- *If the fire alarm transmitter cannot be reset, the district office will notify the Fire Department*
- *The Site Administrator (or their designee) will record and document the following information:*
 - Date of the drill**
 - Time when the drill began and ended**
 - Last person out and the elapsed time for evacuation**
 - Additional comments regarding the results of the drill (i.e., specific problems, areas of confusion, students/staff that did not evacuate and should have, etc.) so that these problem areas may be corrected for the next drill**
- *The Site Administrator (or their designee) must initial or sign the log for the drill*



See ***Drill Forms*** in
FORMS



PREPAREDNESS: Evacuation

Evacuation

Evacuation Planning for Individuals Needing Assistance

Any school or district building with students or staff with mobility limitations that impact their ability to evacuate the building should develop an evacuation plan for these individuals. Evacuating a building during an emergency can be a major problem for students, staff or visitors who are disabled. Many people with mobility impairments cannot use stairs, and people with hearing and vision impairments cannot receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need instruction in safety and emergency procedures in language or terms they understand.

Because all schools may, at one time or another, have students, staff or visitors who need evacuation assistance, all schools must establish an evacuation plan for individuals with disabilities. This Preparedness subsection sets forth guidelines to help Site Administrators or their designees develop these plans.

What are Evacuation Staging Areas?

Site Administrators must establish Evacuation Staging Areas for buildings with exits that are inaccessible for individuals with special needs. In general, stairways are provided as emergency exits for multi-story buildings and single-story buildings with exits not at ground level. This is potentially problematic as the elevators will automatically descend to the ground level floor and lock with the doors in the open position when the fire alarm has been activated. This makes stairways the only available exits by which individuals with special needs may leave a multi-story building. Evacuation Staging Areas are established to ensure that these individuals receive evacuation assistance at a designated area. In an emergency requiring evacuation, school staff and/or emergency responders will sweep Staging areas and assist individuals needing evacuation assistance.

Evacuation Staging

Area: An Evacuation Staging Area is an area, close to an exit, where individuals that are disabled may receive further instructions and await evacuation assistance from rescue personnel.

NOTE: Emergency Responders will evacuate students and staff from evacuation staging areas.



PREPAREDNESS: Evacuation

How to Establish Evacuation Staging Areas

Evacuation Staging Areas must be established in areas that best protect human life. An Evacuation Staging Area must be as close to an exit as possible. The area must be large enough to accommodate at least two wheelchairs and two staff members without blocking doors or stairs that other occupants will use to exit the building. A space about 30" X 48" is needed for one wheelchair. When possible, consider choosing stairway landings that are designed to isolate building occupants from smoke and fire. Keep in mind that there must be a source of communication nearby, such as a telephone or intercom. Consider these factors in order when establishing locations for Evacuation Staging Areas:

Examples of Possible Evacuation Areas:

- A portion of a landing within an enclosed stairway*
- A vestibule located at an exit enclosure and constructed to fire-resistant standards*
- A room or area (e.g., a classroom) that is adjacent to an exit stairway*



PREPAREDNESS: Evacuation

To Establish Evacuation Staging Areas The Site Administrator should:

- Assess the building for exits that have stairs or steps either inside or outside the building that would prevent an individual with a mobility impairment from exiting the building
- Determine the locations of an Evacuation Staging Area, install temporary signage to test your plan
- Designate at least two (2) Evacuation Staging Areas on each floor of the building that has stairs or steps that would prevent individuals with special needs from exiting the building
- Designate additional Evacuation Staging Areas as needed on ground and upper floors depending on the size and layout of the building
- Post signs to clearly mark Evacuation Staging Areas.
- All signage and locations must be approved by the district office and by the local Fire Department
- Ensure there is a method of two-way communication at or near each Evacuation Staging Area, such as telephones, two-way radios, cell phones and other communication systems

Signs

Three types of signs are required:

- Signs to direct building occupants to the Evacuation Staging Areas
- Signs to identify the Evacuation Staging Area (from both inside and outside the building)
- Signs warning individuals needing evacuation assistance that there are no safe waiting areas beyond a certain point



PREPAREDNESS: Evacuation

Planning for Special Needs Populations

Identifying Students and Staff Needing Evacuation Assistance

Throughout the school year, the Site Administrator or designee must identify and maintain a list of all individuals who will need assistance in evacuating the building in the event of an emergency. This list must include any individual that is temporarily disabled in an injury such as a broken leg. This list will be used to develop a specific **Evacuation Plan for Individuals with Disabilities**.



See **Evacuation Plan for Individuals with Disabilities** in **FORMS**

Responsibility for Students and Staff Needing Evacuation Assistance

It is critical that students who need evacuation assistance are directly supervised, assisted, and taken to Evacuation Staging Areas. An adult staff member must remain with the student until s/he is evacuated. Procedure requires that the Site Administrator or designee assign a staff member to be responsible for every student who needs evacuation assistance. Obviously, assigning an adult staff member to be responsible for a student with special needs throughout the school day, where the student may move class to class, is quite challenging. Planning and training are essential.

Follow these Guidelines when Assigning Supervision for Individuals Needing Evacuation Assistance

- 1** For each student with special needs, a classroom teacher or staff member who is present with the child will assist the student in getting to the nearest Evacuation Staging Area. This means that responsibility transfers from staff member to staff member as the student moves from class to class.
- 2** If a staff member (e.g., classroom teacher) with a special needs student deems it necessary to escort that student to the Evacuation Staging Area, s/he should transfer his/her class to a staff member in an adjacent classroom. This means that if the fire alarm sounds or an evacuation is ordered, the staff member with the special needs student will transfer his/her class to a teacher in an adjacent room if needed to continue a timely and safe evacuation
- 3** Substitute teachers should be informed that they might need to assist a student with special needs to Evacuation Staging Areas and transfer their class to another staff member if necessary. This means that, no matter what class a student with special needs is in, there will always be a staff member to assist a student to an Evacuation Staging Area



PREPAREDNESS: Evacuation Planning for Special Needs Populations

How to Develop a Customized Evacuation Plan for Individuals Needing Assistance

After identifying students, staff or volunteers who will need evacuation assistance, the Site Administrator must develop a customized evacuation plan for each person. This is essential as people participate in a variety of activities during a school day/week in different areas of the building. The customized evacuation plan must anticipate and address the various scenarios. For example, while students might be assigned to a classroom that is on the ground level of the building, the plan should anticipate that even students with profound disabilities can and will participate in activities in other parts of the building (music, library, physical education, etc.).

This ERCM manual provides a recommended Evacuation Plan for Individuals Needing Assistance form that may be used to develop customized evacuation plans for individuals needing assistance.

Customizing an Evacuation Plan for Individuals Needing Assistance:

- Identify and post signs for all Evacuation Staging Areas
- Post a floor plan indicating the location of Evacuation Staging Areas in the school in every room
- Identify all students and staff members in the building who will need evacuation assistance
- Develop and post the completed Evacuation Plan for Individuals Needing Assistance form; this form will assist the Fire Department when they respond to an emergency
- Inform all staff members about the Evacuation Plan for Individuals Needing Assistance emphasizing they may be called upon to assist a student to an Evacuation Staging Area , if necessary



PREPAREDNESS: Evacuation Planning for Special Needs Populations

Training Each Student, Parent, and Key Staff Member

It is essential that all staff and students understand the purpose of Evacuation Staging Areas and be instructed in their use. Any staff member may be called upon to supervise a student with special needs and assist them to a Staging area.

After developing an evacuation plan for individuals with special needs, the Site Administrator (or designee) should:

- Instruct any staff member who has a special needs/mobility impaired student in their class (special education teachers, food service staff, etc) in the use of Evacuation Staging Areas in the building.**
- Show all Evacuation Staging Areas to each student with special needs and explain their use; train students and practice so that students can explain their plan to the staff if necessary**
- Instruct all staff that are responsible for sweeping the building during a Fire Exit Drill or evacuation that they must ensure students with special needs at Evacuation Staging Areas are reported to the Site Administrator (Site Incident Commander) and emergency responders**
- Explain to parents how their child with special needs will be taken to an Evacuation Staging Area, making sure they understand their child's plan and answering their questions**

NOTE: The evacuation plan for individuals needing assistance form must be posted at the fire alarm panel.



PREPAREDNESS: Evacuation Planning for Special Needs Populations

Implementing the Plan During a Fire Exit Drill or Evacuation

***This is how
to evacuate
an individual
with special
needs:***

- At the sounding of the alarm, all students, including those with disabilities who are able to do so, shall evacuate the building to their designated safe area. Students with special needs who cannot evacuate the building shall report to the nearest accessible Evacuation Staging Area with a staff member who will assist them. The staff member shall remain with the student at all times.
- Staff members who are supervising students or staff with special needs at Evacuation Staging Areas shall report their status to the Site Administrator (or designee) by telephone or radio. The Site Administrator (Site Incident Commander) will report this information to the Fire Department.

***As the school
evacuates, the
Site Administrator
or designee shall
take with them:***

- A copy of the Evacuation Plan for Individuals Needing Assistance
- Floor plans showing the location of all Evacuation Staging Areas



PREPAREDNESS: Evacuation

Accounting for Students in the Event of an Emergency or Evacuation

This Emergency Response and Crisis Management (ERCM) manual establishes procedures to account for students and staff in the event of an emergency or evacuation.

If a school-wide emergency occurs or an evacuation takes place, the Site Administrator and teachers must account for all students, staff, and visitors.

This will only be possible if evacuations are done in an orderly manner and students are practiced in the procedure. All students, staff and visitors must be accounted for when:

Take an accounting when:

- The fire alarm signals an evacuation**
- The Site Administrator gives a directive to evacuate the building (directed evacuation)**
- The Site Administrator gives a directive to Lockdown or Shelter-in-Place**

Site Administrators must account for all students and staff by ensuring that teachers take attendance and report missing students. During an evacuation, building security or designated school staff will sweep the building to make sure no person remains inside. Taking attendance as soon as students have evacuated the building ensures every person is accounted for and safe.



PREPAREDNESS: Fire Exit and Evacuation

Keep Updated Student Rosters and Visitor Logs

To successfully account for all students, teachers and school secretaries must keep an updated student roster and daily attendance. It is critical that school secretaries routinely update student emergency contact information in the student information system. Secretaries must take the visitor log with them if the school evacuates.

School Secretaries *MUST:*

- Print Student emergency contact information and place it in a binder**
- Label and place the binder in an obvious location in the main office**
- Inform the Site Administrator and staff of the location of the binder**
- Provide the Site Administrator with the school visitor log or sign in sheet in the event of an evacuation**

Teachers *MUST:*

- Keep an updated list of students in their classroom**
- Take daily attendance**
- Use the student roster to take attendance during an emergency**



PREPAREDNESS: Fire Exit and Evacuation

Account for Individuals Needing Evacuation Assistance

This Preparedness section of the ERCM manual includes procedures for evacuating and accounting for students and staff with special needs who need evacuation assistance. If individuals with disabilities are unable to exit the building, they will be supervised and directed to an Evacuation Staging Area to await evacuation assistance. Site Administrators and teachers must account for students or staff with special needs at Evacuation Staging Areas. Post a list of students and/or staff needing evacuation assistance at the fire alarm panel.

Teachers are Responsible for Accounting for Students

Accounting for students is the responsibility of teachers. Teachers directly supervise students and are responsible for directing them to safety during an evacuation, lockdown, or shelter-in-place directive. Teachers take attendance and report any missing students to the Site Administrator.

The Site Administrator is Responsible for Accounting for Staff and Visitors

Accounting for staff and visitors is the responsibility of the Site Administrator. Site Administrators are also responsible for obtaining student attendance from teachers and conveying information about missing students to emergency responders. The Site Administrator and Student Supervision Coordinator actively seek teacher's attendance and forward this information to the Fire Department, Police Department, and Site Administrator. The Site Administrator also accounts for visitors listed on the school visitor sign-in sheet.

It is difficult to account for all students at high schools. This is because high school students tend to leave the site. As a result, the best practice is to make certain that NO person remains inside the school building. The Site Administrator must ensure that designated school staff conducts a thorough sweep of the building. In serious emergencies, contact with each parent/guardian will ensure that all students have been accounted for.



PREPAREDNESS: Fire Exit and Evacuation

Accounting for Students, Staff and Visitors in the Event of an Emergency or Evacuation

Procedures for accounting for students vary slightly depending on whether the directive is to evacuate (leave the building) or to shelter-in-place/lockdown (stay in the building). However, the objective is the same: To account for all students and confirm they are safe (take attendance and report missing students).

During an Evacuation or Directed Evacuation

Procedures for Accounting for Students, Staff, and Visitors

- Teachers/staff supervise student's evacuation to Outside Assembly Areas and take the student roster with them
- Designated school staff sweep and clear school building
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them, (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator
- Use RED and GREEN cards to let First Responders and Emergency Response Team know what is going on
- Teachers/staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator reports any missing students to the Fire Department, Police Department and the District Office
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the Teacher's reported attendance against the Secretary's updated student roster



PREPAREDNESS: Evacuation

Reuniting Students and Parents/ Guardians in the Event of an Emergency or Evacuation

In the event of a serious emergency, it is possible that the school may have to reunite students with parents outside of the regular school schedule. For example, this might happen if a Police situation forces the lockdown of a school and the release of students is delayed beyond the school day. It may also be necessary if a fire at a school requires that students be evacuated to an alternative location. Student-Parent reunion may occur either at or away from the school site.

In general, students should only be released to a parent or guardian that is listed as an emergency contact in the student information system. Emergency situations call for the exercise of discretion and school officials will exercise due diligence in making sure students are returned safely to parents or guardians.

Procedures for Reuniting Students and Parents/Guardians

If there is a need to reunite students and parents following an emergency situation, the following procedures are recommended:

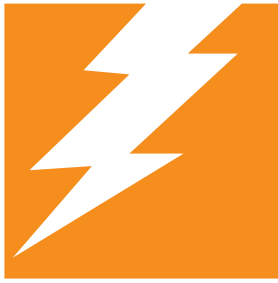
- The Student-Parent Reunion Coordinator will coordinate the return of students to parents/guardians in partnership with the Site Administrator**
- School staff or their designees should use school binder with student's emergency contact information to call parents/guardians and request they pick up their child at a designated location**
- It may be helpful to use tables organized by students last names' (e.g., A-L, L-Z) to facilitate the reunification and sign-out process**
- School staff should have parents or guardians sign-out their child directly next to their child's name in the binder that has students emergency contact information**
- School staff should confirm parent/guardian identity by requiring them to show a photo ID**
- Do not release any student without parent or guardian permission, and do not release a student to anyone other than those whose name(s) appear in the student's emergency contact information (unless a confirmed parent or guardian gives verbal permission over the phone)**



PREPAREDNESS: Evacuation

Important Considerations for Student/Parent Reunion

- Contact a District Superintendent for consultation**
- Coordinate notification with District Office**
- Contact Transportation and other support services to determine whether students may be safely returned home on school buses**
- Consider whether you need to coordinate with day care centers, bus schedules or other activities**
- Consider whether parents need information about how trauma impacts children and/or referral for crisis recovery services**
- Consider whether after school activities including athletic events should be cancelled**
- Inform staff about Student-Parent Reunion procedures in advance so that they may efficiently implement them when needed**



Emergency Response

Responding to an Emergency

When a crisis occurs, it is time to follow the emergency plan, not make a plan from scratch. However, there will always be an element of surprise and confusion when an emergency occurs. This is why emergency planning and practice are so critical.

In previous sections of this ERCM manual, you learned general procedures for responding to an emergency and you prepared to respond to a crisis by developing site-specific plans. In this section, this manual provides best-practice response procedures to specific emergency events. Site Administrators/Principals or their designees may use the procedures in this section to guide their responses to a variety of potential emergencies.

Expert Recommendations When Responding to an Emergency

Emergency response experts recommend that Site Administrators (Site Incident Commanders) follow these guidelines when responding to any emergency.

Assess the Situation and Choose the Appropriate Response:

A very quick but careful assessment of the situation is essential to responding effectively to an emergency. Determine whether a crisis exists and if so, the type of crisis, the location, and the magnitude. After basic protective steps are in place, more information can be gathered to adjust later responses.

Respond Within Seconds:

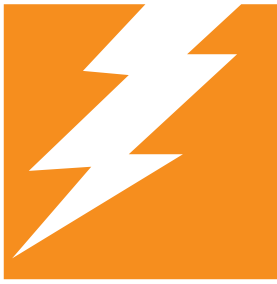
When an emergency actually occurs, make the basic decisions about what type of action is needed and respond within seconds. This Emergency Response section includes clear step-by-step procedures for responding to an emergency. In addition, each school's site-specific Emergency Management Plan summarizes key information including staff roles and responsibilities during an emergency. Access these resources and use them as a guide.

Notify Appropriate Emergency

One common mistake is to delay calling 911 to activate emergency responders (i.e., police or fire departments) and to notify the district office. In the midst of a crisis, people often believe that the situation can be handled in-house. It is better to have emergency responders on the scene as soon as possible, even if the incident has been resolved by the time they arrive, than to delay calling and risk further injury and damage. For instance, it is better to have emergency responders arrive at a school to find a fire put out than too arrive to late to prevent loss of life or serious property damage. Notifying the school E-Team allows staff to take steps to protect the safety of everyone involved.

Get Essential Emergency Supplies and Resources:

The Site Administrator/Principal should immediately instruct office staff and teachers to access emergency response resources. This includes the school's Emergency Response Backpack/Box, student rosters, and classroom kits. Take these resources with you if the school is evacuated.



EMERGENCY RESPONSE: **Expert Recommendations When Responding to an Emergency**

Follow the Incident Command System:

The Site Administrator/Principal should immediately instruct office staff and teachers to access emergency response resources. This includes the school's Emergency Response Backpack/Box, student rosters, and classroom kits. Take these resources with you if the school is evacuated.

In the event of an emergency at a school, the Site Administrator or designee will function as the Site Incident Commander. Site Administrators should expect that, in certain situations, it will be necessary to yield leadership to emergency responders as they arrive at the site – including Fire or Police Departments. In a fire, the expertise of firefighters will lead the way; in a crime, police will be in charge with school staff filling designated roles such as coordinating family-student reunification. The District Incident Commander will make decisions about district resources that are needed and coordinate with city or county emergency responders and the Site Administrator.

Decide to Evacuate or Stay in the School as Appropriate:

This step is crucial! The decision to direct students and staff to evacuate or stay in the school should be one of the first decisions made. These two key emergency responses – Evacuation or Lockdown/Shelter-in-Place – will be discussed in detail below.

Triage Injuries and Provide Emergency First Aid:

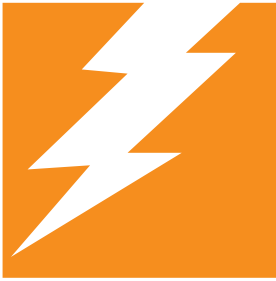
The primary goal in an emergency is to protect human life. If students, staff, parents or visitors are injured, their injuries must be attended to as circumstances allow until emergency responders arrive. Each school's site-specific emergency plan identifies school staff that are knowledgeable in first aid. Triage medical needs and treat the seriously injured to the extent of your ability.

Communicate Accurate and Appropriate Information:

During a crisis, Site Administrators/Principals should first activate an emergency response and then focus on managing the emergency situation. Depending on the scope of the emergency, when called, the District Office may notify the Santa Cruz County Office of Education of the emergency. The role of the District or County Office is to be the single information source, freeing up the Site Administrator to provide for the safety and needs of students, staff, and parents. Parents/Guardians and community members will receive reliable and useful information about an unfolding situation through the Public Information Officer (PIO).

Document Your Actions:

School personnel responding to an emergency should write down actions taken during the response. This will provide a record of appropriate implementation of the emergency plan. Keep all original notes and records as these may be considered legal documents. The Site Administrator should collect and file all documents as they may be requested by the SCCOE. Paper and pens should be provided in the Emergency Response Backpack/Box.



EMERGENCY RESPONSE: Expert Recommendations When Responding to an Emergency

Use Plain Language to Give Directives

Communication is essential when responding to an emergency. To activate the school **Emergency Response Team (E-Team)***, the Site Administrator should call them directly or make an announcement to have them report. To direct students, the Site Administrator may make an announcement via the public address (PA) system or a megaphone or direct teachers to have students perform a specific action.

It is strongly recommended that Site Administrators and school staff communicate in an emergency simply by stating the facts. FEMA recommends simply using plain language rather than codes. State requests clearly and calmly. Use plain language that reassures students and staff that you are in control. When making an announcement, it is essential that you repeat the announcement at least twice. Keep in mind that teachers and students may be involved in a noisy activity such as playing loudly in a gym class. The first announcement will quiet them down, the second will ensure they hear, understand and act.

The emergency response procedures in this section provide suggested language that Site Administrators may use to direct staff and students to perform necessary actions. Here are a few examples of general statements that Site Administrators may use when responding to an emergency:

To Activate the School “E-Team”:

“ Attention staff. Please listen closely. Members of the school E-Team please come to the main office immediately.” (You could announce their names.)

To Direct Teachers to Prepare to Evacuate the Building:

“ Attention staff. Please listen closely. Please prepare to evacuate the building immediately. Teachers, proceed to your designated safe area. Take your student roster and classroom kit with you. Please evacuate now.”

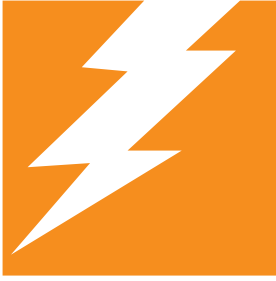
To Direct a School Lockdown:

“ Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows.”

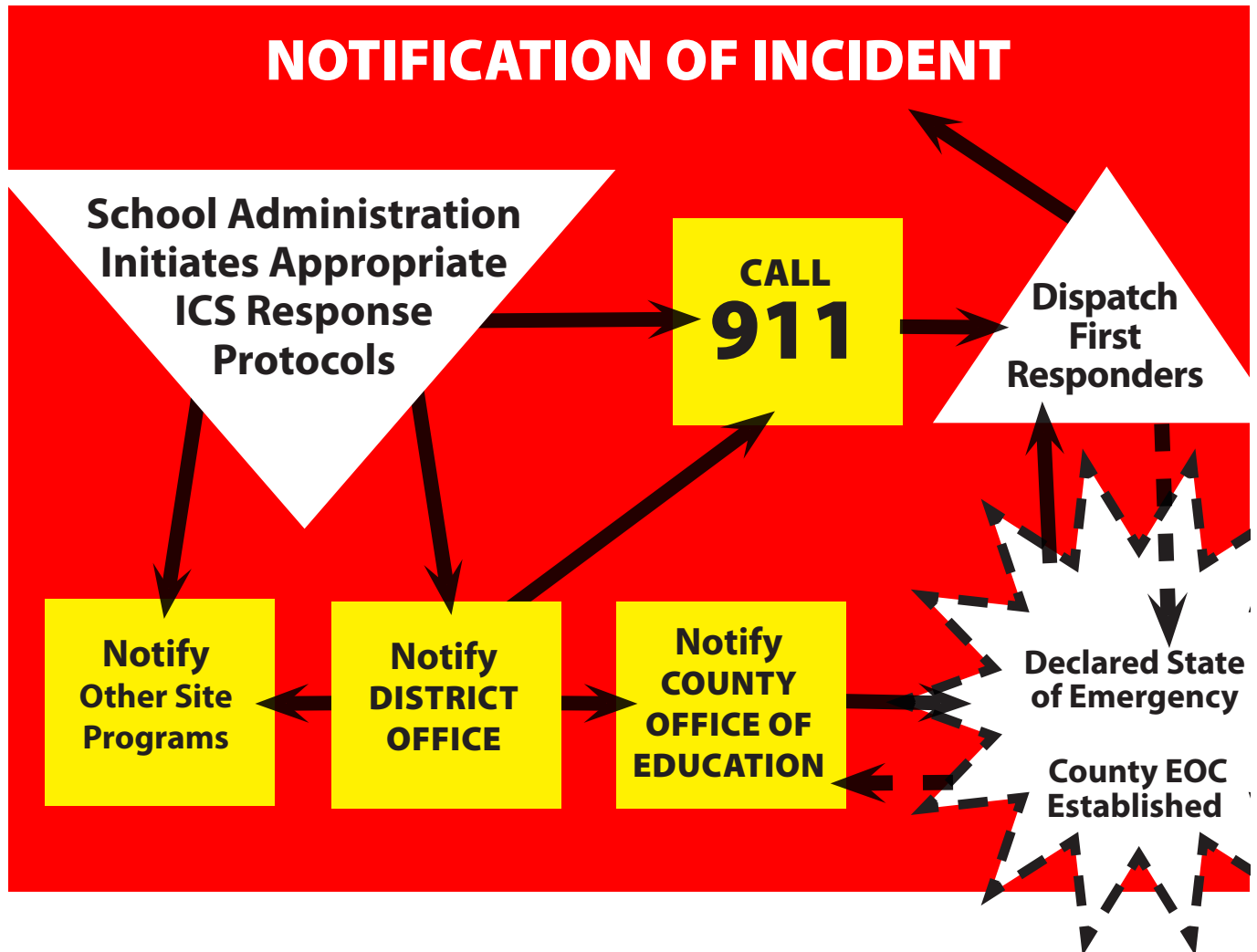
To Direct Staff and Students to Enter the School Building:

“ Attention staff and students. Please listen closely. Clear the playground and come inside the building. Teachers and students return to your classrooms.”

NOTE: Use the term “E-Team” for the Emergency Response Team to avoid unnecessary anxiety—an “emergency” can be anything from a minor to major event.

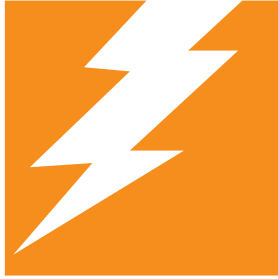


EMERGENCY RESPONSE: Notification of Incident

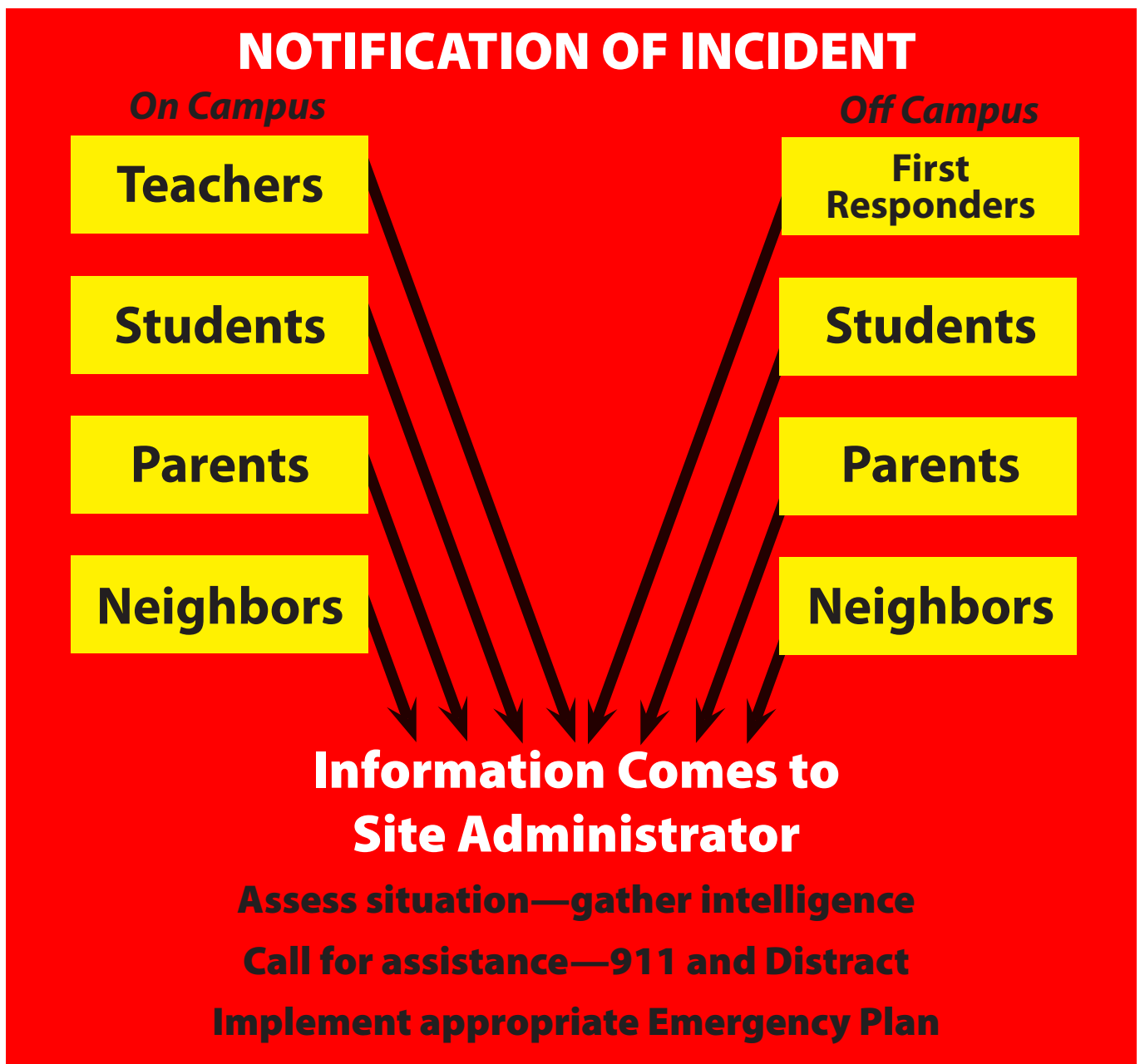


In the event of an emergency, the Site Administrator must notify the First Responders (911), the District Office and any other programs onsite of the critical incident. The District Office will determine whether the incident can be managed by school/district resources and may take additional action to contact the County Office of Education and other Site Programs.

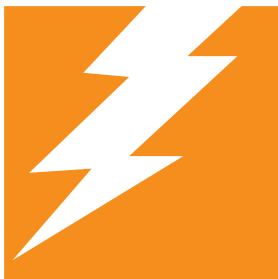
If a State of Emergency is declared, a County Emergency Operations Center is established, and notifies the County Office of Education, which in turn, notifies the District Office. The District Office contacts the Site Programs and maintains contact with the First Responders (911) and the County Office of Education.



EMERGENCY RESPONSE: Notification of Incident



Notification of an incident can come from on campus: teachers, students, parents/visitors or neighbors, Notification can come from off campus: students, parents/visitors, neighbors or first responders. Whether notification of an incident comes from on campus or off campus response procedures will always be the same—unless notification is initiated by first responders.

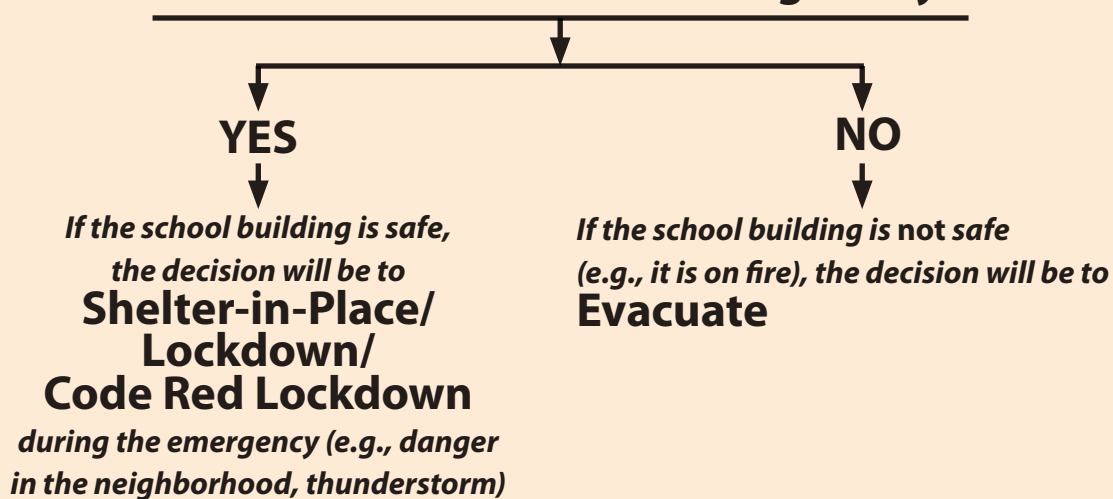


EMERGENCY RESPONSE: A Key Decision—“Stay Safe” or “Leave Safe”

Knowing what to do in an emergency is not overly complicated. Basically, Site Administrators must quickly assess the situation and decide what plan of action will best provide safety and protect property. Many factors might be considered, such as whether a specific response could contain the danger, or whether the emergency involves a few people or the entire school. Emergencies differ and, therefore, require different responses.

In the event of a serious emergency, Site Administrators must ask:

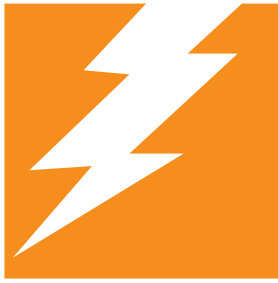
“Is the building safe and can students and staff shelter in the building safely?”



A **Lockdown/Shelter-in-Place** or **Evacuation** generally will be ordered when a situation presents a danger to a large portion of the student body. Your decision will be based on the nature of the situation and whether the school building is a safe place. Your answer will result in a key decision: To either stay in the school or evacuate.

Response Procedures and Protocols

The remainder of this section presents Safe Schools Consortium emergency response procedures and protocols for specific situations. The procedures were written in a manner that Site Administrators could use as a quick reference guide. However, bear in mind that there is NO substitute for familiarity with these procedures and practice. Contact your local Fire/Law enforcement agency for questions about these procedures.



EMERGENCY RESPONSE: Shelter-in-Place

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order “shelter-in-place.” This response action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. “Shelter-in-place” may also be called for in response to severe weather.

Shelter-in-Place

During:

- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Severe Weather
- Transportation Accident

Shelter-in-Place Procedures:

- Notify District Office
- Notify staff and students
- Order facilities manager or custodian to shut down air circulation system
- Turn on radio and monitor updates
- Activate Parent Alert Telephone System (parent phone tree, if one is in place)
- Post an alert through SCAN USA (if your school is in this system)
- Post signs on exterior windows, if there is time and it is safe to do so

Make an announcement over the PA system:

“ATTENTION STAFF AND STUDENTS!

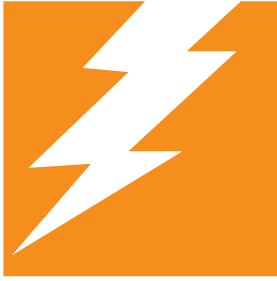
***Please listen closely.
Clear the playground immediately and come inside the building.
Teachers and students return to your classrooms.”***

Repeat twice

Post signs if it is safe to do so:

“This School is Sheltering-in-Place. Do NOT attempt to enter any office or building”

NOTE: If you do not have a PA system, and it is safe to do so, send runners to each classroom with the information above. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

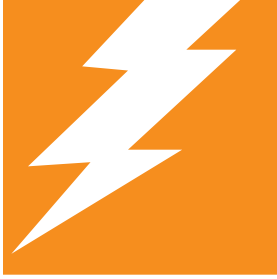


EMERGENCY RESPONSE: Shelter-in-Place

Procedures for Accounting for Students, Staff and Visitors During Shelter-in-Place

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- Teachers/staff move students to safe locations within building (e.g., away from outside walls and windows).
- Teachers keep their student roster with them
- Designated school staff clear hallways and bathrooms and direct students to secure locations
- Teachers/staff remain with students, take attendance and report missing students to the Site Administrator (Site Incident Commander) or Operations Team by any means possible
- In case of missing student, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department and District Office
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet



RESPONSE: Lockdown

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may order “Lockdown.” “Lockdown” generally will be ordered when a situation presents a danger to a large portion of the student body. The Site Administrator may modify the lockdown or make a planned release from lockdown if the danger is contained or has subsided.

Lockdown Procedures:

- Keep all exterior doors locked
- NO person is allowed to enter or leave the building
- Make an announcement that children and staff may move within the building as the situation indicates (e.g., students may move from class to class, go to the bathroom)
- If Incident Commander deems it safe enough, staff/students can use site facilities
- Teachers are to continue as normally as possible with lesson plan
- Keep doors locked and blinds down
- Site Administrator will announce the “ALL CLEAR” when it is safe to resume normal school function

NOTE: Direct teachers to continue as best they can until given the “All Clear” sign.

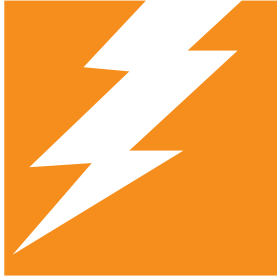
Lockdown During:

- Civil Unrest
- Large accident nearby
- Police pursuit
- Terrorism

Make an announcement over the PA system:

“Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows.”

Repeat Twice

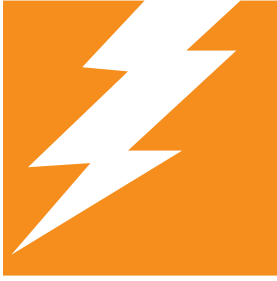


RESPONSE: Lockdown

Procedures for Accounting for Students, Staff and Visitors During Lockdown

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- If deemed safe to do so, Site Administrator will clear hallways and bathrooms and direct students to secure locations. Also, Site Administrators can allow teachers/staff and students use of facilities if safe to do so
- Teacher lockdown, teachers/staff lock doors and move students to safety within the classroom
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them (2) direct them to EVACUATION STAGING AREAS, and (3) notify the Site Administrator
- Teachers/staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team by e-mail or phone
- In case of missing student, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department District Office and Search & Accountability Team
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the teacher's reported attendance against the secretary's updated student roster



RESPONSE: Code Red Lockdown

A Code RED Lockdown MAY begin when the The Site Administrator (Incident Commander) makes an announcement over the intercom:

“This is a Code RED Lockdown. Immediately close your doors and begin lockdown. This is a Code RED.”

Repeat Twice

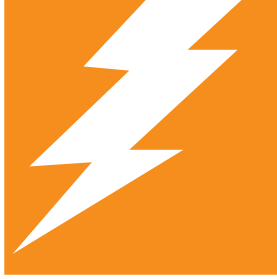
Place a large sign in the front entrance:

“This school is under lockdown. No person may enter or leave. Please move away from the school building. Please contact _____ for further information”

NOTE: Do not place any signs under the door.

Code RED Lockdown Procedures:

- Direct a sweep of the hallways and bathrooms, and move all students into secure rooms
- Teachers/staff/students lock and barricade all doors
- Direct the facility manager/staff to lock all exterior doors
- Direct teachers/staff to lock all interior doors
- Direct teachers/staff to lock all exterior windows
- Direct teachers/staff to create a U-shaped fort in the classroom, away from the entrance, and instruct students to hide inside the fort covered in a low position. Keep children out of sight
- Do not let visitors/students/staff enter or exit your classroom. Doors are to remain locked at all times
- Teachers/staff remain with students, take attendance and report missing students to the Site Administrator (Site Incident Command) or Operations Team by e-mail or phone
- Direct teachers/staff to instruct students to turn off all cell phones. Teachers/staff should use class phones or cell phones only to report information about the intruder or to report a serious injury. Otherwise, the office administrators will be the only ones to communicate with teachers and staff
- Direct teachers to keep computers on to communicate via e-mail
- Direct teachers/staff to turn off all lights and instruct students to remain calm and quiet
- NO person is allowed to enter or leave the building. Under no circumstances should students or staff outside classrooms be allowed to enter a classroom once Code RED Lockdown has been initiated. Doing so could jeopardize the safety of the students and staff within the room



RESPONSE: Code Red Lockdown

Code RED Lockdown Procedures (continued):

- In case of missing students, Site Administrator attempts to locate and report any missing students to the Fire Department, Police Department and District Office
- Direct teachers/staff to keep doors locked until proper law/fire/school administrator arrive and identify themselves with the code words. The code words will be both the current MONTH_____ and DAY_____
- The Site Administrator will advise staff to prepare for evacuation or other steps as required by emergency responders.
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet.
- In the event of a required evacuation, direct teachers/staff to lead students in evacuation of classrooms in orderly lines with their hands on their heads. Teachers/staff should instruct students to remove large clothing and take only necessary materials with them in their pockets. Do not bring any bags or containers outside during evacuation. Law/fire enforcements must visibly see that students are not concealing other weapons
- The Site Administrator will release students from lockdown in an orderly manner after consultation once law/fire officials deem site is safe.

EXAMPLE: Law enforcement identifies themselves with the code:

“NOVEMBER. Attention, this is the swat team. Please open the door”

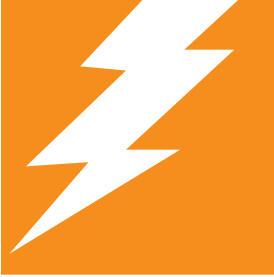
Teacher/staff responds with the code:

“TUESDAY.”

Proceed to open doors for the proper authorities.

Code RED Lockdown During:

- Shooter on campus
- Demonstration
- Terrorist attack



RESPONSE: Evacuation

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

What: A directive to evacuate that moves all students, staff, and visitors to safety outside the school building.

Why: To evacuate when conditions outside are safer than those inside the building (e.g., fire, explosion, hazardous spill, bomb threat).

Who: The Site Administrator/Principal (or their designee) is the only person who may give a directive to evacuate.

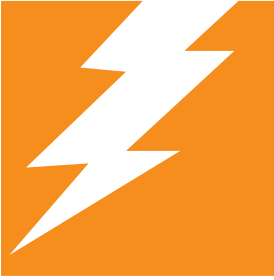
How: Do NOT activate fire alarm. Notify the District Office

The Site Administrator decides the school must be evacuated and makes an announcement:

“Attention staff and students! Please listen closely. Teachers and students, evacuate the school immediately. Teachers, take your student roster and Classroom Kit with you. Proceed to your designated Outside Assembly Location. Please evacuate now.”

Repeat Twice

- Activate the school “E-Team” and coordinators for assistance
- Take the emergency backpack/box and the ERCM manual with you
- Confirm the building was swept to ensure no person is inside
- Confirm presence of special needs students or staff at Evacuation Staging Areas
- Collect Attendance from teachers and identify missing children
Use the Procedures for Accounting for Students
Direct the Sear and Accountability Team to assist
- Report missing children to the Police or Fire Incident Commander
- If Outside Assembly Locations are not safe:
Inform District Office that you need assistance from Transportation
- Move children to an off-campus evacuation location on your Emergency Management Plan
- Implement procedures for reuniting students and parents if needed



Evacuation is initiated in case of:

- Civil unrest
- Dam failure
- Explosion
- Fire on campus
- Flood
- Gas leak
- Hazardous materials incident
- Landslide
- Major earthquake
- National Security emergency
- Terrorism
- Transportation accident
- Wildland/urban interface fire
- Winter storm



See *Injured & Missing Persons Report* form in **FORMS**

RESPONSE: Evacuation

Procedures for Evacuation:

- Activate the school “E-Team” and coordinators for assistance
- Take the emergency backpack/box and the ERCM manual with you
- Confirm the building was swept to ensure no person is inside
- Confirm presence of special needs students or staff at Evacuation Staging Areas
- Collect Attendance from teachers and identify missing children
Use the Procedures for Accounting for Students
Direct the Search and Accountability Team to assist
- Report missing children to the Police or Fire Incident Commander
- If Outside Assembly Locations are not safe:
Inform District Office that you need assistance from Transportation
- Move children to an off-campus evacuation location on your Emergency Management Plan
- Implement procedures for reuniting students and parents if needed

Important Details

Building Re-entry:

Consult with Facilities and the Fire Department to determine when it is safe to re-enter the building

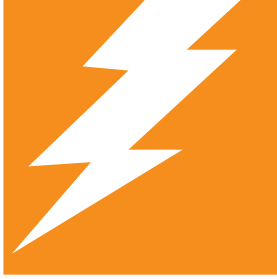
Reuniting students and parents:

Refer to the Preparedness section of this manual for procedures to reunite students with parents. All students must be accounted for and signed out in the school’s binder, which has emergency contact information. Direct the Student-Parent Reunion coordinator to facilitate this task

Directed evacuation:

The fire alarm is not activated during a directed evacuation. The evacuation is ordered by announcement. Elevators remain functional

NOTE: Make the megaphone announcement after the building evacuates

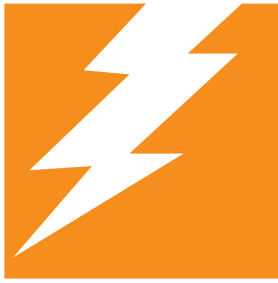


RESPONSE: Evacuation

Procedure for Accounting for Students, Staff, and Visitors During an Evacuation

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- Teachers/staff supervise students' evacuation to Outside Assembly Areas and take the student roster with them
- Designated school staff sweep and clear school building
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator
- Teachers staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance
- Site Administrator reports any missing students to the Fire Department, Police Department and/or Search and Accountability Team
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the Teacher's reported attendance against the Secretary's updated student roster



RESPONSE: Evacuation

Procedure for Accounting for Students, Staff and Visitors

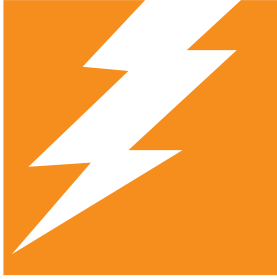
In the event of a serious emergency, it is possible that the school may have to reunite student with parents outside of the regular school schedule. For example, this might happen if a police situation forces the lockdown of a school and the release of students is delayed beyond the school day. It may also be necessary if a fire at a school requires that students be evacuated to an alternative location. Student -Parent reunion may occur either at or away from the school site.

In general, students should only be released to a parent or guardian that is listed as an emergency contact in the student information system. In emergency situations call for the exercise of discretion and school officials will exercise due diligence in making sure students are returned safely to parents or guardians.

Procedures for Reuniting Students and Parents/Guardians:

If there is a need to reunite students and parents following an emergency situation, the following procedures are recommended:

- The Student-Parent Reunification Coordinator will coordinate the return of students to parents/guardians in partnership with the Site Administrator**
- School staff or their designees should use school binder with student's emergency contact information to call parents/guardians and request they pick up their child at a designated location**
- It may be helpful to use tables organized by student's last names (e.g. A-L, L-Z) to facilitate the reunification and sign-out process**
- School staff should have parents or guardians sign-out their child directly next to their child's name in the binder that has students' emergency contact information**
- School staff should confirm parent/guardian identity by requiring them to show a photo ID**
- Do not release any student without parent or guardian permission, and do not release a student to anyone other than those whose name(s) appear in the student's emergency contact information (unless a confirmed parent or guardian gives verbal permission over the phone)**

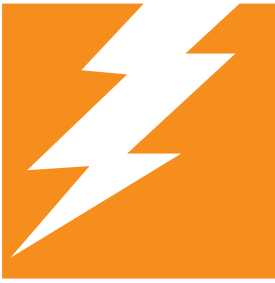


RESPONSE: General Evacuation

Procedures for Accounting for Students, Staff and Visitors During Evacuation

During an emergency, accounting for students, staff and visitors is an urgent priority. Follow these procedures for accounting for everyone.

- Teachers/staff supervise students' evacuation to Outside Assembly Areas, and take the student roster with them**
- Designated school staff sweep and clear school building**
- Teachers/staff who are responsible for special needs students needing evacuation assistance must (1) supervise them (2) direct them to Evacuation Staging Areas, and (3) notify the Site Administrator**
- Teachers/staff remain with students, take attendance, and report missing students to the Site Administrator (Site Incident Commander) or Operations Team**
- Site Administrator notifies emergency responders about any special needs students or staff awaiting evacuation assistance**
- Site Administrator reports any missing students to the Fire Department, Police Department and/or Search & Accountability Team**
- Site Administrator accounts for all staff and any visitors listed on the school visitor log or sign-in sheet**
- For serious emergencies (fire, explosion, gun violence), Site Administrator checks the teacher's reported attendance against the secretary's updated student roster**



Duck, Cover and Hold On during:

- Civil unrest
- Explosion
- Landslide
- Major earthquake
- National Security emergency
- Terrorism
- Transportation accident
- Winter storm

The call to “duck and cover” is usually initiated by classroom teachers. In the event of an earthquake, the ground-shaking initiates the Duck, Cover and Hold On procedures.

For all other events:

Make an announcement over the PA system*:

***“Duck, cover, and hold on. Stand-by for further instructions.”
Repeat Twice***

*If you do not have a PA system or bell code system, and it is safe to do so: send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

RESPONSE: Duck, Cover and Hold On

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

Duck, Cover and Hold On Procedures

- Sound alarm for situations other than earthquake
- Notify staff and students
- When the threat passes, make “All Clear” announcement and issue call to “Resume Regular Activities” or direct another response action (such as Evacuation, Cancellation or Closure of School)
- Students, staff, and employees drop immediately to the floor and crawl under their desks (or a table or work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck

Indoors

- Stay put until “All Clear” announcement is made
- Check for injuries and make sure everyone is accounted for

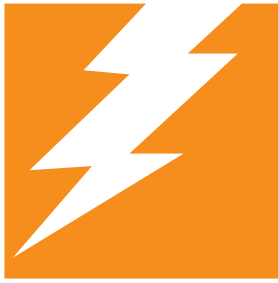
Hallways and Bathrooms

- Kneel next to a bare, inside wall and place your hands over the back of your neck
- Stay put until “All Clear” announcement is made
- Check for injuries and make sure everyone is accounted for

Outdoors

- Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- Drop to the ground and cover the back of your neck with your hands
- Stay put until “All clear” announcement is made
- Check for injuries and make sure everyone is accounted for

NOTE: After an earthquake, remember to stay alert for aftershocks!



RESPONSE: Cancellation/Closure of School DURING School Hours

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

Cancellation/Closure Procedures

- Notify District Office and County Office
- Notify staff and students
- Check for injuries and make sure everyone is accounted for
- Post Alert through SCAN USA (if your school is in this system)
- Activate Parent Telephone Alert System (parent phone tree, (if one is in place)
- Prepare for Student Release

Divisions Involved in School Cancellation/Closure

- Management/Command
- Operations: Student Release

School may be cancelled/closed DURING school hours if there is:

- Civil unrest
- Dam failure
- Explosion
- Flood
- Hazardous materials incident
- Landslide
- Major earthquake
- National Security emergency
- Pandemic influenza
- Radiological incident
- Terrorism
- Transportation accident
- Tsunami
- Wildland/urban interface fire
- Winter storm

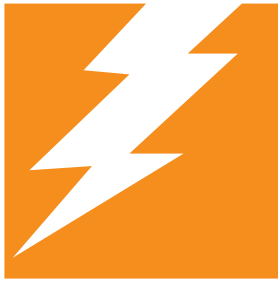
Announce over the PA system:

“Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place.”

Or, send runners to each classroom with above information. Be sure all classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

Post signs in school office and main entry points:

“School Closed. For more information, call _____ or tune your radio to _____”



RESPONSE: Cancellation/Closure of School BEFORE the school day

School may be cancelled/closed BEFORE the school day begins, if there is:

- Civil unrest
- Dam failure
- Explosion
- Flood
- Hazardous materials incident
- Landslide
- Major earthquake
- National Security emergency
- Pandemic influenza
- Radiological incident
- Terrorism
- Transportation
- Tsunami
- Wildland/urban interface fire
- Winter storm

NOTE: The use of a school campus for purposes of public shelter must be initiated by the District Superintendent at the request of the Office of Emergency Services, the American Red Cross, or the Dept. of Health Services.

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

Cancellation Procedures

- Notify District Office (if you are a school site administrator)
- District Office will notify the County Office of Education
- Post Alert through SCAN USA (if your school is in this system)
- Notify staff (use staff phone tree, (if one is in place))

Divisions Involved in School Cancellation/Closure

- Management/Command

The District Office will notify the County Office of Education in the following manner:

Between 5 A.M. and 7 A.M., call your District Superintendent at:

Home _____ Cell _____

If the District Superintendent is unavailable, Alternate Contact is:

Home _____ Cell _____

After 7 A.M., call the County Office of Education, at:

HOME: _____ CELL: _____

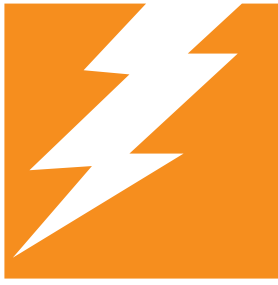
If the District Superintendent is unavailable, contact:

Alternate Contact _____ :

HOME: _____ CELL: _____

After 7 A.M., call the County Office of Education

OFFICE: _____



To Direct a School Lockdown, Announce:

“ Attention staff. Please listen closely. Please lock your classroom doors immediately. Lock windows. Move students away from windows.”

Important Details

Evacuation, lockdown, and/or search:

Consider having students remain in classrooms while a reasonable search is made. Do not put students in harm’s way by having them evacuate through an area that could contain the bomb. Quickly sweep evacuation routes before allowing students through them.

Decision to cancel school:

Consider a plan to send students home if an explosive device is found or a more thorough search is necessary. Make decisions in collaboration with Superintendent, Police and or Fire Departments.

RESPONSE: Types of Emergencies: Bomb Threat

Bomb Threat

What: A bomb threat is a threat that an explosion of some type will occur. The threat may be delivered in writing, or by email, video, telephone, etc.

Why: To gain as much information as possible about the threat and to act to move all students, staff and visitors to safety if necessary.

Who: The recipient of the threat must try to gain as much information about the threat as possible and immediately call 911 to report the bomb threat.

The Site Administrator or designee must take action to ensure the safety of everyone in the school. The Site Administrator may give an order to evacuate the school (Directed Evacuation) in an urgent emergency, but consultation with the District Office is advised.

How:

Person Receiving Bomb Threat:

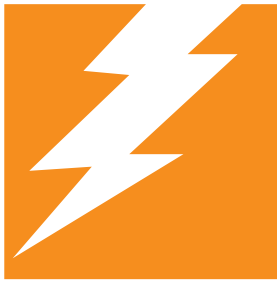
- Talk to caller; do not hang up; complete the Bomb Threat Checklist
- Signal someone to call 911 while you are on the phone
- Call 911 immediately
- Call the District Office immediately
- Notify the Site Administrator immediately

Site Administrator:

- The Site Administrator decides if a lockdown or evacuation is needed

For Lockdown:

- Make Announcement that all students are to remain in class
- Sweep any potentially dangerous areas
- Do NOT move or touch suspicious items such as packages or boxes
- If a suspicious item is found, report the suspicious item to 911, Police, and/or Fire Department
- Notify the District Office
- Evacuate the area if indicated
- Evacuate the school if indicated



Teachers direct students to exit the building quietly:
“Attention staff and students! Please listen closely. Teachers and students, prepare to evacuate the building. Avoid the _____ area. Do NOT enter the _____ area. Do NOT use cell phones or pagers. Teachers, take your student roster with you. Proceed to your designated Outside Assembly Location. Please evacuate now.”

(Optional) “Students in the hallway, leave the building immediately and check in with the nearest teacher. Members of the school E-Team report to _____.”

Repeat Twice



See ***Bomb Threat Form*** in **FORMS**

RESPONSE: Bomb Threat

Evacuation:

- Prior to evacuation, sweep the evacuation routes to check for suspicious items (i.e., the bomb)
- Do NOT move suspicious items, packages, boxes, etc
- Decide what evacuation routes should be used to avoid dangerous areas
- Make Announcement to evacuate the building and specify by which routes
- Do NOT allow students and staff into dangerous areas
- Direct teachers to ensure students quietly exit the building
- Account for all students and staff
- Refer all media inquiries to the Public Information Officerz
- Work with Police, Fire and the District Office to determine if it is safe to reenter the building

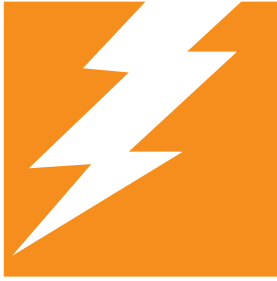
Important Details

Evacuation, lockdown, and/or search:

Consider having students remain in classrooms while a reasonable search is made. Do not put students in harm’s way by having them evacuate through an area that could contain the bomb. Quickly sweep evacuation routes before allowing students through them.

Decision to cancel school:

Consider a plan to send students home if an explosive device is found or a more thorough search is necessary. Make decisions in collaboration with Superintendent, Police and or Fire Departments.



TYPES OF EMERGENCIES: ***Gun or Weapon on Campus***

Gun or Weapon on Campus Expanded Guidelines

If a teacher becomes aware of a firearm or weapon on campus, s/he should contact the front office immediately without alerting student(s) or the suspect(s), if at all possible. These are suggested methods of notification:

What: A weapon is considered a knife, firearm or similar appearing device that could be used to inflict harm and that is detrimental to the welfare or safety of students.

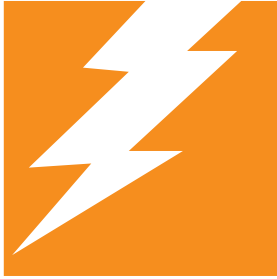
Why: Any weapon on school grounds is dangerous! Immediate action must be taken to provide for safety.

Who: Any staff member must report the presence of a weapon on school grounds. Notify the Site Administrator immediately. The Site Administrator must take immediate action to mitigate danger and ensure the safety of everyone in the school.

How: When a Weapon is Reported:

Response:

- Notify the District Office
- The Site Administrator should call 911 if there is imminent danger
- Keep reporting student(s) in the main office
- Reporting student(s) may remain anonymous
- Notify campus security officers
- Use extreme caution and do NOT confront the suspect
- Determine if a LOCKDOWN or EVACUATION is needed
- Consider having police investigate the situation
- Conduct a thorough search of all school property, as indicated
- Conduct a thorough search of personal property (backpacks, automobiles, jackets, purses, etc.)
- Conduct a thorough search of student, or delegate search of student to a police officer as indicated for obvious safety reasons
- Follow all search procedures
- Document that you are delegating search to a law enforcement officer given potential safety concern



TYPES OF EMERGENCIES: ***Gun or Weapon on Campus—Response***

Student Observes Weapon

Send reporting student to the office if possible

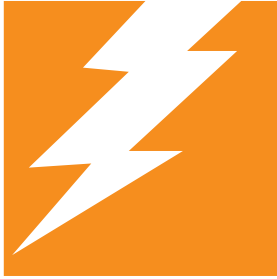
- The student may remain anonymous

Teacher Observes/Learns of Weapon

- Send sealed message with trusted student to the Site Administrator
- Seek assistance from another teacher to report the incident
- Report your name and location
- Give the name and a description of the suspect
- Describe the type of weapon and location if possible
- Discreetly call the police if possible
- Wait for a response from administration
- Use extreme caution; do not confront the suspect

When a Weapon is Brandished

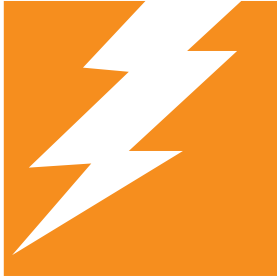
- Assess the situation
- Call 911 if possible
- Notify the District Office
- The Site Administrator should decide to:
 - ▲ Clear the site or evacuate
 - ▲ Secure the area or initiate a lockdown
- Remain calm; avoid sudden moves or gestures
- Do NOT attempt to take the weapon from the individual
- Using a calm and clear voice, instruct the individual that they need to place the weapon down
- Use the individual's name while talking to them



TYPES OF EMERGENCIES: *Gun or Weapon on Campus—Response*

When a Weapon is Found

- Secure the area if a firearm is found; do not touch a firearm
- Confiscate any weapon that is not a firearm and secure as evidence
- If a weapon is found, call 911 or Police non-emergency as indicated
- Call the District Office
- Take statements from students and/or staff witnesses as indicated
- Follow appropriate discipline procedures and notify parent(s)
- Refer media request to the Public Information Officer
- Debrief all students or staff involved
- Provide for counseling services as needed



TYPES OF EMERGENCIES: Severe Weather

Severe Weather

What: Severe weather is any weather condition (e.g., high winds, snow) that may cause injury to students and staff or damage to structures. Different types of weather call for different types of action.

Why: To protect human life, ensure safety and protect property.

Who: The Site Administrator or designee must take action to respond to severe weather conditions (i.e., Lockdown/Shelter-in-Place).

How : For Extreme Weather Watch:

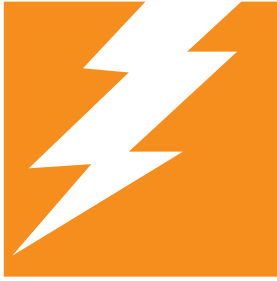
Response:

- Keep the Weather Radio on in the school office
- Continue monitoring
- The Site Administrator should listen to alerts from the city/county and take any necessary action
- Make an announcement to move all students and staff to their classrooms
- Use a megaphone to direct parents, bus personnel and visitors to come inside the building from the school grounds
- Direct teachers to take attendance and report missing children
- Do NOT activate the fire alarm
- Make announcements to keep teachers and staff informed of current status
- Decide whether to have students Lockdown/Shelter-in-Place
- Close all exterior doors
- Close all interior doors
- Move children and staff from rooms on the perimeter, glass-walled rooms or rooms with skylights to designated safe areas within the school (e.g., hallways, basement).
- Get emergency supplies

Weather Radio:

The Weather Radio is to be located in the school office and turned on at all times.

All school sites should have a NOAA weather radio. If not, contact the Safe Schools department of the Santa Cruz County Office of Education at 466-5600.



TYPES OF EMERGENCIES: Severe Weather

After the Storm Passes

- Check all reports from staff for injuries and damage to the building
- If the building is damaged, direct building maintenance staff to turn off all gas and electric at main disconnects if doing so is safe
- Evacuate the building if the building is damaged and unsafe
- Do not allow students or staff to walk through water because of the danger of live electrical wires
- Call the District Office with school conditions and safety updates
- Call 911 if appropriate
- Make an “all clear” announcement after danger has passed

For High Winds

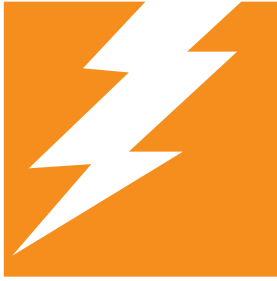
- The Site Administrator should direct students to move inside the building
- Direct students to stay away from windows

For Hail

- The Site Administrator should direct students to move inside the building
- Direct students to stay away from windows

For Snow

- The Site Administrator should consult with the Superintendent regarding possible school closing



TYPES OF EMERGENCIES: Severe Weather—Response

Severe Weather Expanded Guidelines

Inside Safe Assembly Locations are Generally

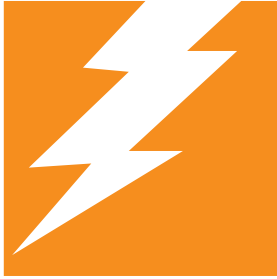
- Internal hallways
- Internal classrooms without glass walls
- A basement if quickly accessible and internally safe
- An internal stairwell if glass is not present

Inside Safe Assembly Locations Should Not Be

- Classrooms or rooms with high profile ceilings, such as gyms and auditoriums
- Classrooms with an outside wall and/or windows
- Adjacent to an entrance or exit doors with glass inserts
- Adjacent to atriums, skylights, glass walled classrooms

Teacher Guidelines When Directed to Shelter-in-Place

- Take an attendance sheet with you
- Make sure the classroom door is closed after the last person has left the room
- Check to make sure all students are out of bathrooms
- Instruct the students to line up and sit down against the inside wall of the hallway
- Teachers will keep students calm



TYPES OF EMERGENCIES: Student Abduction

Student Abduction

What: Child abduction occurs when any person takes a child without proper authorization. A child may be taken forcibly, by persuasion, or by enticement.

Why: A quick response is critical so that efforts can be made to locate the child.

Who: Any staff member must immediately report a child's abduction. The Site Administrator should be notified immediately.

How:

Response

- Immediately call 911 to report the child's abduction
- Describe what happened and describe the abductor: age, height, weight, color of hair, color of eyes, clothing, vehicle type, location
- Call the District Office
- Conduct immediate search of school buildings and grounds
- Identify witnesses and notify police who will question witnesses
- Provide a school picture and full description of the child (age, height, weight, color of hair, color of eyes, clothing) to assist the police
- Contact the parents of the child involved to establish a communication plan with them
- Move other children away from the area of the abduction
- Maintain the classroom routine for children
- Call an emergency staff meeting if appropriate
- Consider activating the School and District Crisis Recovery Team
- Document all actions and complete School/Site Incident Report
- When the child is found, contact all appropriate individuals

Important Details

Support:

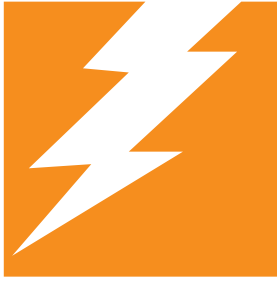
Keep in mind that the parents of an abducted child will experience a variety of strong emotions and need considerable support. Consider how you might best support parents or guardians during this difficult time. The District Crisis Recovery Team has a variety of support resources.

Communication:

Communication about the situation should be sensitive and discreet. Contact the District Office for assistance in drafting messages to parents and children. Route all communication through the Public Information Officer.

Custody Disputes:

Treat situations involving custody disputes as a possible abduction. Obtain records and clarify the custodial arrangement for a child. Seek consultation with legal services as indicated.



TYPES OF EMERGENCIES: Student Abduction

Missing or Lost Child

What: A missing or lost student is any child who cannot be located after s/he is known to have reported to school, been in route to or from school or boarded a school bus.

Why: A quick response is critical so that efforts can be made to locate the child immediately.

Who: Any staff member must immediately report a missing child. The Site Administrator should be notified immediately.

How:

Response

Important Details

Support:

Keep in mind that the parents of an abducted child will experience a variety of strong emotions and need considerable support. Consider how you might best support parents or guardians during this difficult time. The District Crisis Recovery Team has a variety of support resources.

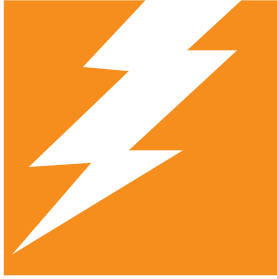
Communication:

Communication about the situation should be sensitive and discreet. Contact the District Office for assistance in drafting messages to parents and children. Route all communication through the Public Information Officer.

Custody Disputes:

Treat situations involving custody disputes as a possible abduction. Obtain records and clarify the custodial arrangement for a child. Seek consultation with legal services as indicated.

- Notify the Site Administrator
- Immediately conduct a search of the school building (e.g., including closets, under desks, etc.) and the grounds
- Determine when the child was last seen
- Call the District Office
- Call 911 as indicated
- Ask teachers and staff about any problems that are known regarding the child
- Provide a school picture and full description of the child (age, height, weight, color of hair, color of eyes, clothing, time last seen, where last seen, home address) to assist campus security or Police
- Contact the parents of the child involved to establish a communication plan with them
- Maintain the classroom routine for the other children
- Document actions and complete School/Site Incident Report
- When the child is found, contact all appropriate individuals



TYPES OF EMERGENCIES: Assault and Battery

Assault and/or Battery

What: Assault is alleged or actual physical contact causing bodily harm to another person. (If indicated, see procedures for Child Abuse/Sexual Assault)

Employee to Student: Any incident of alleged physical or extreme emotional abuse or neglect of a student by a school employee could be defined as assault

Student to Student: An incident in which a student is physically injured or in imminent danger of being injured

Why: A quick response will allow for treatment of injuries, possible referral to Police, a thorough investigation, and prevention or intervention.

Who: Any staff member must immediately report an alleged or actual assault. The Site Administrator should be notified immediately.

How:

Response

- Notify the Site Administrator
- Always call the District Office
- Call 911 as indicated
- If not an emergency, call the Police on the non-emergency line
- Give description of assailant: age, height, weight, color of hair, color of eyes, clothing, type of vehicle
- Administer first aid as indicated
- Provide for the ongoing safety of students and staff and initiate lockdown if indicated
- Follow procedures for notifying the victim's parents
- Follow procedures for notifying the assailant's parents
- Document actions and complete School/Site Incident Report

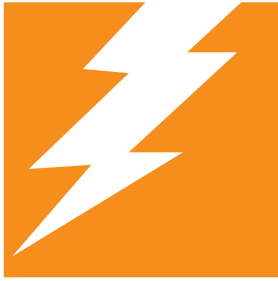
Important Details

Collaborate with Police:

Provide information to Police as required for investigative purposes.

Discipline:

Follow procedures for student discipline as indicated.



TYPES OF EMERGENCIES: Child Abuse and Sexual Assault

**No person
within the school
district has the
authority to veto
the reporting of
child abuse!**

**Sexual Assault
is any physical
contact of a
sexual nature to
a student, with or
without, physical
force or violence.**

Child Abuse and Sexual Assault

What: Child abuse is generally defined as non-accidental physical or mental injury caused by the acts or omissions of the child's parents or caretakers. Any injury inconsistent with an explanation of how the injury occurred may be considered child abuse. Child abuse includes the four following types of abuse:

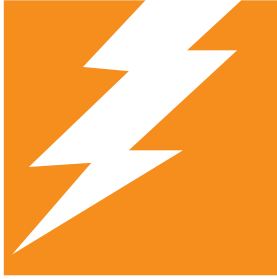
- Physical Abuse:** Non-accidental physical injury to a child
- Physical Neglect:** Failure on the part of the child's caretaker to provide adequate food, clothing, shelter or supervision
- Emotional Maltreatment:** The constant belittling and rejecting of a child, not providing a positive emotional atmosphere
- Sexual Abuse:** Sexual exploitation, molestation, or prostitution of a child

Why: School personnel have a legal obligation to make a report if child abuse or neglect is suspected. Suspicion or knowledge of abuse or neglect must be reported to the police.

How:

General Principles for Reporting:

- Follow specific reporting procedures
- After the probability of abuse or sexual assault has been established, school staff should not question the student further
- Provide a confidential setting for a caseworker or police officer to interview the child
- The principal may designate one staff person with whom the child is familiar to be present during the interview



TYPES OF EMERGENCIES:

Child Abuse and Sexual Assault—Response

Child Abuse by Family or Primary Caregiver

- Notify the Police and/or Child Welfare Services
- Complete the Child Abuse reporting form and send copies to appropriate departments
- Parents will be notified by a caseworker after the report is made, not by school personnel

Child Abuse by Someone Other than the Primary Caregiver

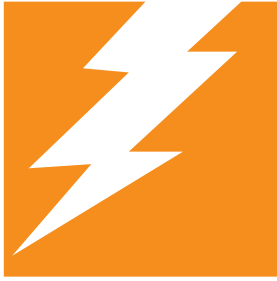
- Notify the Police

Child Abuse by a District Employee

- Notify the Police
- Notify the District Office
- Complete a School Site/Incident Report
- Send Report to appropriate district personnel
- Decide in partnership with the Superintendent or designee who will notify parent or guardian

Sexual Assault by Student/Other

- Notify the Police
- Notify the District Office
- Complete a School Site/Incident Report
- Send report to
- Decide in partnership with the Superintendent or designee who will notify parent or guardian



TYPES OF EMERGENCIES: **Child Abuse and Sexual Assault—Response**

Sexual Assault by a District Employee:

- Notify the Police
- Notify the District Office
- Complete a School Site/Incident Report
- Send report to appropriate district personnel
- Decide in partnership with the Superintendent or designee who will notify parent or guardian

If a Caseworker Has Not Responded by Dismissal Time:

- Site Administrator may send the student home if the student does not appear to be in imminent danger
- If the caseworker is on the way, remain with the student until the caseworker arrives
- If the student is afraid to go home, refuses to go home, or is determined to be in imminent danger, call the Police and remain with the student until the police arrive
- If the child is taken into custody by the Police, the Site Administrator should notify the parent or guardian by telephone
- If parents or guardians are not reachable, complete the Notification Card, make copies, seal it in an envelope, address it to parent or guardian, and deliver to their residence.

Important Details

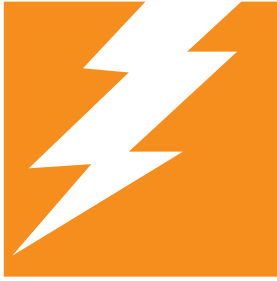
Communication among departments:

It is essential that all relevant departments be involved in reports of child abuse or sexual assault. Communication between Principals, Superintendent, Human Resources, Legal Services, and other departments may be called for. Child Abuse and Sexual assault should always be reported to the Police.

Collaborate with Police:

Provide information to the Police as required for investigative purposes. Copies of a child abuse report should only be provided to police upon request.

When in doubt, report!



TYPES OF EMERGENCIES: Suicide Threat or Suicide Attempt

Important Details

Consider the impact on other students:

It is important to consider the impact of a particular student's suicidal thinking or attempt on other students. In some cases, a student's suicide attempt has led to suicide attempts by other students.

Parental involvement: Parents should be contacted as soon as possible in every situation involving suicidal thinking on the part of their child. Their input and support is essential to providing support and services to address concerns about their child.

Chronic suicidal threats by a child:

On occasion, a child will make ongoing suicidal threats. This is a sign that serious mental health concerns are present. Every suicidal threat must be taken at face value and evaluated to determine whether the child is in danger. Keep in mind that circumstances may change from moment to moment. In chronic cases, the help of mental health professionals in the community should be obtained (e.g., the child's therapist) with the permission of the parent or guardian. Parents should also be included in developing an ongoing safety plan for their child.

Suicide Threat or Suicide Attempt

What: Suicidal ideation is having thoughts of suicide. A suicide threat is an expression that a person intends to harm himself or herself. This may be a statement. A suicide attempt is taking action to end one's own life. These are all expressions of a need for help and support and reflect possible imminent danger.

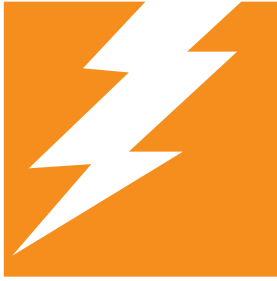
Why: Evaluation and intervention must be immediate to protect a child and/or others from injury or death.

Who: Any staff member must immediately report a suicide threat or attempt. The Site Administrator should be notified immediately. The Site Administrator must ensure that the child is appropriately evaluated.

How:

When a Student is Thinking about Suicide:

- The Site Administrator must ensure the student is safe
- Assign a staff member to remain with the student
- Assign a school psychologist, social worker or nurse, or other professional with mental health training to evaluate the student
- Use the Suicide Risk Assessment form to assess the student
- Notify the parent or guardian of the situation in partnership with a specialized services staff member
- Review the Safety Plan on the Suicide Risk Assessment form developed by specialized services staff
- Consider having the student sign the Student Safety Contract form
- Consider having the parents sign the Parent/Guardian Emergency Conference Notice
- If a specialized service staff member cannot be reached, consider calling psychological services, social work services, nursing services, the Police or 911



TYPES OF EMERGENCIES: Suicide Threat or Suicide Attempt—Response

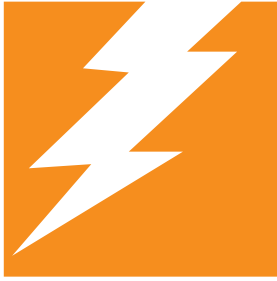
When a Student Makes a Suicide Attempt

- The Site Administrator must take action to ensure the student is safe
- Provide immediate first aid and call 911 if indicated
- Call the District Office
- Remove all students from the area
- Notify the student's parents/guardians immediately
- Consult with a mental health professional to evaluate the student and make recommendations

Legal Issues

Several court rulings provide best practice decisions guidelines for Site Administrators and staff to follow when intervening with students that are suicidal.

- Parents must be notified when a student is suicidal (Wagon Mound Public Schools, District of New Mexico, 1998)
- School districts must offer adequate supervision of students that are suicidal (Wyke V. Polk County School Board, 1997)
- Even if a student denies suicidal intent, and collaborative teams suspect otherwise, the obligation is to notify parents (Eisel V. Board of Education of Montgomery County, 1991)



TYPES OF EMERGENCIES: Suicide Threat or Suicide Attempt—Response

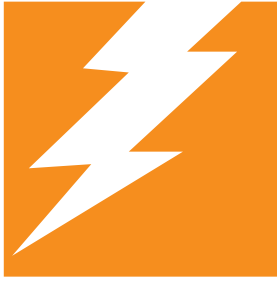
Suicide Threat or Suicide Attempt Expanded Guidelines

When Assisting a Suicidal Student, DO

- Stay with the student at all times
- Use the Suicide Risk Assessment form to conduct your assessment
- Assess the student for depression and broadly assess mental health functioning (e.g., thinking, impulse control, etc.)
- Report suicidal ideation to parents or guardians
- Listen to what the student is saying and accept the student's feelings
- Observe the student's nonverbal behavior such as facial expressions and body language which may convey more than what the student says
- Determine if a student has a plan to commit suicide and access to the means to complete the plan
- Seek consultation from a mental health professional
- Be reassuring, positive, and offer hope
- Assure the student that you will keep him/her safe and will find help
- Emphasize that there are alternatives to suicide and that the student is not the first person to feel this way
- Talk to someone about your experience after the event

When Assisting a Suicidal Student, DON'T

- Leave the student alone (even for a moment) or send them back to class
- Make deals or be sworn to secrecy; suicidal ideation must be reported to parents
- Be judgmental, debate whether suicide is right or wrong, give advice or lecture on the value of life
- Let the student convince you that the crisis is over; make sure you inform parents and develop a Suicide Prevention Plan that is on the Suicide Risk Assessment protocol
- Try and do too much; your responsibility to the student is to listen, assess, support, and refer the student to a trained medical professional



TYPES OF EMERGENCIES: ***Suicide Threat or Suicide Attempt—Response***

If a Student Completes Suicide

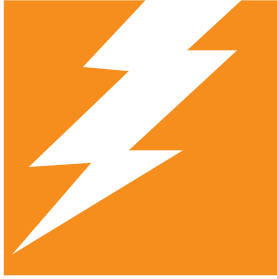
The loss of a student is a tragic event that will impact a number of students and staff at a school. Compassion, sensitivity and discretion are called for when deciding how to provide a supportive response to students, staff, and parents.

- Convene your school crisis recovery team and plan how to support your school**
- Do NOT release personal information about the student or state that the student completed suicide**
- Contact the District Crisis Recovery Team for support and to plan information to release to parents**
- Contact the District or County Office for assistance in developing information to release to parents, students, and possibly the community**
- Consider discussing with a student’s parents what information should be released about the student who has died**

Preventing Contagion at a School

Suicide threats and attempts, or a completed suicide may strongly impact other students. If a student is suicidal, try to determine if other students may be impacted. If a student has completed suicide, try to identify those who had close relationships with the student to check their needs for support and to ensure they are not contemplating suicide.

- If indicated, offer counseling services to students who had close relationships with the student who completed suicide, or other students who have expressed suicidal thoughts**
- Instruct staff to be aware of warning signs in other students**
- Let staff know who to contact if they are concerned about students**



TYPES OF EMERGENCIES: Fire or Explosion

Fire or Explosion

What: A fire is any destructive occurrence of flame and combustion. An explosion is a sudden, violent release of gas, heat, or energy. Examples of a fire or explosion include: a trashcan fire, burning building, smoke bomb, explosion in a chemistry lab, etc.

Why: A school building must be evacuated in the event of a fire or explosion.

Who: Any staff member must immediately report a fire or explosion. The Site Administrator must be notified immediately.

How:

Important Details

Re-entering the building:

Although the Fire Department may have extinguished a fire, the building may be unsafe for re-entry. After a fire, re-entry to the facility must be approved by Facilities.

Reporting fires:

All fires must be reported to the Fire Department. Even fires that are found already extinguished must be reported (e.g., a trash can fire that is found burned out in a bathroom).

Students with disabilities:

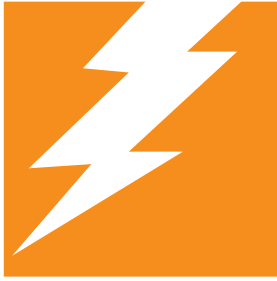
Notify the Fire Department immediately if students are waiting for assistance at Evacuation Staging Areas. The daily schedule of these students and staff is posted at the fire alarm panel.

Move a safe distance from the building:

After evacuating, students should be moved away from busy streets or areas that may pose a safety concern. Move a minimum of 100 feet away from the school building.

Response

- Assess the situation
- Call 911 if indicated
- Pull the fire alarm to initiate a building evacuation
- Call the District Office
- Take action to suppress the fire
- Follow fire evacuation procedures
- Direct all students and staff outside the building
- Direct students and staff to Outside Assembly Locations a minimum of 100 feet from the building
- Sweep all floors as the building is evacuated
- Check Evacuation Staging Areas
- Account for all students
- Account for disabled students at Evacuation Staging Areas
- Consult with Fire or E-Team to determine whether to evacuate to an Off-Site Emergency Evacuation Location, or if school is to be dismissed
- Reunite students and parents in a systematic manner, signing out all students to parents as indicated
- Do not re-enter the building until given an "all-clear" by the Fire Department and Facilities
- Document actions and complete School/Site Incident Report



TYPES OF EMERGENCIES: Threats

Threats

What: A threat is an expression of intent to harm a person or property. A threat can be spoken, written, or symbolic (e.g., a gesture). A threat can be direct, indirect, veiled or conditional (see Expanded Guidelines below).

Why: All threats must be taken seriously and evaluated to address safety concerns. Action must be taken to prevent harm from being carried out. A threat may be a crime.

Who: Any staff member must immediately report and respond to a threat. The Site Administrator should be notified immediately.

How:

Response

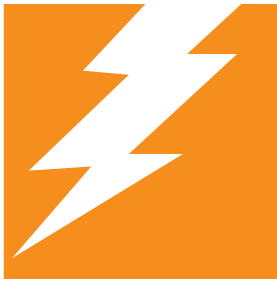
- Call the District Office
- Call 911 if there is imminent danger
- Detain the student making the threat to keep others safe from harm
- Do not allow access to backpack, purse, locker, and other personal property
- The Site Administrator should convene a school team to evaluate the threat
- Direct the building team to evaluate the threat
- Conduct search of school and personal property following procedures
- Receive findings from the threat assessment team
- Determine if disciplinary action and/or Police involvement is required
- Notify parents of situation, concerns, and course of action
- Complete School/Site Incident Report
- Send report the District Office

Important Details Team Approach:

Threat assessment should not be performed by a single individual. There may be a coordinating staff member, but it is essential to share and discuss information with all members of the threat assessment team. This enhances decision making by ensuring that different perspectives are represented (e.g., psychological, administrative, medical, etc.) and discussed.

Access to weapons:

Depending on the nature of the threat, it is essential that a student's access to weapons, especially firearms, be evaluated. Consider access at the homes of parents, friends and relatives. Ask parents about weapons access and advise them about safe storage. Inform them that potential for dangerousness is highest when a child is in emotional distress and the child has access to a means to do harm.



TYPES OF EMERGENCIES: Threats

Threats Expanded Guidelines

Guidance from the U.S. Department of Education

Two key publications guide the assessment of dangerous situations in schools. The Final Report and Findings of the Safe School Initiative: Implications for the Prevention of School Attacks in the United States (U.S. Secret Service, U.S. Department of Education, 2002) presents findings from a retrospective analysis of 37 incidents of targeted violence. This document reviews psychological and behavioral factors that have contributed to school related violence and provides recommendations for evaluating and preventing violence.

The second publication *Threat Assessment in Schools: A Guide to Managing Threatening Situation and to Creating Safe School Climates* (U.S. Secret Service, U.S. Department of Education, 2002) provides guidelines for evaluating threatening situations. The guide highlights the importance of a team approach to information seeking, evaluation, and intervention so that potential instances of targeted violence may be disrupted. It is strongly recommended that members of school threat assessment teams become familiar with these important publications.

Making a Threat Versus Posing a Threat

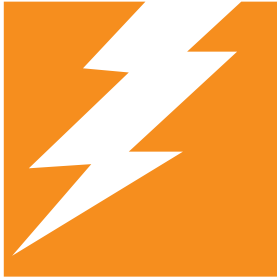
All threats must be taken seriously and evaluated. The central question is whether a student poses a threat, not simply whether the student made a threat. Evaluators must seek to understand whether the student intends to follow through with his/her threat. Base your judgments on the student's communications and behaviors (i.e., what was said and what has been done). Determine the extent to which a student is progressing on a path towards a violent act. Is there evidence to suggest movement from thought to action?

Interviews

As part of a threat assessment, members of the school team will likely interview others that know the student or have information. For example, team members may contact previous schools or Juvenile Probation to ask about court/probation involvement. The team may also elect to interview students, teachers, the target of the threat, and parents to gather information to address concerns. Look for consistency in the information provided. This will give credibility to the team's conclusions.

When interviewing, ask about:

- What was said, who heard what was said, who saw what was done
- Whether students, teachers, or parents are worried or concerned
- The student's motives, behavior, and intentions
- Grievances and/or grudges
- How parents will assist you in searches, supervision, and intervention



TYPES OF EMERGENCIES: Threats

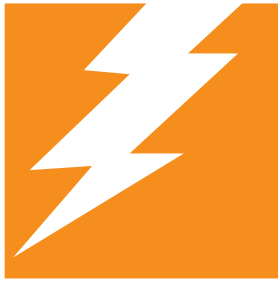
11 Questions for Analyzing Information

The U.S. Secret Service and Department of Education recommend that these 11 questions be addressed when a student makes a threat:

Searches

Appropriate searches must be performed when a student makes a threat. Keep in mind that the student has expressed an intention to harm property or person. A search is an essential step to ensure that the student does not have access to a means to follow through with their threat.

- 1 What are the student's motives and goals?**
Why did the student make a threat or behave in the manner they did?
Does the student have a grievance or grudge? Against whom?
- 2 Have there been any communications suggesting ideas or intent to attack?**
What, if anything, has the student communicated to others (targets, friends, other students, teachers, family) or written in a diary, journal, or website concerning their ideas and intentions?
- 3 Has the subject shown inappropriate interest in any of the following?**
School attacks or attackers, weapons (including recent acquisition of any relevant weapon), or incidents of mass violence (terrorism, workplace violence, mass murderers)
- 4 Has the student engaged in attack-related behaviors?**
These behaviors might include: developing an attack idea or plan; making efforts to acquire or practice with weapons; casing, or checking out possible sites and areas for attack; rehearsing attacks or ambushes
- 5 Does the student have the capacity to carry out an act of targeted violence?**
Does the student have the means to do harm, such as access to a weapon
- 6 Does the student have a trusting relationship with at least one responsible adult?**
Is the student emotionally connected to, or disconnected from, other students and adults?
- 7 Is the student experiencing hopelessness, desperation or despair?**
Has the student experienced a recent failure, loss or loss of status?
Is the student now, or has the student ever been, suicidal?
- 8 Does the student see violence as an acceptable or desirable way to solve problems?**
Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- 9 Is the student's conversation and "story" consistent with their actions?**
Does the student's behavior and information from collateral interviews confirm or dispute what the student says is going on?
- 10 Are other people concerned about the student's potential for violence?**
Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- 11 What circumstances might affect the likelihood of an attack?**
What factors in the student's life and/or environment might increase or decrease the likelihood that he or she will attempt to mount an attack at school?



TYPES OF EMERGENCIES: General Searches

Searches

What: A search refers to the careful and thorough examination/inspection of school property, personal property, or an individual and their personal effects. A search is justified when there is reasonable suspicion that the search will turn up evidence of a violation of the law or school rules.

A search is reasonable when (1) the action was justified at its inception; and (2) the search as conducted was reasonably related in scope to the circumstances justifying the search.

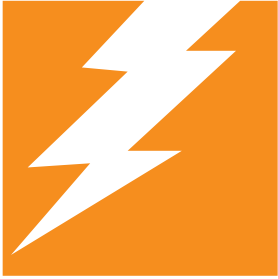
Why: School officials may take necessary action to provide a safe and effective learning environment for students and staff. It may be necessary for school personnel to search the person and or the personal property of a student and to seize any property deemed injurious or detrimental to the safety and welfare of students and staff.

Who: The Site Administrator and/or designees (e.g., Assistant Principles, Student Advisors, Security Staff, etc.) should conduct an appropriate search.

How:

- The Site Administrator should determine if there is *reasonable suspicion* that a search will turn up evidence that the student has violated school policy or the law
- Justify the search at inception (i.e., the beginning based on observations, information received from students or staff, a student's behavior or writings, odors, or physical characteristics such as bloodshot eyes or slurred speech)
- Document reasonable suspicion
- All school district property, including any room closet locker, desk, computer equipment, book, and electronically recorded information, is subject to search at any time
- Upon request, any student shall make his or her motor vehicle available for search if it is on school grounds
- Backpacks, purses, briefcases, lunchboxes or other similar containers brought onto school property are subject to search at any time
- A search of a student should be conducted in a private and secure location such as the main office
- Direct that two staff should be present during a search from the inception of the search until evidence is properly secured
- Direct that a search of a student should be conducted and witnessed by two members of the same sex if possible
- Conduct the search outside of the presence of other students; never search a student in front of another student

NOTE: Conduct a search where contraband or evidence may be reasonably found:



TYPES OF EMERGENCIES: General Searches

Searches Expanded Guidelines

Best Practice Procedures for Conducting Student Searches

- Designate an individual to be responsible for seized contraband
- Always require an adult witness to be present during the entire search
- Search in ways that cause the least amount of embarrassment to the student
- Escort the student directly from class to the place where the search is to be conducted
- No "Strip Searches"

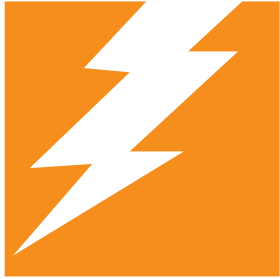
Important Details

Delegation of search to police:

In cases of potential danger (e.g., an allegation that a student is in possession of a firearm), a school official may request that a Police officer be present at a search conducted by a school official. In cases of potential danger, a school official may also elect to delegate a search to a Police officer. Document the circumstances that justify the search at inception. Also document that a school official is delegating the search to a Police officer based on serious danger concerns.

Factors to Consider in Determining Whether a Search is "Reasonable"

- Your level of suspicion
- The reliability and probative value of information that is to justify the search
- The nature of the infraction
- The prevalence and seriousness of the problem
- The age, history and school record of the student
- The exigency requiring the search to be conducted without delay
- Your prior experiences with the student



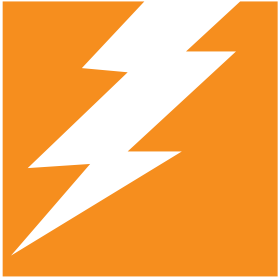
TYPES OF EMERGENCIES: General Searches

Possible Basis for Reasonable Suspicion

- Possession of cigarette rolling papers
- Presence in a school restroom without a pass coupled with nervous behavior, where restrooms are frequently scenes of drug activity
- Previous misbehavior and unusually heavy use of a public restroom
- Furtive gestures (i.e., stealth, surreptitious, or shifty gestures)
- Drug paraphernalia observed through a car window
- Observation of a request to sell drugs
- A record of concealed weapons plus suspicious behavior
- Observation of smoking and the odor of marijuana
- Bulging pockets plus possession of a large sum of money
- An objectionable odor suggestive of contraband
- An anonymous tip with corroborative evidence
- Information from a reliable student or third-party informant
- A Police tip
- Secretive movements and flight from instructors

Search of a Locker

- Lockers should not be shared by students, since this confuses ownership issues
- The student should be present when a locker is searched but not allowed near the locker
- Witnesses should arrange themselves so they can see both the locker search and the student's face
- Start from the top of the locker, working down
- Do not replace item in the locker until it is empty



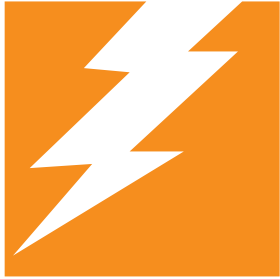
TYPES OF EMERGENCIES: General Searches

Search of a Student

- Student searches should be conducted in a private area where there will not be interruptions
- Have student remove all outer clothing such as a coat, sweater, hat and shoes
- Have student remove all objects from pockets; lay these aside until student is searched
- Conduct the search of the student's person working from top to bottom on each side
- Check middle of back, inside forearms and thighs
- Instead of patting material, crush the cloth in articles of clothing; flat objects may be easily overlooked by just a pat
- Don't stop if contraband is found; continue until all objects have been investigated
- Turn attention to items that had been set aside; items that could conceal contraband should be taken apart or, in the case of books, thumbed through
- Remember that the scope of the search must be reasonably related to the circumstances which justified the search

Vehicle Searches

- The vehicle must be on school property
- Student should be present at time of search
- Any illegal object in plain sight can justify the search
- The automobile should not be damaged by the search
- Conduct a thorough search of the vehicle



TYPES OF EMERGENCIES: Hazardous Material Spills

Hazardous Material Spills

What: A Hazardous Material Spill refers to the spill of products or compounds that are flammable, reactive, corrosive or toxic which may pose a substantial hazard to human health or the environment.

Why: Hazardous material spills pose an immediate risk to safety

Who: The Site Administrator should be notified immediately by any staff member aware of a hazardous material spill.

How:

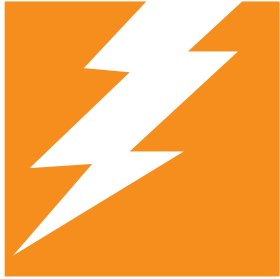
Response

- Do NOT try to clean up the spill
- Do NOT pull the fire alarm (as it will lock the elevators)
- Call 911 to activate the Fire Department and HAZMAT
- Call the District Office
- Contain the hazardous material spill by closing doors and windows
- Decide to clear a specific area or to evacuate the school and issue a directive
- Identify (and get the names of) all students, staff, and visitors that have had contact with the hazardous material(s)
- Quarantine all exposed individuals in a designated room away from danger (so they be treated/decontaminated)
- Complete the School/Site Incident Report and the Pupil Accident Report

Important Details

Re-entering the building

Affected rooms and or the school may NOT be re-entered until permission is given by Facility Services



TYPES OF EMERGENCIES: School Bus Accident or Field Trip Emergency

School Bus Accident or Field Trip Emergency

What: A School Bus Accident refers to a crash or wreck of a school vehicle transporting staff or children. A Field Trip Emergency occurs when students or staff are injured during a field trip.

Why: Accidents or injuries require an immediate emergency response. Pertinent departments and/or administrators should be notified. Parents or guardians must be notified.

Who: Any staff member must immediately report a school bus accident or injury that occurs on a field trip. The Site Administrator should be notified immediately.

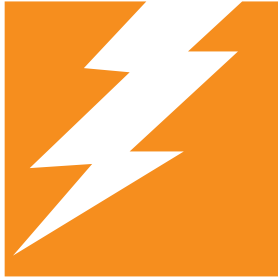
How:

Response

- The Site Administrator will receive notification of accident/injury from the Transportation radio dispatcher including:
 - ▲ Names of students and staff, names of injured, name of hospital to which students and staff were transported
- Immediately notify parents of all the students involved in the accident
- Immediately notify parents of all students transported to medical facilities so they may give permission for medical treatment
- In partnership with Transportation, arrange for school staff to go to medical facilities to assist parents and students being treated
- Direct that students may only be released to and signed out by authorized parent or guardian
- Direct staff to remain available at the school in support roles as indicated
- Consider activating the School or District Crisis Recovery Team
- Coordinate communication and release of information with the District Office
- Document actions



See the *School/Site Incident Report* and the *Pupil Accident Report* in **SCHOOL-SITE SPECIFIC INFORMATION**



TYPES OF EMERGENCIES: Shooting or Stabbing

Shooting or Stabbing on Campus

What: A shooting refers to the discharge of a gun/firearm with or without injury to a person. A stabbing refers to an aggressive gesture with a knife or sharp weapon that causes injury to a person.

Why: A shooting or stabbing is an imminent danger concern and a crime.

Who: Any staff member should call 911 and the District Office immediately in the event of a shooting or stabbing. The Site Administrator should be notified immediately.

How:

Response

- Call 911 immediately
- Notify the District Office
- If known, describe assailant: age, height, weight, color of hair, color of eyes, clothing, type of vehicle
- Provide for the ongoing safety of students and staff and initiate a Lockdown or Directed Evacuation if indicated
- Administer first aid as indicated
- Cooperate with Police action
- Do not disturb crime scene
- Identify witnesses and assist Police in taking statements
- Follow procedures to notify victim's parents/guardians (police may make notification)
- Follow procedures to notify assailant's parents/guardians (police may make notification)
- Document Action



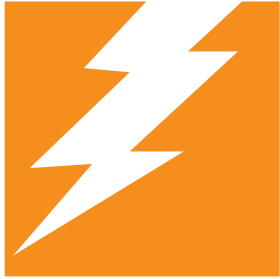
See the *School/Site Incident Report* and the *Pupil Accident Report* in **SCHOOL-SITE SPECIFIC INFORMATION**

Important Details Collaborate with Police

Provide information to the police as required for investigative purposes.

Discipline

Follow procedures for student discipline as indicated.



DURING EMERGENCIES: Communicating with the Media

Communicating with the Media

What: It is essential that information be managed responsibly in a crisis. The inappropriate release of inaccurate or confidential information may seriously compromise an effective emergency response. The Site Administrator should coordinate messages and the release of information with the District Office or refer inquires directly to that office.

Why: Parents/guardians and community members will receive reliable and useful information about an unfolding situation. The release of information will be coordinated among schools and departments.

Who: All staff should coordinate the release of information with the designated PIO officer

How:

The Site Administrator Should:

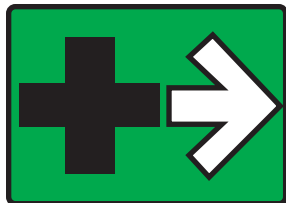
- Notify the District Office of the emergency. The District Office will identify its own PIO officer if the scope is larger than the school-site
- Coordinate with the PIO Officer the release of all information regarding a crisis (including the release of information about students)

The PIO officer will

- Field all media inquiries and requests for interviews
- Coordinate with responding agencies to determine appropriate release of information
- Develop key messages
- Provide timely and accurate official statements, news releases, fact sheets, website notices and letters to families and employees as events unfold
- Schedule media briefings or news conferences to provide updates and address rumors
- Serve as official spokesperson and identify other spokespeople (if appropriate)
- Provide guidance and training for additional spokespeople (if appropriate) and provide general guidelines to district staff for working with the media
- Establish a single area or onsite "camp" for media and regulate access to district property
- Manage media coverage (if appropriate) and arrange coverage (if appropriate) of memorial services and special events

Coordinating the Release of information:

The District Crisis Recovery Team and the PIO Officer will coordinate the release of information regarding an emergency or crisis. The District Crisis Recovery Team maintains a variety of materials that may be provided to parents regarding the impact of traumatic events on students and recovery.



Recovery ***RESPONDING TO TRAUMA*** ***AND RETURNING TO LEARNING***

The goal of recovery is to return to learning as quickly as possible

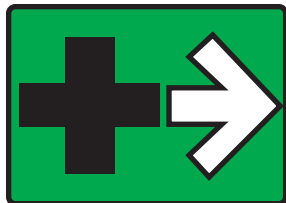
Introduction to Trauma and Crisis Recovery

A fundamental goal of all Santa Cruz County schools is to provide students with the opportunity to learn and achieve to the best of their abilities in school environments that are safe and secure. Physical and psychological security are essential components of school learning environments. This is because a sense of psychological security is a basic human need. When safety and security needs are met, students are free to explore, engage in learning, and actualize their full potential. This is what we mean by “safe and effective learning environments” for every child, every day.

Sometimes serious danger threatens a school, whether it is a natural disaster such as a flood or earthquake, or a person-caused event such as a school shooting or gang violence. Exposure to danger (e.g., gang violence), life-threatening experiences (e.g., a school bus accident), and traumatic events (e.g., a suicide) impact our sense of psychological security and challenge our ability to cope.

This Crisis Recovery section of the ERCM manual will

- Provide information about the impact of trauma on students and schools**
- Describe the District Crisis Recovery Team (DCRT)**
- Describe School Crisis Recovery Teams (SCRT)**
- Provide the Site Administrator and the School Crisis Recovery Team Coordinator with resources to share with parents and students**
- Assist the Site Administrator and the School Crisis Recovery Team Coordinator in managing the crisis recovery phase of a traumatic event with the goal of returning to learning as quickly as possible**



Recovery: EFFECTS OF TRAUMA

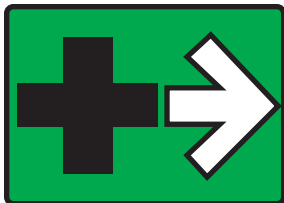
The Effects of Trauma on Students and Learning

Trauma impacts learning. For students, a traumatic experience may cause ongoing feelings of concern for their own safety and the safety of others. Students may become preoccupied with thoughts about their actions during the event, often times experiencing guilt or shame over what they did or did not do at the time. They might engage in constant retelling of the traumatic event, or may describe being overwhelmed by feelings of fear or sadness. When children are preoccupied with concerns about their well-being or the well-being of others, they are not able to focus their energies on learning. Students traumatized by exposure to violence have been shown to have lower grade point averages, more negative remarks in their cumulative records and more reported absences from school than other students.

A traumatic event at school can seriously interrupt the school routine and the processes of teaching and learning. There may be high levels of emotional upset, potential for disruptive behavior or loss of student attendance unless efforts are made to reach out to students and staff with supportive information and services.

Occasionally, a traumatic event at one school has ripple effects that affect other schools. For example, a violent incident at a high school may create anxiety among students at nearby elementary or middle schools. The response of a school is critical in supporting students through the emotional challenges they may face following an exposure to a traumatic event.

It is a certainty that traumatic reactions among students will vary. Some students will become quiet and withdrawn, others angry, and still others emotionally distraught. Each student's response will be related to many factors, including individual differences in personality and temperament, a history of trauma or loss, and/or mental health issues such as depression, anxiety or behavior problems. All of these are viable ways of coping and each child will find his or her own way. Despite individual differences, there are some commonalities in children's developmental response to trauma that allow us to plan for appropriate supports and interventions.



Recovery: EFFECTS OF TRAUMA

Effects of Trauma on Preschool Students

Preschool students may lose recently acquired developmental milestones and may increase behaviors such as bedwetting, thumb-sucking, and regress to simpler speech. They may become more “clingy” to their parents and worry about their parents’ safety and return. These young students may also become more irritable, have temper tantrums, and experience difficulty calming down. A few students may show the reverse behavior and become very withdrawn, subdued, or even mute after a traumatic event. These students may have difficulties falling or staying asleep or have nightmares about the event or other bad dreams. These students may process the event through post-traumatic play.

Effects of Trauma on Elementary School Students

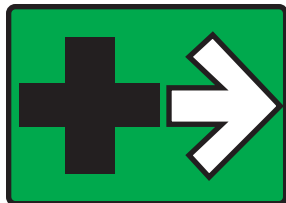
Elementary students may show signs of distress through somatic complaints such as stomachaches, headaches, and pains. These students may display a change in behavior, such as increased irritability, aggression, and anger. Their behaviors may be inconsistent. These students may show a change in school performance and have impaired attention and concentration and more school absences. Late elementary students may talk excessively and ask persistent questions about the event.

Effects of Trauma on Middle and High School Students

Middle and High School students exposed to a traumatic event feel self-conscious about their emotional responses to the event. They often experience feelings of shame and guilt about the traumatic event and may express fantasies about revenge and retribution. A traumatic event for adolescents may foster a radical shift in the way these students think about the world. Some of these adolescents may begin to engage in self-destructive, accident-prone, and/or reckless behaviors. There may be a shift in their interpersonal relationships with family members, teachers, and classmates. These students may show a change in their school performance, attendance, and behavior.

Variations among Students

In spite of our ability to predict general responses at the developmental level, there is still tremendous variability among students regarding post-traumatic symptoms and the extent to which learning and school behavior may be disrupted. The variety of individual responses to trauma is related to many factors, including a student’s prior history of trauma or loss, prior or current mental health issues such as depression, anxiety, or behavior problems, and individual differences in temperament.



Recovery: EFFECTS OF TRAUMA

The Effects of Trauma on Teachers & Staff

Traumatic events also affect school administrators, teachers and staff. During the early stages of most crises, teachers and staff are called on to account for students and provide for their physical safety. After the crisis is contained, teachers may be asked to talk to students to reassure them and provide emotional support. However, teachers themselves may have been impacted by the crisis, and it may be difficult for them to talk to students while trying to manage their own feelings.

Like students, teachers need support during and after a crisis. It is hoped that teachers will recognize that traumatic reactions are normal and seek support if they have difficulty coping. Each district and the SCCOE provides support to administrators, teachers and staff through an Employee Assistance Program (EAP). School staff are likely to feel comfortable talking to an EAP counselor about their own experiences as supportive services are provided in a confidential manner. The District's EAP counselor joins the District Crisis Recovery Team (DCRT) in responding to a crisis at a school. Information about how to contact the Employee Assistance Program is available through Human Resources or by calling 800-777-WELL.

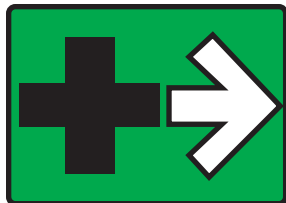
The impact of a crisis has the potential to reverberate through a school, a community, a state, and even a nation or the world community. The ripple effects of a critical event or trauma depends on the connections we each have to students, friends, loved ones, schools and our communities.

Immediate reactions:

- Numbness, shock and/or difficulty believing what has occurred**
- Slow or confused mental reactions**
- Uncertainty or difficulty with decision making, even with small judgment calls**

Ongoing reactions may include:

- Loss of appetite, difficulty sleeping, loss of interest or pleasure in everyday activities**
- Desire to get away from everyone, even family and friends**
- Emotional liability or becoming irritable or upset more quickly than usual**
- Feelings of fatigue, hopelessness and/or helplessness**
- Feelings of anger or rage**



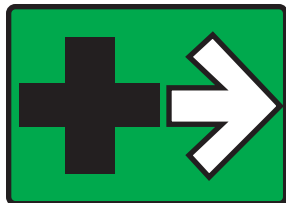
Recovery: EFFECTS OF TRAUMA

Trauma's Impact Depends on Physical and Emotional Proximity

In general, a crisis will have its greatest impact on those who have the closest physical, psychological and emotional proximity to the critical event. There are immense ripple impacts in a crisis situation where a drunk driver kills two students in a crosswalk and seriously injures three students. Students suffer the loss of their friends. Parents and family members suffer the unimaginable loss of a child, while other parents may struggle to cope with the uncertainty of injuries sustained by their children. Students, teachers and family members near the crosswalk who witnessed the event may sustain shock and post-traumatic stress at the visual and auditory memories (e.g., their friends getting hit by the car and screaming). Crossing guards may experience guilt that they might have prevented the tragedy. Other students who hear about the incident may experience vicarious trauma or strong emotions, and the community may experience outrage and the immense loss of students they know as volunteers, soccer players or youth group members.

Understanding the ripple impacts of a trauma is essential to planning an appropriate and effective crisis recovery response. This model allows Site Administrators and crisis team members to think through the potential impacts of a trauma and prepare to offer supportive interventions to those impacted in different ways.





Recovery: CRISIS RECOVERY TEAMS

District Crisis Recovery Team and School Crisis Recovery Teams

The Santa Cruz County Safe Schools Consortia supports the short- and long-term recovery of students and schools after a traumatic incident through our District Crisis Recovery Team and School Crisis Recovery Teams.

District Crisis Recovery Team

The District Crisis Recovery Team is an on-call, volunteer team that is staffed by professional staff and community partners who have extensive experience in crisis recovery.

The District Crisis Recovery Team (DCRT) provides support to schools to help manage and address the emotional impact of a crisis. District Crisis Recovery Team members will help teachers talk to their students, provide direct services to students, support parents in addressing concerns about their children, and make referrals to treatment resources in the community. The DCRT will provide support to a school when invited by the Site Administrator (Principal) or when directed by the Superintendent. The District Crisis Recovery Team always coordinates its response and services with the Site Administrator and the School Crisis Recovery Team (SCRT).

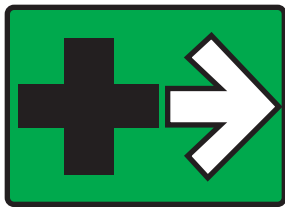
The DCRT supports schools, staff, students and families by providing assessment services, interventions and linkages to resources in the community.

School Crisis Recovery Team

The Site Administrator establishes a School Crisis Recovery Team at the beginning of each school year when the school's Emergency Management Plan is developed. As part of the School's "E-Team," the School Crisis Recovery Team Coordinator is responsible for coordinating the school's response to a traumatic event, assessing its psychological impact on students and staff, identifying needed resources, and providing assessment and intervention as indicated. School Crisis Recovery Teams are staffed by specialized services staff (e.g., School Psychologists, Social Workers and/or Nurses) and other building staff with mental health training (e.g., School Counselors and School Based Health Center staff). Site Administrators should take care to select staff who have high credibility, display a sense of responsibility, think and act well under stress, maintain confidentiality and work well with students and families.

The purposes of these teams are to:

- Assist with coping and understanding of reactions to danger and traumatic stress
- Support the emotional stabilization of students, teachers and parents and restore psychological security
- Restore a safe and effective learning environment



Recovery: CRISIS RECOVERY TEAMS

Santa Cruz County Mental Health School Emergency Response Planning (SERP) Committee

Santa Cruz County Mental Health School Emergency Response Planning (SERP) is responsible for establishing, training and overseeing the District Crisis Recovery Teams's (DCRT) use of the County Mental Health Response

Responsibilities

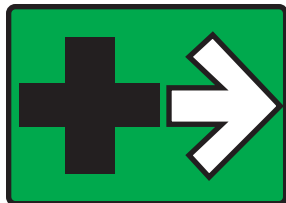
- Establishes procedures to guide the work of the DCRT
- Maintains linkages to partner agencies that support a crisis recovery response (i.e., mental health)
- Maintains a list of appropriate mental health resources in the community
- Maintains letters and handouts for students, teachers and parents regarding trauma and recovery
- Organizes crisis recovery training opportunities
- Notifies all members of the on-call DCRT when there is an emergency
- Notifies appropriate offices and personnel (i.e., Superintendents, Facilities, PIO, etc.) as indicated
- Ensures that team members debrief after each crisis recovery response
- Receives a written summary from DCRT Team Leaders about response to a critical event
- Sends a brief summary report to the County Board of Education through the Assistant Superintendent of Student Services

Each DCRT is comprised of about six (6) members

- **A responder from the Employee Assistance Program may join the DCRT on every crisis call to provide support to team members and school personnel**
- **School Principals release volunteer members of DCRT from their assigned school whenever there is a need for a crisis recovery response**

District Crisis Recovery Team Membership

The District Crisis Recovery Team is an on-call, volunteer team that is primarily composed of School Psychologists, Social Workers and Nurses, but includes volunteers from other disciplines as appropriate.



Recovery: CRISIS RECOVERY TEAMS

To Mobilize the DCRT

In the event of a serious emergency, the Site Administrator will notify dispatch; dispatch will notify the County Mental Health School Emergency Response Team Coordinator

When the traumatic event is not an emergency (e.g., the loss of a teacher to cancer), the Site Administrator District Mental Health Liaison may contact the County Mental Health School Emergency Response Team Coordinator directly for DCRT support

The County Mental Health School Emergency Response Team Coordinator will contact team members of the on-call District Crisis Recovery Team, and notify the Superintendent and other departments, as appropriate

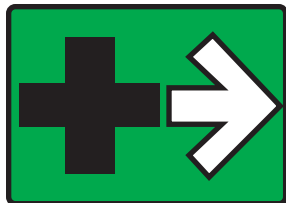
Mobilizing the District Crisis Recovery Team

Site Administrators may request the District Crisis Recovery Team by contacting the District Santa Cruz County Mental Health School Emergency Response Planning (SERP) Mental Health Liaison.

How the District Crisis Recovery Team Works

The District Crisis Recovery Team follows procedures established by the County SERP. The DCRT works closely with Site Administrators to develop an appropriate recovery plan for each school.

- District Crisis Recovery Team Responsibilities**
- The County Mental Health School Emergency Response Team Coordinator will contact the Team Leader who will contact members of the District Crisis Recovery Team**
- The DCRT Team Leader will contact the Site Administrator to gather preliminary information including:**
 - ▶ **Factual information**
 - ▶ **History of incident (if applicable)**
 - ▶ **Family information (e.g., siblings, etc.) and requests**
 - ▶ **Community knowledge of incident, current rumors**
 - ▶ **Current needs of students, staff, parents and community**
- The DCRT Team Leader, the Site Administrator, and the School Crisis Recovery Coordinator will set a meeting time at the school to plan the specific response at the school**
- All on-call DCRT members will attend the school planning meeting and implement a crisis recovery response**
- The DCRT Team Leader will maintain communication with the County Mental Health School Emergency Response Team Coordinator and relevant departments as appropriate**
- The DCRT Team Leader will submit a written report to the County Mental Health School Emergency Response Team Coordinator regarding the crisis recovery response at the school and needed follow-up**



Recovery: CRISIS RECOVERY TEAMS

School Crisis Recovery Teams

As part of his/her emergency management planning, the Site Administrator establishes a School Crisis Recovery Team at the beginning of each school year. This occurs when the Site Administrator designates roles for the School Emergency Response Team – the “E-Team”. As part of this process, the Site Administrator must designate a **School Crisis Recovery Team Coordinator** and assist him/her in carrying out the following responsibilities:

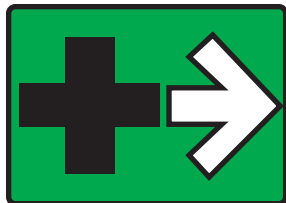
Establishing a School Crisis Recovery Team

- Identify the School Crisis Recovery Team Coordinator**
- This person will coordinate the in-school crisis recovery response and interface with the DCRT when they are involved**
- Identify additional School Crisis Recovery Team members with mental health or counseling training. These individuals will provide support to students, staff and parents**
- Provide orientation for School Crisis Recovery Team members and discuss how to coordinate with the District Crisis Recovery Team
The team needs to know what to expect before a crisis**
- Review the District Crisis Recovery Team Protocol
Each School Crisis Recovery Team needs to know how to interface with the DCRT**

Deciding if District Crisis Recovery Team Support is Needed

The most urgent priority during a crisis is to provide for safety and account for all students. The work of crisis recovery begins as soon as students are safe and accounted for.

The Site Administrator must initially decide if the crisis recovery response can be managed by the School Crisis Recovery Team or if the expertise of the District Crisis Recovery Team is needed. This decision is a judgment call and it is always best practice to consult with the District Mental Health Liaison in making this decision. The District Crisis Recovery Team will provide different types of assistance depending on the nature of the emergency or crisis. The DCRT will provide a range of support services for individual crises and school-wide emergencies. In the event of a large scale crisis that would overwhelm District resources, the District Crisis Recovery Team will provide support services in partnership with County, City and State agencies. The County Mental Health School Emergency Response Team Coordinator, and the DCRT will coordinate crisis recovery efforts in a large scale emergency.



Recovery: CRISIS RECOVERY TEAMS

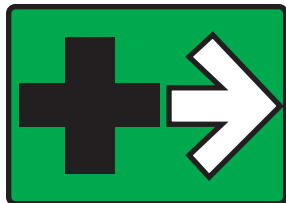
Key Factors in the Decision to Request the DCRT

School Crisis Recovery Team Manages the Crisis if...

- The emergency or crisis is relatively small scale (e.g., a student breaks an arm; a teacher is in a car accident)
- The emergency or crisis involves one student or a few students (e.g., a student who previously attended the school dies; a teacher has a death in the family)
- The impact of the emergency or crisis is limited (e.g., a student with a broken arm is transported to the hospital; a lost student is found)

Call the District Crisis Recovery Team if...

- The emergency or crisis is very serious and moderate to large scale (e.g., a student may have been abducted; a student is hit by a car; a student dies on school grounds)
- The emergency is serious and/or involves multiple students (e.g., a student commits suicide; two students are killed in their neighborhood in a shooting incident)
- The emergency or crisis affects the school and/or community and may take time to resolve (e.g., an earthquake at a school, a car careens into a playground and injures multiple students; students witness a tragic event)



Recovery: *CRISIS*

Working with County and Community Agencies

The Santa Cruz County Safe Schools Consortia maintains partnerships with the following agencies to support crisis recovery in the event of an emergency:

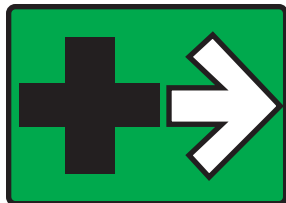
- Santa Cruz County Human Services Department
- Santa Cruz County Health Services Agency
- Santa Cruz County Mental Health Disaster/Trauma Coordinator
- Santa Cruz County Mental Health School Emergency Response Team Coordinator
- Center for Grief and Loss of Hospice Caring Project
- American Red Cross Disaster Mental Health Coordinator
- American Psychological Association
- National Association of School Psychologists

Responding to a Crisis

Making a plan is the first step to beginning the recovery process. If the crisis is managed by the School Crisis Recovery Team, then the SCRT will develop a plan. If the District Crisis Recovery Team is involved, the DCRT will work together with the Site Administrator and the SCRT to develop a recovery plan. The work of crisis recovery begins as soon as students are accounted for and safe.

Recommendations for Responding to a Crisis

- Decide if you need the support of the District Crisis Recovery Team
- Use the District Crisis Recovery Team/ Mental Health Response Protocol to develop a recovery response. See page 5.13 for protocol
- The Site Administrator will make this plan with the SCRT if the SCRT will manage crisis recovery
- The Site Administrator must be present to make this plan with the DCRT if the District Team will be involved
- Contact the School Crisis Recovery Team Coordinator and all mental health specialists (e.g., school psychologists, Social Workers, Nurses) if they are out of the building on the day of the crisis
- If practical, consult with the District Crisis Recovery Team before making any announcements to students
- Consider who should contact families of impacted students to obtain information and/or to determine their wishes regarding the release of information
- Identify students or staff who may be in need of services
- Implement the crisis recovery plan (e.g., letters to parents, interventions for students, etc.)
- Plan for follow-up with impacted students and staff as indicated

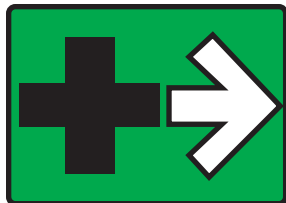


Recovery: CRISIS

Working with County and Community Agencies

The Santa Cruz County Safe Schools Consortia maintains partnerships with the following agencies to support crisis recovery in the event of an emergency:

- Santa Cruz County Human Services Department**
- Santa Cruz County Health Services Agency**
- Santa Cruz County Mental Health Disaster/Trauma Coordinator**
- Santa Cruz County Mental Health School
Emergency Response Team Coordinator**
- Center for Grief and Loss of Hospice Caring Project**
- American Red Cross Disaster Mental Health Coordinator**
- American Psychological Association**
- National Association of School Psychologists**
- National Institute of Mental Health**
- Suicide Prevention**
- Santa Cruz Community Counseling Center—Youth Services**
- Santa Cruz County Sheriff Department**
- Santa Cruz County Office of Emergency Services**
- California Office of Emergency Services**
- All School Districts**
- Santa Cruz County Office of Education**



Recovery: CRISIS

**Excerpt
from Santa Cruz
County School
Emergency Mental
Health Response
Protocol binder**

Santa Cruz County School Emergency Mental Health Response Protocol (SERP)

Purpose

To establish a procedure for school personnel to request mental health services following a critical incident which impacts the school community beyond the ability of the school and its district to provide these services in an effective and timely manner.

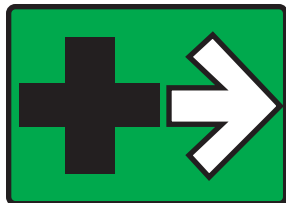
Critical incidents of this magnitude include school shootings, homicides and suicides of school community members, sudden deaths and life threatening injuries, violent acts resulting in trauma, natural disasters and school site emergencies.

This protocol describes a procedure for principals or designees to request mental health services for the school community following such a critical incident or event.

Procedure

- STEP 1** Principal or designee notifies school district office of the critical incident.
- STEP 2** School district Superintendent or designee determines whether or not the incident can be adequately responded to with school and district resources.
- STEP 3** If the school district Superintendent and district Mental Health liaison determine that the critical incident is, indeed, beyond the school and the district's capacity to provide an adequate mental health response, the liaison contacts the County's Mental Health (MH) School Emergency Response Team Coordinator or the County's MH Disaster/Trauma Coordinator, requests services, provides details of the incident, specifies where MH staff are to report and a school or district contact for Mental Health to coordinate with on-site (See page 1.9 of this Manual for contacts)

In the event of a school shooting or other incident requiring school evacuation, the liaison will specify the time and location of the school's "release site" where students will be reunited with family members.



Recovery: *CRISIS*

Santa Cruz County School Emergency Mental Health Response Protocol (SERP) continued

Procedure STEP 4

In addition to requesting assistance from the County's Mental Health School Emergency Response Team Coordinator, the school or district's Mental Health liaison will notify the County Superintendent of Schools of the critical incident. When the incident is likely to significantly impact many individuals in the school community, written materials should be immediately distributed to parents, staff, teachers and students. Such materials may be requested from the Santa Cruz County Office of Education as needed.

STEP 5

Once the County's MH School Emergency Response Team Coordinator or MH Disaster/Trauma Coordinator has received a call from the school district liaison, she/he will notify members of the School Emergency Response Team, as needed, to report to the school or to the release site.

The School Emergency Response Team is an inter-agency effort comprised of mental health clinicians from the County's Children's Mental Health program, Center for Grief & Loss of Hospice Caring Project, youth Services, the Santa Cruz American Red Cross Disaster MH Response Team and the Monterey Bay Psychological Association Disaster Response Team.

STEP 6

Once School Emergency Response Team members arrive at the designated site, they will report individually to a Team manager and, then, as a group to the school or district's Mental Health Liaison to be briefed regarding the incident and to receive their initial assignment in responding to the incident.

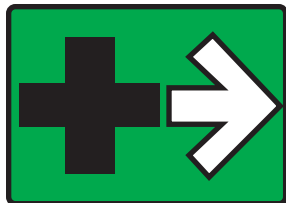
Each Team member will arrive on site in possession of his/her agency photo identification badge.

STEP 7

Subsequent to the initial provision of mental health services, the school or district's Mental Health Liaison will meet with School Emergency Response Team managers to review the activation process as well as discuss the need for additional mental health services which Team members might provide to the school community.



See the **SERP BINDER** for School Administrators for additional support resources.

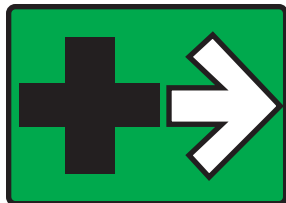


Recovery: TYPES OF CRISIS RECOVERY ASSISTANCE

Types of Crisis Recovery Assistance

Intervention after a crisis must take into account the range of current and/or anticipated reactions of students, parents and staff. For example, given a particular crisis, there may be a need to stabilize emotionally distraught students, assess and counsel others, refer specific students for treatment and provide information on stress and coping to others. Interventions must be selected with regard to the needs of individual students, staff, parents and the community. The District Crisis Recovery Team routinely helps Site Administrators assess student, staff, and community needs and develop intervention plans to meet them. Interventions are firmly grounded in assessment and an understanding of school needs.

There are a number of possible best practice crisis recovery interventions that range from Psychological First aid to intensive evidence based treatments. The District and School Crisis Recovery Teams primarily provide services to stabilize students and restore a sense of psychological safety and security for those impacted by the crisis. Students in need of intensive services are generally referred to partner agencies for ongoing or intensive support/treatment (e.g., mental health centers, hospitals, etc.). The most common intervention requested by principals and provided by District and School Crisis Recovery Teams is some form of Psychological First Aid.



Recovery: TYPES OF CRISIS RECOVERY ASSISTANCE

Providing Information:

Providing accurate information helps dispel rumors and reduce anxiety. Crisis team members provide students with accurate information in a developmentally appropriate and professionally competent manner. Key messages are carefully prepared beforehand with the school principal as appropriate. Students are generally provided with basic facts in a non-sensational manner and given an opportunity to ask questions.

Talking About Emotions:

Students experience a variety of reactions in response to a crisis. Crisis team members may talk with students, staff and parents about possible emotional reactions in order to normalize feelings and help students anticipate what they might experience.

Restorative Activities:

Crisis team members may engage students in a variety of activities to promote effective expression and positive coping. For example, students might write letters of support to a classmate in a hospital or make a memory book for parents of a classmate who died. Each activity is thoughtfully planned and student participation is voluntary.

Psychological First Aid

Psychological First Aid refers to an array of interventions that provide students, teachers and parents with information, emotional support and activities to cope with a crisis. The manner in which psychological first aid will be provided depends on the nature of the crisis. The District and School Crisis Recovery Teams generally provide Psychological First Aid through classroom, small group interventions and individual counseling. The County School Emergency Mental Health Planning Committee maintains crisis recovery team expertise in Critical Incident Stress Management (CISM) and Cognitive Behavioral Intervention for Trauma in Schools (CBITS).

Classroom Interventions

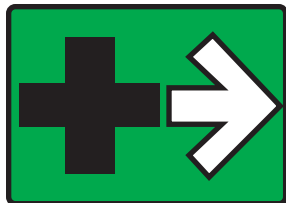
Classroom interventions are delivered to groups of about 15-30 students at a time often in their school classroom. Activities may vary, but the goal of interventions is to provide accurate information, assess coping, and help restore psychological security.

Small Group Interventions

District and School Crisis Recovery Teams may provide support and counseling to small groups of students. Small group counseling allows students time to talk about and work through traumatic experiences. School Psychologists, Social Workers and Counselors may direct students into small groups when they are similarly impacted by a crisis (e.g., witnessed it firsthand), display needs for more intensive support or react in ways that might upset other students, such as when a student cries inconsolably in a classroom intervention. Small group interventions may include education, supportive counseling, and consultation with parents of children who display difficulty coping.

Individual Counseling

Short-term individual counseling is generally provided when a student is significantly impacted by a crisis and displays difficulty recovering. The focus of these services is to work through experiences that hinder a student's ability to engage with school activities and learning. For example, a School Psychologist may counsel a child who becomes anxious and avoids the school playground where they witnessed a friend fall from the play equipment and become paralyzed. Individual counseling will be provided by professional staff who have experience in working with grief and trauma and students will be referred for private counseling as appropriate.



Recovery: TYPES OF CRISIS RECOVERY ASSISTANCE

Critical Incident Stress Management

Critical Incident Stress Management (CISM) refers to a comprehensive, systematic and integrated approach to managing traumatic stress after critical events. CISM and related approaches use a structured small-group process to mitigate and resolve the psychological distress associated with a traumatic event. These approaches begin the process of recovery by assisting students, staff and parents in making sense of thoughts and feelings related to the crisis. The District Crisis Recovery Team maintains expertise in several methods of critical incident stress defusing/debriefing.

Mitchell Model

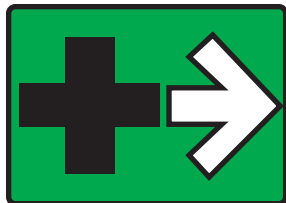
The Mitchell model of critical incident stress debriefing uses a structured eight-phase process to help participants relieve the stress related to traumatic events (Everly & Mitchell, 1999). The process includes introducing oneself, talking about what each person saw and heard, how they reacted and what symptoms they experienced, teaching about stress responses, discussing coping strategies, and making referrals if appropriate. The Mitchell model of critical incident stress debriefing takes about 1.5 to 2 hours and may be used with groups of adolescents and adults. The District and School Crisis Recovery Teams will conduct critical incident stress defusings/debriefings only as appropriate given each unique situation.

Sanford Model

The Sanford model is similar to the Mitchell model but designed for use in schools. During the structured small group process, each person is given about 1-2 minutes to answer each of four questions. The group takes turns answering the same question until everyone has had a chance to respond. If a person chooses not to use his/her 1-2 minute response time, the group sits in silence until the next person's turn begins. The four questions consist of a Fact Question, a Thought Question, a Feeling Question and an Assessment Question. The District and School Crisis Recovery Teams will conduct Sanford model defusings as indicated by the situation.

National Organization of Victim's Assistance (NOVA)

The National Organization of Victim's Assistance provides certification in group crisis intervention. The NOVA model is designed to mitigate the impact of traumatic events and has overlap with the Mitchell and Sanford models of group crisis intervention. The intervention may be used with small or large groups of adolescents and adults. Participants move through a structured process in a psychologically safe environment where they respond to questions and receive emotional support.



Recovery: TYPES OF CRISIS RECOVERY ASSISTANCE

Early Intervention and Treatment

At times, individuals impacted by post-traumatic stress require intensive early intervention and treatment.

Cognitive Behavioral Intervention for Trauma in Schools (CBITS)

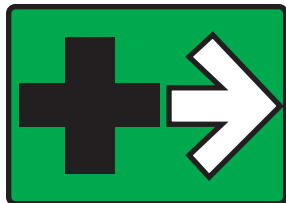
CBITS is a short-term, evidence-based intervention for students who have been impacted by a traumatic event. The intervention is appropriate for students who have experienced a traumatic event that is impacting their age-appropriate development and learning. CBITS was designed for delivery in a school setting but the trauma need not have occurred in a school setting. For example, a student who lost a parent in a serious car accident and displays PTSD symptoms may be appropriate for participation in a CBITS group.

Resources Available Through Psychological Services

Psychological Services maintains a number of resources to assist schools and individuals with the crisis recovery process. These resources may be obtained by contacting Psychological Services.

Psychological Services Resources

- Handouts for parents
- Handouts for teachers
- Sample letter to parents and the community
- Books for children and adolescents about coping with grief and loss
- Grief kits
- Referral list to community resources



Recovery: Types of Crisis Recovery Assistance

Memorials

School memorials promote the healing process for students and staff by providing opportunities to join together and participate in a ritual. Memorials take many forms and may include memorial services, tree plantings, plaques and/or honorary donations to the school or community. Caution should be used when planning memorials or when memorializing certain events. For example, public memorials are not advised when a suicide has occurred. In all cases, the family should be consulted regarding their wishes and participation in the memorial. Additional information regarding planning memorials is available from Psychological Services or District Crisis Recovery Team members.

Resiliency in the Face of Trauma

The human spirit is incredibly resilient in the face of trauma. Although some individuals may experience post-traumatic stress disorder (PTSD) following a traumatic event, the vast majority will begin a process of healing and eventually recover with limited intervention. Survivors may have memories of specific events or continue to experience a sense of loss, but these experiences come to be better understood and lose their power to dominate one's life. Indeed, when written in Chinese, the word 'crisis' is composed of two characters, one representing danger and the other opportunity.

The goal of crisis recovery efforts is to create opportunity. As educators and mental health specialists, we do this by providing the supportive conditions needed to help students and staff begin the process of healing and return to the limitless world of learning.

**SANTA CRUZ COUNTY SAFE SCHOOL CONSORTIA
EMERGENCY RESPONSE AND CRISIS MANAGEMENT
SCHOOL INCIDENT COMMAND SYSTEM
JOB DISCRIPTIONS AND SUPPLY CHECKLISTS**

ACTIVATION OF AN INCIDENT COMMAND CENTER

An Incident Command Center will be activated when an emergency situation occurs of such magnitude that it will require a large commitment of resources over an extended period of time.

INCIDENT COMMAND CENTER LOCATIONS

The command center location will be determined depending on the emergency situation and the facility/site affected. Once a unified command is established with responding agencies the command center will be determined by the overall Incident Commander.

ICS MANAGEMENT TEAM

INCIDENT COMMANDER

The Incident Commander (IC) is the person responsible for the conduct of emergency/disaster operations on-site. The IC's first "job" is to activate the Incident Command Center. During the emergency/disaster, the IC oversees and directs response activities until relieved by an alternate IC, is dismissed by the District Superintendent, or replaced by someone of higher authority (Emergency Response Personnel). While on duty, the IC is charged with ensuring the safety of students, staff, volunteers and campus visitors. Lead by example: your behavior sets the tone for staff and students.

Start-up Actions/Activation Responsibilities:

- Open "Go-Kit" and put on personal safety equipment and identification.
- Assess type and scope of emergency
- Determine level of threat to people and facilities
- Contact emergency response agencies
- Take charge of the situation until emergency response agencies arrive
- Implement appropriate emergency plan and hazard specific procedures according to ERCM Manual
- Establish the immediate priorities
- Set up an Incident Command Center
- Develop and communicate an incident Action Plan with objectives and a time frame to meet those objectives
- Coordinate activities for all Command and General staff

Start-up Actions/Activation Responsibilities, continued:

- Establish organization and Incident Command System assignments
 1. Fill in "Incident Assignments" Form
 2. Appoint a backup or alternate IC
- Coordinate with key personnel and officials
- Keep school superintendent informed of incident status
- Approve the use of volunteers to assist with the incident
- Authorize the release of information to the media
- Maintain activity log (this job usually delegated to an Incident Scribe)

Operational Duties:

- Create Action Plan for each specific time period
- Continue to monitor and assess total situation
- View site map periodically for Search and Accountability progress and damage assessment information
- Check with section chiefs for periodic updates
- Reassign personnel as needed
- Consider areas with additional security/safety needs
- Develop and communicate revised incident action plans as needed
- Authorize release of information
- Utilize IC back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the Command Post
- Plan regular breaks for all staff and volunteers. Take care of your caregivers!
- Release staff/volunteers as appropriate
[By law, during a disaster, teachers become "disaster workers"]
- Remain on site and in charge until redirected or released by the Superintendent of Schools

NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.

Closing down/Deactivation

- At the direction of the Superintendent of School, deactivate the entire emergency response. If the Fire Department or other outside agency call an "ALL CLEAR," contact the District Office before taking any further action
- Authorize deactivation of emergency response activities/personnel as appropriate
- Ensure that any open actions not yet completed will be taken care of after deactivation
- Initiate recovery operations
- Ensure the return of all equipment and reusable supplies to Logistics
- Close out all logs. Ensure that all logs, reports and other relevant documents are completed and submitted to the Administration/Finance-Documentation Team
- Proclaim termination of the emergency with appropriate notifications
- Leave contact information in case you need to be reached

GO-KIT

- School Emergency Plan
- Campus map
- Staff and student roster
- Job description for all ICS team members/Org Chart
- Walkie talkie/Family Radio Service (UHF Band), two-way radios
- Battery-operated AM/FM radio w/ extra batteries
- Bullhorn
- Whistle
- Pens, pencils, paper and clipboard
- Disaster response forms
- Vest and/or ID badge
- Hard hat/safety equipment
- Master Keys

Other Equipment and Supplies:

- School district radio
- Table and chairs (*if Command Center has to be moved outside*)

Forms

- Operation Center Staffing List
- Incident Action Plan
- Section Team Task Form
- Situation Reports
- Incident Briefing Logs
- Activity Log
- Message Forms

The Public Information Officer (PIO) is the school district's official spokesperson during emergency/disaster operations. The Public Information Officer is responsible for handling the media and developing press releases under the direction of the Incident Commander (This role could be filled by the Incident Commander, or a designee who conveys information provided from the Incident Commander. The Incident Commander is usually the Principal or Superintendent until a representative from Fire or Police arrives on scene and a decision is made as to who will be the official spokesperson).

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and PIO identification
- Meet with IC and Management Team
- Determine a possible "news center" site as a media reception area (located away from the Command Center). Get approval from the IC. Send team of media escorts to the center
- Determine from the Incident Commander if there are any limits on information release and obtain approval for all media releases
- Develop incident relevant information for use in media briefings
- Access current media list, cover letters, email addresses and fact sheets (in PIO GO-KIT)
- Notify media of activities and conduct media briefings
- Arrange for tours, interviews or briefings that may be required
- Maintain current information summaries and/or displays on the incident and provide information on incident status and changes. Statements must be approved by the IC, given out at regular intervals, and should reflect accurate information relayed in a reassuring manner and avoiding speculative comments. (SEE GUIDELINES FOR SPEAKING TO THE PRESS)
- Send out "ALL STAFF" messages describing desired action
- Open and maintain position activity and communications log

Operational Duties:

- Remind all school site/staff volunteers to refer all questions from media, students, parents or general public to the PIO
- Get updates from the IC frequently
- Schedule regular press conferences

Operational Duties, continued:

- Get approval of IC for all press releases/statements (SEE GUIDELINES FOR SPEAKING TO THE PRESS)
- Utilize PIO back up; plan and take regular breaks, 5-10 minutes/hour
- Ensure announcements and other information are translated into other languages as needed
- Monitor news broadcasts about the incident. Correct any misinformation heard. Create a Website link from District home page to Incident Press Releases

Closing Down/Deactivation

- At the Incident Commander's direction, release PIO staff no longer needed
- Return equipment and reusable supplies to Logistics
- Close out all logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance-Documentation Team. Be sure all logs are consistent with names, sites, and other terms
- Leave contact information in case you need to be reached
- Conduct an internal and external debriefing

Aftermath:

- Remain updated on any subsequent actions taken
- Consult with the District legal counsel if appropriate before releasing any information
- If allowed, arrange for media interviews with District personnel
- Send follow-up releases highlighting stories such as "acts of heroism" to media outlets
- Send follow-up "All staff" update
- Update the Website with same information

GO-KIT

- Job description clipboard
- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- AM/FM Radio (w/batteries)

GO-KIT, continued

- Walkie talkie/Family Radio Service (UHF Band)
- Clipboard and paper
- Pens/Sharpies/Dry Erase Markers
- Scotch tape/masking tape/duct tape
- Scissors
- School site maps and regional/neighborhood maps
- Media Contact Information and sample press releases

Other Equipment and Supplies:

- Newsprint or dry erase board and portable easel
- "Media Here" Sign

Forms

- Disaster Public Information Release Worksheet
- Sample Press Release
- Section Team Task Form
- School Profile or School Accountability Report Cards
- Activity Log
- Message Forms
- Directory of Media Contact Numbers

Media Release Policy Example:

- The public has the right and need to know important information related to emergencies at any site as soon as it is available for release.
- The PIO acts as the official spokesperson for the District in any emergency situation. If the situation includes PIO from community responders they will work jointly with one PIO designated as the official spokesperson for the incident.
- News media can play a key role in assisting the ICS by releasing emergency/disaster related information to the staff, general public and parents. Information released must be consistent accurate and timely.

GUIDELINES FOR SPEAKING TO THE PRESS

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

- **READ** all press statements
- **Re-state** the nature of the incident; its cause and time of origin
- **Describe** the size and scope of the incident
- **Report on** the *current* situation and requested actions – condition of the school site, evacuation progress, care being given, injuries, student release location, lock down procedures, etc.
- **Speak about the resources** being utilized in response activities. Best routes to and from affected site. Background information if appropriate
- **Reassure** the public that everything possible is being done
- **DO NOT release any names**
- **When answering questions** be complete and truthful, always considering confidentiality and emotional impact.
- **Avoid speculation**; bluffing, lying, talking “off the record,” arguing, etc
- **Do not use** the phrase “no comment”. Remember that after the incident is over, the District will rely heavily on the goodwill of the media to relay its messages
- **Set up** press times for updates
- **Control** media location

****SAMPLE PRESS RELEASE****

Event: EARTHQUAKE

Date: MARCH 1, 2008

Release #: 001

Time: 8:00 A.M.

TITLE OF RELEASE: LARGE EARTHQUAKE CAUSES MODERATE DAMAGE TO
ABC ELEMENTARY SCHOOL IN SONOMA COUNTY

FOR IMMEDIATE RELEASE

EXAMPLE.....At 5:25 a.m. on March 1, 2008 an earthquake measuring 7.2 on the Richter Scale caused moderate damage to the ABC ELEMENTARY SCHOOL located at 1234 Anywhere Blvd. in Santa Cruz, CA. There are no reports of injuries available. Search and Rescue crews are searching the building at this time. Roadways leading to the school site have been damaged and an overpass on Hwy. 1 leading to the school has been damaged and is closed. The public is asked to remain clear of the area to allow emergency responders to access the site. Parents are asked NOT to go to the school as this will hamper rescue efforts.

School Districts throughout the county are instructed to call in to the SCCOE office – (831) 466-5901 - to report any damage or injuries to their own buildings or their school sites following established school closure procedures.

Due to the magnitude of the earthquake and the damage throughout the county, the Santa Cruz County Operational Area Emergency Operations Center has been activated. Additional information can be obtained by called the Op Area Public Information Hotline at _____

Further details will be provided when available.

Next Scheduled Release: As needed

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The Liaison Officer is the point of contact for outside Agency Representatives offering organizational assistance during school site emergency response. The Liaison Officer creates a communication link between School Incident Commander and outside agencies.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and Identification
- Obtain a briefing from the Incident Commander
- If a unified command is established, then act as the liaison between the District and community responders/agencies
- Obtain list of contacts for assisting/cooperating outside agency representatives
- Maintain activity log, identify yourself as the liaison officer on the organizational chart in the Incident Command Center
- Read the entire Action Checklist
- Assign staff to the assistant liaison position as necessary.
- Obtain equipment and supplies

Operational Duties:

- If no unified command has been established, and as directed by the Incident Commander, report to the fire/police command center and establish communication between the District Incident Commander and the community responder Incident Commander
- Maintain communications until the incident is closed or until a unified command is established
- If a unified command is established, then act as the liaison between the District and the community responder/agencies
- Brief agency representatives on the status of the situation, response priorities, and the incident action plan
- Ensure the coordination of efforts by keeping the IC informed of agency action plans
- Provide periodic updates to agency representatives as necessary
- Provide a contact point, as needed

Closing Down/Deactivation

- At the Incident Commander's direction, direct staff members to sign out, release staff and deactivate the Liaison Officer position
- Return equipment and reusable supplies
- Close out Activity Log and return to Administration/Finance- Documentation Team

GO-KIT

- Job description clipboard
- School Emergency Plan
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Response Forms
- Walkie talkie/Family Radio Service (UHF Band), two-way radio communication

Forms

- Incident Action Plan
- Section Team Task Form
- Situation Reports
- Incident Briefing Logs
- Activity Log
- Message Forms

The Safety Officer's function is to develop, recommend, and enforce measures to assure the safety of all personnel. Responsible for the physical and emotional needs of responders. Small sites may have to utilize everyone in a safety role. District personnel may provide safety function.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Identify yourself as the Safety Officer on the Organizational Chart
- Read the entire Action Checklist
- Obtain a briefing from the Incident Commander
- Obtain equipment and supplies
- Open and maintain position activity log. Maintain all required records and documentation to support the history of the emergency or disaster.

Document:

1. Messages received
2. Action taken
3. Decision justification and documentation
4. Requests filled

Operational Duties:

- Maintain incident records and track response activities
- Document all incoming messages, all actions taken, all decisions made (and the justification for them), and requests being filled
- Monitor emergency response activities for safety and appropriate use of equipment.
- Roam and ensure people have breaks if needed
- Identify and mitigate hazardous or potentially hazardous situations
- Exercise emergency authority to stop, prevent or modify all unsafe operations
- Investigate accidents that have occurred within the incident area
- Anticipate situation/problems before they occur
- Consider probable situation changes (aftershocks, etc.) and how they will affect response activities
- Keep the IC apprised of and alert to any potential problems
- Participate in planning meetings. Anticipate potential safety issues
- Utilize Safety back up; plan and take regular breaks, 5-10 minutes/hour
- Notify insurance company/insurance joint powers authority of loss/damage to property or persons

Closing Down/Deactivation

- At the Incident Commander's direction, deactivate the Safety Officer position and release staff. Direct staff members to sign out
- Close out Activity Log and relay pertinent information to the Administration/Finance- Documentation Team
- Return equipment and reusable supplies

GO-KIT

- School Emergency Plan
- Job Description clipboard
- Response Forms
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, paper and clipboard
- Walkie-talkie/Family Radio Service (UHF Band)

Forms

- Incident Action Plan
- Section Team Task Form
- Situation Reports
- Incident Briefing Logs
- Activity Log
- Message Forms

INCIDENT COMMAND**OPERATIONS SECTION**

The Operations Section Teams or “doers” perform the actual service functions required to control and/or respond to the incident. The Operations Section works in conjunction and cooperation with the responding agencies.

INCIDENT COMMAND**OPERATIONS SECTION CHIEF**

The Operations Team Chief assists in the development and supervision of the action plan’s implementation; manages District/site emergency operations and services; requests resources needed to implement the Operation’s Section goals as a part of the Incident Action Plan development; evaluates risks related to emergency operations and employee safety; and manages, oversees and initiates operation teams designated to carry out the following assigned duties:

- Account for students, staff and visitors
- Site/building safety, security and evaluation
- Special Needs Coordination
- Coordinates supervision of students until their release to parents
- Set up student release and parent reunification
- Creating assembly, shelter or evacuation site
- Sets up First-aid stations
- Search and locate

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Check with Incident Commander for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Establish the Operations Section and develop appropriate action plans
- Assume the duties of all Operations positions until staff is available and assigned
- Evaluate and act on operations information
- Decide on a priority basis what must be done and keep Incident Command informed of pertinent conditions and/or situations
- Coordinate activities with Planning/Intelligence, Logistics, and Administration/Finance as necessary
- Open and maintain position activity log

Operational Duties:

- Determine needs and request resources
- As personnel are assigned, brief them on the situation and supervise their activities
- Keep the Operations Teams informed of shifting tasks/priorities as dictated by the situation or the Management Team
- Activate and deactivate operational strike teams as needed
- Report information about activities, events, and occurrences to the Incident Commander and/or appropriate section chiefs
- Consider areas with additional security/safety needs
- Make sure that Operations staff are following standard procedures, using appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff within the section as needed
- Utilize Operations back up; plan and take regular breaks, 5-10 minutes/hour
- Maintain activity log
- Participate in Incident Action Planning and regular briefings

Closing Down/Deactivation

- At the Incident Commander's direction, release Operations staff no longer needed.
- Direct staff members to sign out
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance- Documentation Team
- Leave contact information in case you need to be reached

GO-KIT

- School Emergency Plan
- Job description clipboard
- Vest and/or ID badge
- Hard hat/safety equipment
- Pens, pencils, paper and clipboard
- Walkie talkie/Family Radio Service (UHF Band)/Nextel phone
- 800 MHz radio/VHF radio
- Bullhorn
- Campus supply storage lists
- School site maps and regional/neighborhood maps, aerial photos
- Response Forms

Forms

- Action Plan
- Section Team Task Form
- Situation Status Report Form
- Activity Log
- Message Forms

The Assembly/Shelter Team Coordinator is responsible for providing for the safe sheltering and care of students and staff while on-site during an emergency. This person is also in charge of facilitating campus evacuation when the school site is deemed to be unsafe by the Management Team. In an emergency, teachers will account for and supervise all students. The Assembly/Shelter team will collect attendance sheets from all teachers and monitor student and teacher needs.

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- If designated assembly/shelter site is destroyed or inaccessible, consult with Operations Section Chief and determine alternate location(s)
- Initiate shelter set-up or, *if evacuating*: Confirm that assembly area and routes to it are safe
- Gather all supplies from storage locker(s) and transport to assembly/shelter site
- Collect Attendance Record from teachers
- Count/observe classroom evacuations (make sure all exit)

Operational Duties:

- Ensure initial record of all students and staff in shelter/assembly area is made and that it is updated regularly during the disaster
- Monitor safety/well being of students and staff in shelter or assembly area
- Oversee the procurement and distribution of food and water
- Direct set-up of sanitary facilities when necessary
- Maintain and update student and staff population log
- Coordinate Student Release with Parent/Student Reunification Team Leader when directed by Operations Section Chief
- Administer *minor* first aid, as needed

Closing Down/Deactivation

- Close shelter per direction of Operations Section Chief
- Break down and clean up shelter
- Releases staff and volunteers per direction of Operations Section Chief
- Ensure close-out of all logs and turn them over to Administration/Finance-Documentation Team
- Make sure all equipment and re-usable supplies are returned to Logistics

GO-KIT

- Job description clipboard
- Team Checklist and Contact Information
- Roster of students and staff
- Whistles
- Battery operated radio w/batteries
- Campus and neighborhood maps
- Masking and/or Duct tape
- Walkie-talkie/Family Radio Service (UHF Band)
- Hard hat and vest/safety equipment
- Facility and supply storage maps
- Pens, pencils, paper and clipboard
- Bullhorn
- Response Forms

Other Equipment and Supplies:

- Table and Chairs
- File Boxes
- Laptop computer
- Sanitation Supplies

Forms

- Activity Log
- Message Forms
- Action Plan
- Section Team Task Form
- Situation Status Report Form
- Injury and Missing Persons Report
- Notice of First Aid Care

The First Aid Team Coordinator is responsible for coordinating campus emergency medical response. This responsibility includes determining when the scope of an emergency exceeds the capabilities of his/her team and notifying the Incident Commander of the need for outside assistance. The First Aid Team Leader is also charged with calling for and directing the establishment of an on-site morgue when warranted. The First Aid Team is responsible for safely providing on-site emergency medical response and first aid during response activities.

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Determine if medical needs exceed scope of on-site team (*if so, have Operations Section Chief notify Management Team*)
- Assess available personnel and make appropriate assignments
- Facilitate set-up of first aid treatment area; away from media center and student release site. Area should be accessible to emergency vehicles
- Gather all supplies and personal safety equipment and transport to site of first aid station
- Establish entry or “triage” station adjacent to first aid treatment area and assign 2 people to this station
- Set-up areas for “immediate” and “delayed” treatment and assign 2 staff per station
- Set-up morgue (*if needed*)
- Direct Crisis Recovery Team to set-up intervention/counseling area

Operational Duties:

- Oversees/monitors the assessment, care and treatment of patients
- Ensures caregiver and rescuer safety (*use of rubber gloves for protection from body fluids; replace with new gloves for each new patient*)
- Maintain open line of communication with Search/Accountability and Crisis Recovery Team Leaders
- Keeps Section Chief updated on current situations, injuries and deaths
- Provides staff for “field” injury response/treatment
- Requests additional personnel from Logistics

Operational Duties, Continued:

- Reports deaths immediately to Section Chief (*by runner, NOT over the radio*)
- Determines need for morgue set-up and chooses location
- Monitors situation for communicable diseases
- Check-in with Student Release and Assembly/Shelter Team Leaders regarding the health care needs of students and staff with known medical conditions
- Administer appropriate first aid
- Maintain accurate treatment records
- Monitor/assess patients at regular intervals
- When transportation becomes available, facilitate patient evacuation and note status on triage tag; *do not send any campus records off-site with patient*
- If injured student is transported off campus, send student emergency card with him/her
- Do not announce names of those injured or deceased over walkie-talkies or two way radios

Triage Entry Area (*staffed with minimum of 2 trained staff or volunteers*)

- One team member assesses (and/or confirms) patient triage category
- Second team member logs patients' names on form—First Aid Care Form (completed forms are forwarded to First Aid Team Leader)

Treatment Areas “Immediate” and “Delayed” (*each staffed with minimum of 2 trained staff or volunteers*)

- Assign one team member to conduct “head-to-toe” assessment
- Second team member logs patients' names on triage tag and on on-site treatment form—Medical Treatment Victim Log (completed forms are forwarded to First Aid Team Leader)

Operational Duties, Continued:***Morgue Area***

- Set up morgue area in isolated site away from media, parent, and assembly areas
- Morgue Area should be vehicle accessible
- Maintain unauthorized persons out of morgue
- Maintain respectful environment
- After pronouncement or determination of death:
 - Confirm that the person is actually dead
 - **Do not remove** the body until directed by Command Center.
 - **Do not remove** any personal effects from the body. Personal effects must remain with the body at all times
- As soon as possible, notify Operations Chief, who will notify the Command Center, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner
- Keep accurate records and make available to law enforcement and/or the Coroner when requested
- Write following information on two tags:
 - Date and time found
 - Exact location where found
 - Name of decedent, if known
 - If identified; how, when, by whom
 - Name of person filling out tag
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue
- Place any additional personal belongings found in a separate container and label as above. Do not attach to the body. Store separately near the body

Closing Down/Deactivation

- Oversee the closing of the first aid station and direct the proper disposal of hazardous waste
- Releases medical teams per direction of IC
- Ensure close-out of all logs and turn them over to Administration/Finance-Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistic

GO-KIT

- Job description Form
- Team Checklist and Contact Information
- School Emergency Plan
- School Site Map
- Hard hat/vest/safety equipment
- Response Forms
- Rubber gloves (2 boxes)
- Roster of students and staff
- Walkie-talkie/Family Radio Service (UHF Band)
- Student Emergency Contact Cards
- Pens, pencils, sharpies, paper and clipboard
- Duct Tape
- Quick reference medical guides

Other Equipment and Supplies:

- Table and chairs
- Campus First Aid Kit (**see recommended supply list*)
- Ground cover/tarps
- Stretchers
- Blankets

Forms

- Notice of First Aid Care
- Medical Treatment Victim Log
- Section Team Task Form
- Situation Status Report Form
- Activity Log

OPERATIONS SECTION**MAINTENANCE/FIRE/SITE SECURITY TEAM**

The Maintenance/Fire/Site Security Team Coordinator is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. This team is also responsible for campus security for the duration of the incident, or until first responders assume that responsibility. The Maintenance/Fire/Site Security Team is responsible for assessing, identifying and mitigating (to the extent possible) campus hazards, during and immediately following an on-site disaster/emergency. **Take no action that might endanger you. Do not work beyond your expertise.**

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Check radios and flashlights
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Survey on-campus hazards and prioritize team response
- Work in pairs**

Operational Duties:

- As you do the following, observe the site and report any damage by radio to the Command Center
- Verify the shut-off of utilities as necessary
- Check gas meter and shut it off **ONLY IF IT IS LEAKING**
- Determine integrity of on-campus water system and report this information to the Operations Section Chief
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post
- Direct the suppression of small fires
- Coordinate the location of existing and potential hazards
- Facilitates emergency vehicle access to the campus
- Oversees/Monitors campus security/perimeter control
- Secures school campus and buildings from un-authorized access
- Survey buildings for potential hazards and post warnings with signs and yellow caution tape
- Provide clear routes for campus access for emergency response vehicles

Operational Duties, continued:

- Establish and maintain campus security/perimeter control
- Secure school campus and buildings from un-authorized access by locking gates
- Verify that building is “locked down” and report same to Command Post
- Cooperate/support First Aid, Student Release, Communications and Search/Accountability Teams
- Direct all requests for information to the Public Information Officer

Closing Down/Deactivation

- Releases staff and volunteers per direction of IC
- Ensures close-out of all logs and turns them over to Administration/Finance- Documentation Team
- Makes sure all equipment and re-usable supplies are returned to Logistics

GO-KIT

- Team Checklist and Contact Information
- Utility shut-off map/checklists
- Walkie-talkie/Family Radio Service (UHF Band)
- Response Forms
- DANGER placards
- Caution Tape
- First Aid Kit
- Duct tape and sharpies
- Facility and supply storage maps
- Pens and pencils
- Job description clipboard
- Hard hat, vest and safety equipment
- Leather Gloves, dust masks
- Safety Goggles

Other Equipment and Supplies

- Wrenches and assorted tools
- Sturdy Shoes
- Fire suppression gear
- Master keys
- Fire Extinguisher

Forms

- Damage Assessment
- Section Team Task Form
- Situation Status Report
- Activity Log
- Message Forms

OPERATIONS SECTION**SEARCH AND ACCOUNTABILITY TEAM**

The Search and Accountability (S & A) Team Coordinator is responsible for coordinating all on-site search and accountability efforts. This responsibility includes identifying search and rescue priorities and making team assignments. **Take no action that might endanger you. Do not work beyond your expertise.**

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Assign staff and volunteers to teams (record names and assignments in log)
- Ensure all teams are properly outfitted
- Visually inspect outgoing teams' gear and perform radio check. Distribute a map to each team delineating their area of responsibility
- Make sure search teams have school site maps and are clear on their assignment

Operational Duties:

- Dispatch teams to high priority areas first; assign teams to routine campus S & A *after* priority areas have been secured
- Team chief remain at the Command Center to stay in contact with the S & A Teams
- Ensure teams' progress is recorded in log and on site map as they call it in (mark rooms with "C" as they are reported "clear")
- When injured staff or students are located, check in with Operations Section Chief and dispatch First Aid Team as needed
- Keep triage tally on the map
- Report all gas leaks, fires, and structural damage to the Maintenance/Fire/Site Security Team
- Inspect the exterior of each building for structural integrity *before* entering
- Identify unsafe areas with caution tape (**DO NOT enter unsafe buildings**)
- Search **ONLY** structurally sound buildings using S & A protocol (see *attached*)

Operational Duties, continued:

- As searched rooms have been cleared, call in report to the S & A Team Leader (*“Room B-2 is clear.”*) *When entering a room, place a chalk mark or duct tape strip on the front of the door. When exiting, place a second chalk mark or duct tape strip through the initial mark to form an X. This indicates that the room has been cleared.*
- When injured students or staff are located, call in their condition and location to S & A Team Leader (*Use proper protocol, i.e., no names are broadcast over the radio.*)
- Note damage and triage tally on your team map and relay information to S & A Team Leader
- Arrange activities and keep students reassured

Closing Down/Deactivation

- Record the return of all S & A teams
- Direct team to return all equipment to Logistics
- Turn all maps and logs into Administration/Finance- Documentation Team

GO-KIT

- Job description clipboard
- Response Forms
- Team Checklist and Contact Information
- Roster of students and staff
- School Disaster Plan
- Hard hat, vest and safety equipment
- Walkie-talkies/Family Radio Service (UHF Band)
- Duct tape and sharpies
- Backpacks for gear/first aid supplies
- Whistles
- Clipboards, paper and pens
- Rubber gloves/dust masks
- Map of school
- Leather gloves
- Basic first aid kit

Other Equipment and Supplies:

- Table and chair
- White Board or newsprint flipchart
- Markers erasable or permanent
- Sturdy shoes/boots
- Plastic buckets for tools/gear
- Blankets
- Fire extinguishers
- Flashlights w/batteries
- Master keys and bolt cutter
- Crowbars and fire axes
- Shovels and ropes
- Caution tape and barricades

Forms

- Damage Assessment
- Situation Status
- Activity Log
- Message Forms
- Injured and Missing Persons Report

The Student/Parent Reunification Team Coordinator is responsible for overseeing the reunification of students and their parents/authorized adult.

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Operations Section Chief and other Operations Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Assign staff and volunteers to teams
- Designate secure areas for student request and release and authorize set-up
- Set-up secure Request and Release Gates
- Post alphabetized signage on Request Table (exp. A-F, G-L, M-R, S-V, W-Z)
- Have Student Request Forms available on clipboards

Operational Duties:

- Monitor request and release operations
- Assist with the location/verification of missing students
- Stay in contact with Assembly/Shelter, Fire/Maintenance/Site Security, and First Aid Team Leaders
- Refer all requests for information to the Public Information Officer. **Do not spread rumors.**
- If volunteers arrive to help, send those with Disaster Volunteer badges with photo I.D. to Logistics. If they are not registered (do not have badges), record contact information and identification

Request Gate Staff

- Divide Student Emergency Cards that correspond with table signage
- Instruct parents/authorized adults to fill out Student Request Forms
- Verify ID of requestor
- Send runner to classroom or assembly area for student
- Direct requestor to Release Gate to wait for their student(s)

Operational Duties, continued:***Runners***

- Takes Student Request Form to classroom or assembly area
- Retrieve student from teacher or designee
- If student is absent, missing, or receiving first aid, have teacher/designee note that on Student Request Form
- Return to Release Gate with student or information about his/her location
- Hand Student Request Form to Release Gate Staff
- Release student to parent/authorized adult when directed by Release Gate Staff and return to Request Gate
- Record time and contact information of individual taking custody of student in the Release Log

OR

- If student is in receiving first aid, escort parent/authorized adult to First Aid Area, when directed by Release Gate Staff and then return to Request Gate

OR

- If student is missing, escort parent/authorized adult to Crisis Intervention Team, when directed by Release Gate Staff and then return to Request Gate

Release Gate Staff

- Match requester to student
- Verify requester ID and have them countersign Student Request Form
- Release Student
- Release Runner to return to Request Gate

Closing Down/Deactivation

- Direct team to return all equipment to Logistics
- Turn all maps and complete/close-out all logs and turn them over to Incident Scribe
- Close Request and Release tables when directed by the Student Release Team Leader
- Make sure all confidential information (student emergency contact cards) is returned to Team Leader for secure storage

- Return all equipment to Logistics

OPERATIONS SECTION***STUDENT/PARENT REUNIFICATION TEAM*****GO-KIT**

- Team Checklist and Contact Information
- Roster of students and staff
- Hard hat, vest and safety equipment
- Pens and paper
- Map of school
- Walkie-talkie/Family Radio Service (UHF Band)
- Job description clipboard
- Yellow caution tape
- Paper, pens, markers
- Stapler and staples
- School Site Map
- Student Emergency Cards
- Dry erase markers
- Clipboards (lots)
- Scotch tape and dispenser
- Response Forms

Other Equipment and Supplies:

- Tables and chairs
- Stanchions and/or barricades
- White board
- Easel for white board

Forms

- Student Request Form
- Student Emergency Contact Card
- Student Release Log
- Situation Status
- Activity Log
- Message Forms

INCIDENT COMMAND**LOGISTICS SECTION**

The Logistics Section teams are responsible for obtaining any needed resources for the incident, including personnel. Managed by the Logistics Chief, they are the “getters” who are responsible for coordinating personnel, emergency supplies, and transportation

LOGISTICS SECTION**LOGISTICS CHIEF**

The Logistics Section Chief is responsible for providing or acquiring all materials, equipment, personnel, services, and facilities necessary to support response efforts. Manages, oversees and initiates logistics team designated to carry out the following assigned duties:

- Supplies and Staffing
- Communication
- Transportation

Start-Up Actions:

- Open Go-Kit and put on personal safety equipment and identification
- Read position description
- Check in with Incident Commander for situation briefing
- Open and maintain position activity log
- Open supplies container or other storage facilities as directed by the IC.
- Begin distribution of supplies and equipment as needed
- Ensure that the Command Post and other facilities are set up as needed.
- Activate Team Leaders
- Assume lead of all Logistics teams until staffed

Operational Duties:

- Ensure that Command Center and other facilities are properly set-up
- As (or if) staff is assigned, brief them on the situation and supervise their activities utilizing the position checklists
- Meet with team leaders and assist them in initiating their team’s response activities
- Coordinate supplies, equipment, and personnel needs with the Incident Commander
- Oversee distribution of supplies and equipment where and as needed
- Maintain security of stored supplies and equipment
- Schedule breaks and re-assign Logistics staff as needed

Operational Duties, continued:

- During an emergency of extended duration, ensure adequate supply of food and potable water to emergency workers and people who have been relocated to shelters
- Utilize Logistics back up, plan and take regular breaks, 5-10 minutes/hour
- Establishes communications systems between students, management team, staff and parents

Closing Down/Deactivation

- Release Logistics Teams when directed by IC
- Secure all equipment and reusable supplies
- Close logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance- Documentation Team

GO-KIT

- School Emergency Plan
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/Family Radio Service (UHF Band), Two-way radio
- On-campus supply storage list(s)/map
- Job description clipboard
- Clipboards with volunteer sign-in sheets,
- Master keys
- Response Forms

Other Equipment and Supplies:

- Table and chair
- Container or other storage facility for emergency supplies

Forms

- Emergency Supply Inventory
- Message Forms
- Situation Status Report
- Activity Log
- Action Plan
- Section Team Task Form
- Financial Tracking Form
- Envelope for Receipts

LOGISTICS SECTION**COMMUNICATIONS TEAM**

The Communications Team Coordinator is charged with establishing, coordinating, and directing verbal and written communications on-site and with the District Office. If the District Office cannot be contacted, communications may be made with outside agencies when necessary.

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Logistics Section Chief and other Logistics Team Leaders
- Open Go-Kit and put on personal safety equipment and I.D.
- Open and maintain position activity log
- Set-up and test communications equipment
- Locate Communications “center” in quiet location in proximity to Command Center
- Assign staff and volunteers to appropriate positions
- Advise Logistics Section Chief when communications center is “operational”

Operational Duties:

- Coordinate all communications between IC Center and District Office
- Ensure all communications (incoming and outgoing) are being properly logged (date/time/originator/recipient)
- Oversee message relay via runners
- Monitor radio station(s) for local emergency news on KSCO 1080 kHz
- Dispatch runners as needed to relay messages to Management Team, Section Chiefs, and Team Leaders, as needed
- Generate Site Status Report when directed by the IC
- Refer all media requests to the PIO

Closing Down/Deactivation

- Release staff and volunteers per direction of Logistics Section Chief
- Close out all logs and pending messages, and turn over to Administration/Finance- Documentation Team
- Return all equipment and supplies to Logistics

GO-KIT

- Job description clipboard
- Team checklist and contact information
- Walkie-talkies/Family Radio Service (UHF Band)
- Map of facility
- Pens, pencils, paper, and clipboards
- Hard hat and vests/safety equipment
- Response Forms
- Tables and chairs
- File boxes

Forms

- Situation Status Report
- Message Forms
- Activity Log
- List of Ham Radio Operators

The Supplies and Staffing Team Coordinator is responsible for ensuring that all requests for personnel, facilities, equipment, supplies, and materials necessary to support response efforts are being filled.

Start-up Actions/Activation Responsibilities:

- Attend a briefing with the Logistics Section Chief and Transportation Team Leader
- Open Go-Kit and locate all supplies
- Open and maintain position activity log
- Assess available personnel and make appropriate assignments
- Gather all team supplies and personal safety gear
- Open storage facility/containers

Operational Duties:

- Maintain security and oversee the distribution of supplies and equipment
- Coordinate the assignment of staff and volunteers
- Stay in contact with Section Chief about the needs of other sections and teams
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed

Closing Down/Deactivation

- Release staff and volunteers when directed by Logistics Section Chief
- Makes sure all equipment and unused/re-usable supplies are safely and securely stored
- Ensures close-out of all logs and turns them over to Administration/Finance- Documentation Team

GO-KIT

- Job description clipboard
- Team Checklist and Contact Information
- Map of facility
- Pens and pencils, paper
- Walkie-talkie/Family Radio Service (UHF Band)
- On-campus supply storage list(s)/map
- Communications log
- Hard hat, vest and safety equipment
- Response Forms

Other Equipment and Supplies:

- Table and chair
- Phone
- Computer or laptop

Forms

- Emergency Supply Inventory
- Situation Status Report
- Message Forms
- Activity Log

The Transportation Team Coordinator is responsible for implementing the transportation plan during school emergencies. Part of those responsibilities includes directing buses and trucks to areas where they are needed to ferry students, staff and/or supplies.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Attend a briefing with the Logistics Section Chief and the Supplies and Staffing Team Leader
- Hard hat, vest and safety equipment
- Open and maintain position activity log

Operational Duties:

- Implement various components of the transportation plan
- Assess the need and direct the use of vehicles on campus
- Stay in contact with Section Chief about the needs of other sections

Closing Down/Deactivation

- Release staff and volunteers per direction of IC
- Arrange for the return of vehicles to vendors
- Ensure close-out of all logs and turn them over to Administration/Finance-Documentation Team
- Make sure all equipment and re-usable supplies are safely and securely stored

GO-KIT

- Job description clipboard
- Team Checklist and Contact Information
- School Disaster Plan
- Map of facility
- Hard hat, vest and safety equipment
- Walkie-talkie/Family Radio Service (UHF Band)
- Pens and pencils, paper
- Response Forms
- Resource List of Transportation Contacts

Other Equipment and Supplies:

- Table and chair
- Phones

Forms

- Situation Status Report
- Message Forms/Activity Log

INCIDENT COMMAND**PLANNING/INTELLIGENCE SECTION**

The function of the Planning /Intelligence team is to define and measure the incident. Responsibilities of this team include keeping a written record of all actions taken to respond to the incident, debriefing, and coordinating the mental health recovery team.

PLANNING/INTELLIGENCE**SECTION CHIEF**

The Planning/Intelligence Section Chief is responsible for overseeing the collection, evaluation, documentation and use of information about the development of the incident and the status of resources, as well as maintenance of accurate records and site map. Provides ongoing analysis of situation and resource status and assist the Incident Commander in developing an Incident Action Plan. When appropriate, this section will also prepare briefings for the Incident Commanders related to new or updated intelligence.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment, ID or Vest
- Read position description
- Check in with Incident Commander for situation briefing
- Coordinate activities with Logistics, Operations, and Finance/Administration as necessary.
- Open and maintain activity log
- Activate personnel and make appropriate assignments
- Assist the IC in developing Action Plans

Operational Duties:

- Collects and processes situational information about the incident
- Establishes information requirements and reporting schedules for Planning
- Determines need for any specialized resources in support of the incident and request the Logistics section to provide it.
- Reports any significant changes in incident status
- Reassign out-of-service personnel already on-site to the IC organizational positions as necessary.
- As personnel are assigned, brief them on the situation and supervise their activities
- Assemble information on alternative strategies
- Consider areas with additional security/safety needs.
- Evaluate need to communicate with other District sites

Operational Duties, continued:

- Utilize Planning back up; plan and take regular breaks, 5-10 minutes/hour.
- Provide for the opening and maintenance of the master incident time log
- Ensure all radio and verbal communications are recorded
- File all reports as they are turned in. *Although a permanent log may be typed up at a later date; all original notes and records MUST be kept—they are legal documents.*
- Record appropriate response-related information on site map (and keep it current)
- Keep IC apprised of response-related information as it comes in
- Anticipate situations and potential problems and develop contingency plans
- Assists with medium/long range planning related to ongoing incident and school recovery (logistical) issues.
- Arranges for recovery/aftermath resources so that there is no gap between the end of the incident and necessary support/services.

Aftermath:

- Assist IC in developing plan for internal and external aftermath.
- Access resources needed e.g.: Counseling support, county chaplaincy, other needs

Closing Down/Deactivation

- Release Planning/Intelligence Teams when directed by Incident Commander
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Complete/close-out all logs. Direct all logs, reports, and response-related documentation be completed and submitted to the Administration/Finance-Documentation Team
- Collect/call-in paperwork from each deactivating section
- Securely package all response-related documents for storage.

GO-KIT

- School Emergency Plan
- Team Leader Checklist
- Team Checklist and Contact Information
- Campus phone directory
- Map of facility
- Pens and pencils, paper
- Hard hat, vest and safety equipment
- Walkie-talkie/Family Radio Service (UHF Band)
- On-campus supply storage list(s)/map
- Job description clipboard
- Master keys

Other Equipment and Supplies:

- Table
- Chair

Forms

- Activity Log
- Debriefing Log
- Section Team Task Form
- Situation Status Report
- Action Plan
- Message Forms

The Incident Log Scribe's function is to keep a written record of all communications and actions related to the incident. The scribe attaches to the Incident Commander and records all appropriate information. Depending upon the incident, Operations and Logistics Chiefs may have a scribe as well.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Obtain equipment and supplies
- Identify self to the Incident Commander
- Put on ID

Operational Duties:

- Team with the Incident Commander or other assigned personnel
- Maintaining and periodically distributing a situation report
- Gathering incident related information from other teams for entry into the Incident Command Post log
- Referring newsworthy information to the Public Information Officer
- Ensuring that all messages are properly routed
- Document in writing all actions and communications (including the time) ordered and received by the Incident Commander or other assigned personnel

Closing Down/Deactivation

- Transcribe notes; make copies of transcription and original notes and keep as backup; turn in transcribed notes to the Incident Commander or Administration/Finance Documentation Team, as directed
- Return equipment and reusable supplies; replace supplies as needed

GO-KIT

- Job description clipboard
- Response Forms
- ID
- Clipboard, pens, pencils, paper
- Watch or stopwatch
- Flashlight/reading light
- Digital Camera

Forms

- Activity Log
- Operation Staffing List
- Message Forms
- Section Team Task Form
- Situation Report

The Documentation Team coordinator is responsible for the collection, evaluation, documentation and use of all information about the development of the incident and the status of resources.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Check in with Planning/Intelligence Chief for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Team Coordinator will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties:

- Maintain time log of the Incident, noting all actions and reports
- Record content of all radio communication with district or Emergency Operations Center representative
- Record verbal communication for basic content
- Log in all written reports
 - Important:*** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records- **they are legal documents.**
- Keep all documents in safe storage during emergency
- Photograph all damage

Closing Down/Deactivation:

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

GO-KITS

- Walkie-Talkie/Family Radio Service (UHF Band)
- File box(es)
- Pens and paper
- Response Form

Forms

- Emergency Time/Situation Report
- Activity Log
- Student Accounting Forms
- Message Forms
- Situation Status Report

The Finance/Administration Section is responsible for managing all financial and legal aspects of an incident, prepares proclamations, emergency ordinances, etc. This team is responsible for collecting data, scribe records, expenses, etc., either during or after the incident. Coordinates the follow up paperwork and reports. Works closely with other Management Chiefs to provide personnel information, resource information, money/credit if needed. Provides an official record of the event.

Gathers pertinent financial information from briefings with government agencies such as local Incident Command Centers, State Office of Emergency Services and Federal Emergency Management Agency (FEMA) representatives.

ADMINISTRATION/FINANCE**SECTION CHIEF**

The Administration/Finance Section Chief is responsible for overseeing the financial tracking, procurement, and cost analysis related to the disaster or emergency, as well as maintenance of financial records, tracking and recording staff hours.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and identification
- Read position description
- Check-in with IC for incident briefing
- Open and maintain activity log
- Activate Team
- Initiate response activities (set-up work station)

Operational Duties:

- Assume all duties of Recordkeeping Team until staff arrive
- Schedule breaks and re-assign staff as needed
- Open and maintain section logs
- Confer with IC on delegation of purchasing authority
- Determine appropriate purchasing limits
- Meet with Operations and Logistics Section Chiefs to determine financial and administrative support needs.
- Determine future Finance/Administration Section personnel and support needs

Operational Duties, continued:

- Prepare proclamations, emergency ordinances and other legal documents required by the Board of Trustees and Director of Emergency Services
- Advise the Board of Trustees and the IC Team of the legality, legal implications and politics of contemplated emergency actions.
- Develop rules, regulations and laws required for acquisition and control of critical resources.
- Develop the necessary ordinances and regulations to provide legal basis for evacuation and/or population control
- Ensure investigation of all accidents and prepare necessary claims
- Document for cost reimbursement
- Ensure section logs are completed
- Participate in Action Planning meetings
- Utilize back up; plan and take regular breaks, 5-10 minutes/hour
- Photograph all damage

Closing Down/Deactivation

- Release Finance/Administration Team when directed by IC
- Direct the return of all equipment and reusable supplies to the Logistics Team
- Close logs. Collect, file and secure all logs, reports, and response-related documentation
- Assign any open actions to appropriate personnel

GO-KIT

- Job description clipboard
- Vest and/or ID badge
- Hard hat
- Clipboard w/pad and pens/Sharpies
- Walkie-talkie/Family Radio Service (UHF Band)
- School Emergency Plan
- File folders and boxes
- Response Forms
- Digital Camera

Other Equipment and Supplies

- Table and chair

Forms

- Activity Log
- Message Forms
- Action Plan
- Situation Status
- Emergency Time/Situation Form

The Recordkeeping Team coordinator is responsible for ensuring that records for personnel costs, volunteers, payroll, purchasing materials and supplies, insurance claims, and cost recovery are maintained during campus emergencies. Collects all logs, equipment use information, purchase orders, receipts or other finance related information for documentation of District costs related to the emergency or disaster.

Start-up Actions/Activation Responsibilities:

- Open Go-Kit and put on personal safety equipment and I.D.
- Attend a briefing with Finance/Administration Section Chief
- Locate and set up work space
- Activate personnel and make appropriate assignments
- Check with Documentation coordinator to collect records and information related to personnel time keeping

Operational Duties:

- Monitor the tracking of staff and volunteer hours
- Monitor the tracking of response-related requests and purchases
- Facilitate the processing of purchase requests from Logistics Section Chief

Closing Down/Deactivation

- Release staff and volunteers per direction of Section Chief
- Make sure all equipment and unused supplies are returned to Logistics
- Complete/close-out all logs and turn them over to Administration/Finance-Documentation Team

GO-KIT

- Walkie-talkie/Family Radio Service (UHF Band)
- Job description clipboard
- File Boxes
- Vendor contracts/Mutual aid agreements list
- Pens and pencils, paper
- Hard hat and vest

Other Equipment and Supplies:

- Table, chair
- Computer or laptop

Forms

- Activity Log
- Damage Assessment
- Emergency Time/Situation Form
- Operation Center Staffing List
- Section Team Task Form
- Situation Status Report

ACTION:

CANCELLATION/CLOSURE OF SCHOOL *During School Hours*

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

WHEN TO CANCEL/CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm
- Extended Power Outage
- Drought

CANCELLATION/CLOSURE PROCEDURES

- ✓ Contact District Office to obtain permission or collaborate on decision to close school
 - ✓ Notify Staff and Students
 - a. Make an announcement over the PA:

“Your attention please. Your attention please. We will be initiating school closure and student release procedures. Teachers and students should remain in their classrooms until notified that student release teams are in place.”
- OR**
- b. Send runners to each classroom with above information. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)
- ✓ Post “School Closed” signs in school office and main entry points (*Provide information on how to get additional information such as an emergency phone number, radio station, etc.*)
- ✓ Prepare for Student Release

SECTIONS ACTIVATED IN SCHOOL CANCELLATION/CLOSURE

- Management
- Operations: Student Release

NOTE

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

ACTION:

CANCELLATION OF SCHOOL *Before the School Day Begins*

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

WHEN TO CLOSE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Drought
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Pandemic Influenza
- Radiological Incident
- Terrorism
- Transportation Accident
- Tsunami
- Wildland/Urban Interface Fire
- Winter Storm

CANCELLATION PROCEDURES

- ✓ **School site administrator is to notify District Office**
- ✓ District Office will notify the County Office of Education in the following manner
 - a. Between 5 a.m. and 7 a.m., the County Superintendent
Home: _____
 - b. If the County Superintendent is unavailable contact:
Alternate Contact: Associate Supt./Business
Home: _____
 - c. After 7 a.m., the Superintendent will call the Santa Cruz County Office of Education **(831) 466-5901**

- ✓ Notify Staff (*use staff phone tree, if one is in place or other method*)
- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)
- ✓ Assign someone to go to the school/district site to post a notice of school closure and contact numbers to call for information (if safe to do so)

SECTIONS ACTIVATED IN SCHOOL CLOSURE

- Management

ACTION:

SHELTER-IN-PLACE

Whenever an emergency situation presents itself such that it is safer for students and staff to remain inside the school building, the superintendent, principal or designee may issue an order to “shelter-in-place.” This action is initiated when there has been an accidental or intentional release of a chemical, radiological, or biological contaminant in the vicinity of the school. “Shelter-in-place” may also be called for in response to terrorist activities.

WHEN TO SHELTER-IN-PLACE

- Civil Unrest
- Explosion
- Hazardous Materials Incident
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Biological Incident

SHELTER-IN-PLACE PROCEDURES

- ✓ Notify District Office
- ✓ Notify Staff and Students

a. Make an announcement over the PA:

“Your attention please. Your attention please. Due to the

Students and staff should immediately prepare to shelter-in-place and stand-by for further instructions.”

OR

b. If you do not have a PA system ***and it is safe to do so***: send runners to each classroom with above information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified

- ✓ Order facilities manager or custodian to shut down air circulation system
- ✓ Turn on radio and monitor updates
- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)
- ✓ Post signs on exterior windows, if there is time **and it is safe to do so**

“This School is Sheltering-in-Place. Do Not attempt to enter any office or building.”

IN CLASSROOMS AND OFFICES

- ✓ Post “shelter-in-place” sign on exterior door or window (*if it is safe to do so*)
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- ✓ Take out class roster and take roll
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Move students and staff into a hallway or small room
- ✓ Shut doors and all windows (pull draperies or close blinds)
- ✓ Seal doors and vents with plastic wrap and duct tape, if available and ordered to do so
- ✓ Write down names of everyone in the room or collect sign in sheets
- ✓ Wait for an announcement or communication of “all clear” before releasing anyone or opening doors and windows

OUTDOORS

- ✓ Move inside the nearest building
- ✓ Follow procedures above

SECTIONS ACTIVATED IN SHELTER-IN-PLACE

- Management
- Operations (*if long duration*)
- Logistics (*if long duration*)
- Planning/Intelligence (*if long duration*)
- Finance/Administration (*if long duration*)

NOTE

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

ACTION:

LOCKDOWN

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

WHEN TO INITIATE LOCKDOWN

- Civil Unrest
- National Security Emergency
- Nearby Law Enforcement Action
- Shooter or Intruder on Campus
- Terrorism

LOCKDOWN PROCEDURES

- ✓ Notify District Office (*if there is time*)
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:

“LOCKDOWN-LOCKDOWN!!! Your attention please. Initiate lockdown procedures immediately and stand-by for further instructions.”

Remember to lockdown your office!
 - b. If you do not have a PA system, use predetermined Bell Code System to alert staff. Be sure **all** classrooms, libraries, cafeterias, gymnasiums, offices, and on-campus programs (i.e., SCCOE Programs and day care) are also notified.
- ✓ *Designate an individual to **Call 9-1-1** and **stay on the phone** with the operator.*
- ✓ **Sit tight!** When law enforcement arrives on campus they will give you instructions

IN CLASSROOMS AND OFFICES

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows). **DO NOT** open the door for anyone or peek out windows until “All Clear” signal is given
- ✓ Move all students and staff away from windows and stay low (below window line)
- ✓ Turn off lights
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (**IF it is safe to do so**)
- ✓ **REMAIN** in classrooms and offices until the “All Clear” signal is given or you are escorted out by first responders

IN THE CAFETERIA, LIBRARY OR GYMNASIUM

- ✓ Shut and lock doors and all windows (pull draperies or close blinds and blacken any doorway windows)
- ✓ Move all students and staff away from windows and stay low (below window line)
- ✓ Turn off lights
- ✓ Keep calm and quiet
- ✓ Post green sign if everyone is OK or red sign if students are missing/injured on exterior door or window (**IF it is safe to do so**)
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

OUTDOORS

- ✓ **IMMEDIATELY** move inside the nearest building
- ✓ Follow procedures above
- ✓ **REMAIN** in place until the “All Clear” signal is given or you are escorted out by first responders

SECTIONS ACTIVATED IN LOCKDOWN

- Management
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Crisis Intervention, First Aid, Student Release (*these teams will ONLY be activated when it is safe to do so*)

ADDITIONAL LOCKDOWN PROCEDURES

Short-term lockdown (less than 8 hours)

Open emergency supply box/kit if needed

Long-term lockdown (more than 8 hours)

Open emergency supply box/kit and set-up latrine system

After “All Clear” Signal is given

- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)
- ✓ Prepare Student Release Team for orderly release
- ✓ Initiate contact with Crisis Intervention Team for grief support, trauma recovery, etc. if necessary

NOTE

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

ACTION:**EVACUATION**

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

WHEN TO EVACUATE YOUR SCHOOL

- Civil Unrest
- Dam Failure
- Explosion
- Fire on Campus
- Flood
- Gas Leak
- Hazardous Materials Incident
- Landslide
- Major Earthquake
- National Security Emergency
- Terrorism
- Transportation Accident
- Wildland/Urban Interface Fire
- Winter Storm

EVACUATION PROCEDURES

**REMEMBER TO TAKE YOUR PERSONAL BELONGINGS WITH YOU
(SUCH AS PURSES AND CAR KEYS) WHEN YOU EVACUATE!!**

ON-SITE EVACUATION

- ✓ Notify District Office
 - ✓ Sound alarm
 - ✓ Notify Staff and students
 - a. Make an announcement over the PA:
“Your attention please. Your attention please. Due to the _____,
students and staff should proceed immediately to the primary (or secondary) evacuation site.”
- OR**
- If you do not have a PA system and it is safe to do so: send runners to each classroom with above information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.
- ✓ Classroom teachers are to make sure that emergency supplies are brought out to the evacuation site along with their “go-kit” and Quick Reference Guide
 - ✓ When all classrooms have arrived at the evacuation site, have teachers take roll and determine if anyone is missing. Add names of guests/visitors
 - ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured
 - ✓ Mobilize Operations Teams for Student Release
 - ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)

OFF-SITE EVACUATION

- ✓ Notify District Office
- ✓ Activate Transportation Plan
- ✓ Post sign in school office with directions to evacuation site along with any emergency numbers to call for additional information
- ✓ Sound alarm
- ✓ Notify Staff and students

Make an announcement over the PA:

“Your attention please. Your attention please. Students and staff should proceed immediately to the off-site evacuation staging area.”

OR

If you do not have a PA system and it is safe to do so: send runners to each classroom with the evacuation information. Be sure ***all*** classrooms, libraries, cafeterias, gymnasiums, and all other on-campus programs and offices are also notified.

- ✓ Have teachers take roll as students board buses or are waiting at the evacuation staging area. Missing students should be immediately reported to the EOC. Add names of guests/visitors that were in your classroom
- ✓ Hold up green sign if everyone is accounted for or hold up red sign if students or staff are unaccounted for or injured
- ✓ Mobilize Operations Teams for Student Release
- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)

SECTIONS ACTIVATED IN EVACUATION

- Management
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release, First Aid
- Logistics: Transportation Team

ACTION:**RETURN TO CLASSROOM/REVERSE EVACUATION**

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

WHEN TO INITIATE REVERSE EVACUATION

- Civil Unrest
- Dam Failure
- Explosion
- Flood
- Hazardous Materials Incident
- Landslide
- National Security Emergency
- Radiological Incident
- Terrorism
- Transportation Accident
- Wildland / Urban Interface Fire
- Winter Storm
- Intruder/shooter on Campus

REVERSE EVACUATION PROCEDURES

- ✓ Sound Alarm, if available
- ✓ Notify Staff and students
 - a. Make an announcement over the PA:
“Your attention please. Students and staff should return to your classrooms or offices immediately and stand-by for further instructions.”

OR

- b. If you do not have a PA system, use Bell Code System to alert all areas of the campus.

OR

- c. If it is safe to do so, you can send runners to all outdoor fields with above information.

- ✓ Notify District Office
- ✓ Once threat passes, issue “All clear” to resume regular activities

OR

- ✓ Initiate Student Release
- ✓ Activate Parent Alert System (*parent phone tree, if one is in place or other method*)
- ✓

SECTIONS ACTIVATED IN REVERSE EVACUATION

- Management
- Operations: Maintenance/Fire/Site Security, Assembly/Shelter, Student Release

ACTION:

DROP, COVER AND HOLD

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

The action to “drop, cover and hold” is normally initiated by classroom teachers or it may be initiated by the incident itself, such as shaking in an earthquake or the sound of gunfire. Instruct all students and staff to act immediately when they become aware of the danger and not to wait for someone to tell them!!

WHEN TO DROP, COVER AND HOLD

- Civil Unrest
- Explosion
- Landslide
- Major Earthquake
- National Security Emergency
- Shooter/Intruder on Campus
- Terrorism
- Transportation Accident
- Winter Storm

DROP, COVER AND HOLD PROCEDURES

- ✓ At the first sign of shaking or imminent threat, all students and staff should immediately **drop to the floor, hold on to the closest piece of furniture** (desk or chair) or other stable object and **cover the back of their necks** with their free hand/forearm.
- ✓ Stay in this position until the threat passes and an “All Clear” announcement has been made – either through the PA system or via runners.
- ✓ The main office should then make the announcement to “Resume Regular Activities” or direct another response action (such as Evacuation, Cancellation or Closure of School)

INDOORS

- ✓ Students and staff should drop immediately to the floor and crawl under their desks (or, a table or a work bench). Use one hand to hold onto the furniture/table and the other to cover the back of your neck.
- ✓ Stay put until “All Clear” announcement is made and then wait for additional instructions for next actions to take.
- ✓ Check for injuries and make sure everyone is accounted for

HALLWAYS AND BATHROOMS

- ✓ Kneel next to a bare, inside wall and place your hands over the back of your neck
- ✓ Stay put until “All Clear” announcement is made
- ✓ Wait for instructions for next actions to take
- ✓ Check for injuries and make sure everyone is accounted for

OUTDOORS

- ✓ Move away from trees, billboards, signs, buildings, electrical wiring and power poles
- ✓ Drop to the ground and cover the back of your neck with your hands
- ✓ Stay put until “All Clear” announcement is made
- ✓ Wait for instructions for next actions to take
- ✓ Check for injuries and make sure everyone is accounted for

SECTIONS ACTIVATED IN DROP, COVER AND HOLD

- Management
- Operations (*as needed*)
- Logistics (*as needed*)
- Planning/Intelligence (*as needed*)
- Finance/Administration (*as needed*)

NOTE

After an earthquake, remember to stay alert for aftershocks!

ACTION:

RECOVERY

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

RECOVERY ACTION CHECKLIST

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

Plan for recovery in the preparedness phase. Determine the roles and responsibilities of staff and others who will assist in recovery during the planning phase. District-level counselor may want to train school staff to assess the emotional needs of students and colleagues to determine intervention needs. Experience shows that after a crisis many unsolicited offers of assistance from outside the school community are made. During planning, you may want to review the credentials of service providers and certify those that will be used during recovery.

During the preparedness phase, local vendors who can assist in recovery efforts should be identified. Items and services, such as debris removal, carpet repair and replacement, cleaning services, computer data recovery, fire restoration, structural engineers, tree damage/repair/removal, etc. should be arranged for in advance of an emergency situation.

Assemble the School Crisis Recovery Team. A School Crisis Recovery Team, or SERT, is composed of individuals at either the district or school level involved in recovery. A review of the literature shows that there are different models for organizing a CIT. In one model, there is a centralized SERT at the district level, which serves all schools in that district. In another model, the district trains school-based SERTs. Even when crisis intervention teams exist within individual schools, it may be necessary for the superintendent or designee to allocate additional resources on an as-needed basis.

Service providers in the community may want to assist after a crisis. With prior planning, those with appropriate skills and certifications may be tapped to assist in recovery. This will help district and school personnel coordinate activities of the community service providers and see that district procedures and intervention goals are followed.

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

Provide information on the incident to the appropriate person(s) in the EOC. Follow the chain of command in the plan when providing information about an incident. All information is to be disseminated through the PIO position in the EOC. It is important to have a single message being sent out to parents, staff, the community and the media. Be clear about what steps have been taken to attend to student safety. Let families and other community members know what support services the school and district are providing or what other community resources are available. Messages to students should be age appropriate. It may be necessary to translate letters and other forms of communication into languages other than English depending on the composition of the communities feeding the affected school(s). Be sure to consider cultural difference when preparing these materials.

Focus on the building, as well as people, during recovery. Following a crisis, buildings and their grounds may need repairing, renovation or repainting/re-landscaping. Conduct safety audits and determine the parts of the building that can be used and plan for repairing those that are damaged. You can use the Safety and Security Assessment Form created by the Safe School Consortia.

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

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

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

Remember anniversaries of crises. Many occasions will remind staff, students and families about crises. The anniversary of a crisis will stimulate memories and feelings about the incident. In addition, other occasions may remind the school community about the crises, including holidays, returning to school after vacations and other breaks, as well as events or occasions that seemingly have little connection to the incident. This underscores the notion that recovery may take a longer time than anticipated.

Staff members need to be sensitive to their own as well as the students’ reactions in such situations and provide support when necessary. School crisis planning guides suggest holding appropriate memorial services or other activities, such as planting a tree in memory of victims of crises. Trauma experts discourage memorials for suicide victims to avoid glorification and the sensationalizing of these deaths.

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

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

Recovery may seem like an end, but it is also a beginning. You must close the loop on the circle. A critical step in crisis planning is to evaluate each incident. What worked? What didn’t work? How could you improve operations? Take what you have learned and start at the beginning. Update and strengthen the plan so that in a crisis, no child is left behind.

ADDRESSING THE NEEDS OF INDIVIDUALS WITH DISABILITIES

All school Emergency Operations Plans must include procedures to address the needs of students, staff and visitors with disabilities during a disaster. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments may not receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional or cognitive disabilities may need to have safety and emergency procedures taught in a language or terms they understand. Because our schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have a plan that includes the needs of individuals with disabilities.

This checklist indicates those steps necessary to address the needs of those with disabilities. The training materials that are part of the pre-plan include detailed information and guidelines for developing and implementing an effective plan.

- Assess classrooms and offices for unsecured, non-structural hazards, potentially blocked exits and other issues that could put students and staff at risk of injury in a fire, earthquake or other emergency.
- Take mitigation measures to eliminate or reduce hazards.
- Develop a list of individuals needing evacuation assistance and update regularly.
- Establish Evacuation Staging Areas.
- Establish a Buddy System and assign an adult to assist a disabled individual in exiting the building or getting to an Evacuation Staging Area.
- Test your evacuation plan.
- Finalize Your Evacuation Plan.
- Train staff in evacuation procedures.
- Include procedures for evacuating individuals with disabilities in regular fire, earthquake and all other drills and exercises.
- Review Evacuation Procedures for Individuals with Disabilities annually and make changes as necessary.

EOC STAFFING LIST		DISTRICT/SCHOOL:
FOR OPERATIONAL PERIOD:		PREPARED:
FROM: Date <i>Time</i>	TO: Date <i>Time</i>	<i>Date</i> <i>Time</i>
MANAGEMENT SECTION	OPERATIONS SECTION	
Incident Commander	Operations Section Chief	
District Incident Commander	Assembly/Shelter Coordinator	
Public Information Officer	Student Parent Reunification Coordinator	
Liaison Officer	First Aid Coordinator	
Safety Officer	Evacuation/Fire/Site Security Coordinator	
Legal	Search and Accountability Coordinator	
	Crisis Intervention Team	
PLANNING & INTEL SECTION	LOGISTICS SECTION	
Planning & Intel Section Chief	Logistics Section Chief	
Documentation Coordinator	Communications Coordinator	
Incident Scribe	Supplies and Staffing Coordinator	
	Transportation Coordinator	
	Others:	
AGENCY REPRESENTATIVES	FINANCE & ADMIN SECTION	
	Administration & Finance Chief	
	Recordkeeping Coordinator	
Approved by:	Prepared by:	
<input type="checkbox"/> If additional space is needed, ✓ box and use reverse side of this sheet		

EOC SECTION TASKS

DISTRICT/SCHOOL:

Part AFor Op Period from: *Date**Time*to: *Date**Time***MANAGEMENT SECTION**

Assigned To:

PIO

Assigned To:

SAFETY OFFICER**LIAISON OFFICER****OPERATIONS SECTION**

Assigned To:

EOC SECTION TASKS

DISTRICT/SCHOOL:

Part BFor Op Period from: *Date**Time*to: *Date**Time***PLANNING SECTION**

Assigned To:

LOGISTICS SECTION

Assigned To:

FINANCE SECTION

Assigned To:

EOC Management Situation Report (page 2 of 2)

SAFETY MESSAGE (SAFETY OFFICER)

LIAISON REPRESENTATIVES FROM OTHER AGENCIES (LIAISON OFFICER)			
ORGANIZATION/AGENCY	NAME	EOC LOCATION	CONTACT NUMBER
Fire Department			
Police Department			
Sheriff Department			
American Red Cross			
Highway Patrol			
EMS			
Transit			
County Office of Education			
Mental Health			

DISTRIBUTION:

- All Section Chiefs
- All Operations Team Leaders
- All Management Section staff
- Documentation Team
- _____
- _____
- _____
- _____

SCHEDULED BRIEFINGS (EOC Director/IC - PLANS CHIEF/PIO)				
BRIEFING TYPE	FREQUENCY	TIME	LOCATION	BRIEFER
Section Chiefs	2/Daily			EOC Director/IC /Plans Chief
Team Leaders	2/Daily			Plans Chief
Media	2/Daily			PIO

SCHEDULED MEETINGS (EOC Director/IC - PLANS CHIEF/PIO)				
MEETING TYPE	FREQUENCY	TIME	LOCATION	FACILITATOR
Planning Meeting	2/Daily			EOC Director/IC /Plans Chief

SITUATION STATUS REPORT INITIAL

- INITIAL ASSESSMENT -

District/School _____ Team: _____

Completed by _____ Date _____ Time _____

Immediate Assistance Required

_____ None _____ Medical _____ Fire
_____ Search & Rescue _____ Support Personnel _____ Other

Condition of Students

_____ All Accounted For _____ No Injuries _____ No immediate help required
_____ Missing (number)

Names

_____ Trapped in Building: (number)

Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

_____ Deceased: (number)

Names

SITUATION STATUS REPORT (CONTINUED)

Condition of Staff or Visitors

_____ All Accounted For _____ No Injuries _____ No immediate help required

_____ Missing (number)

Names

_____ Trapped in Building (number)

Names

_____ Injured (number)

_____ Number Requiring Immediate Medical Attention

Type of Injury

Names

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

_____ Deceased: (number)

Names

Condition of School Building and Grounds

e.g.: wall cracked, fallen light fixtures, shattered windows, broken water pipes, flooding, etc.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Condition of Neighborhood

e.g.: fallen power lines, debris-cluttered streets, etc.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

STAFF SIGN IN/SIGN OUT LOG

DATE: _____ EVENT: _____

SECTION: _____ TEAM: _____ TEAM LEADER: _____

Time IN	Print Name/SIGNATURE	Time OUT	INITIALS	Destination Upon Check Out and Contact Info
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
	Print			
	Signature			
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	Signature			
	Print			
	Signature			

This form is to be filled out as a roster of all team members reporting to a team assignment. Each person is to sign in upon being assigned to a team and sign out when released by the Team Leader. Upon check-out, individuals should list their intended destination (if possible) and contact information in case they need to be reached. The Team Leader is responsible for making sure this form is filled out and is kept current.

STUDENT REQUEST FORM

STEP 1. Fill in one form for each student requested. PLEASE PRINT CLEARLY. LEAVE GREY CELLS BLANK FOR STAFF USE.
 STEP 2. Give Request Form and your photo ID to staff at the Request Gate.
 STEP 3. Move to the Release Gate. Please leave the campus as soon as you are reunited with the requested student(s).

STUDENT		GRADE	FOR STAFF USE	
DATE/TIME		TEACHER	PHOTO ID VERIFIED BY	
REQUESTED BY			AUTHORIZATION? <input type="checkbox"/> Yes <input type="checkbox"/> No	
(Print name)			MEDICAL NEEDS	
<i>I assume custody of the student named above as parent, guardian or authorized adult. (circle one)</i>			PHOTO ID VERIFIED 2x BY	
_____ (Signature)			STUDENT STATUS (check one) <input type="checkbox"/> RELEASED <input type="checkbox"/> CUSTODY ISSUES <input type="checkbox"/> ABSENT <input type="checkbox"/> MEDICAL/FIRST AID <input type="checkbox"/> UNACCOUNTED-MISSING	
DESTINATION		PHONE NO.	NOTES	
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> Yes <input type="checkbox"/> No			TIME RELEASED	

STUDENT REQUEST FORM

STEP 1. Fill in one form for each student requested. PLEASE PRINT CLEARLY. LEAVE GREY CELLS BLANK FOR STAFF USE.
 STEP 2. Give Request Form and your photo ID to staff at the Request Gate.
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STUDENT		GRADE	FOR STAFF USE	
DATE/TIME		TEACHER	PHOTO ID VERIFIED BY	
REQUESTED BY			AUTHORIZATION? <input type="checkbox"/> Yes <input type="checkbox"/> No	
(Print name)			MEDICAL NEEDS	
<i>I assume custody of the student named above as parent, guardian or authorized adult. (circle one)</i>			PHOTO ID VERIFIED 2x BY	
_____ (Signature)			STUDENT STATUS (check one) <input type="checkbox"/> RELEASED <input type="checkbox"/> CUSTODY ISSUES <input type="checkbox"/> ABSENT <input type="checkbox"/> MEDICAL/FIRST AID <input type="checkbox"/> UNACCOUNTED-MISSING	
DESTINATION		PHONE NO.	NOTES	
ARE YOU AUTHORIZED TO PICK UP OTHER STUDENTS? <input type="checkbox"/> Yes <input type="checkbox"/> No			TIME RELEASED	

MEDICAL TREATMENT LOG

Date: _____

Patient Name	Time:	Description of Treatment	Triage Category	Initials

TAG

Patient Name:

Filled out by:

IMMEDIATE
Life Threatening

Respirations – Over 30/Minute
Profusion – Over 2 Seconds
Mental Status – Can't Do

Injuries:

TRIAGE TAG

Patient Name:

Filled out by:

MINOR
Walking Wounded

All Walking Wounded are Classified as Minor.

Injuries:

TRIAGE TAG

Patient Name:

Filled out by:

DELAYED
Serious, Not Life
Threatening

Respirations – Under 30/Minute
Profusion – Under 2 Seconds
Mental Status – Can Do

Injuries:

Patient Name:

Filled out by:

DEAD
No Respirations

Santa Cruz County Schools Injury and Missing Persons Report

School: _____ Room Number _____

Teacher's Name: _____ Date: _____

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Last Known Location

Individual Medical Treatment Log

Date: _____

Time: _____

General Information

Name: _____

GENDER: Male
 Female

Address: _____

City: _____ Zip Code: _____ E-Mail: _____

Home Phone Number: _____ Cell Phone Number: _____

Date of Birth: _____ Student I.D.#: _____

Height: _____ Weight: _____ Blood Pressure: _____ Resting Pulse: _____

Medical Treatment During Incident:

Type of Injury	Treatment Administered	Treatment Administered by:

Medication Administered or Prescribed:

Medication Name	Dosage	Frequency	Side Effects (Known and potential)	Reason for taking

EMERGENCY TIME/SITUATION FORM

NAME/I.D.#:	
CONTACT INFO:	Home Phone: Cell Phone: Address:
HOURS WORKED:	Arrived at: Departed at: Total Hours Worked:
ICS/VOLUNTEER ROLE:	
DESCRIPTION OF DUTIES:	
PERSONAL EXPENDITURES:	
INJURIES:	
OTHER DETAILS:	

Signature of Staff/Volunteer:

_____ PRINT NAME

_____ DATE

_____ SIGNATURE

_____ DATE

Authorized by:

_____ PRINT NAME

_____ DATE

_____ PRINT NAME

_____ DATE

**ANY PIECE OF PAPER CAN BE USED TO RELAY MESSAGES - HOWEVER,
YOU MUST BE SURE TO IDENTIFY WHEN A MESSAGE IS CONFIDENTIAL**

General Message Form

CUT HERE

CONFIDENTIAL Message Form

**AFTER ACTION REPORT
TEMPLATE**

SCHOOL/DISTRICT: _____

DATE(S) OF INCIDENT: _____

SUMMARY OF INCIDENT: _____

MANAGEMENT SECTION SUMMARY:

EOC Director/Incident Commander(s): _____

Summary: _____

PIO(s): _____

Summary: _____

Liaison Officer(s): _____

Summary: _____

Safety Officer(s): _____

Summary: _____

MANAGEMENT SECTION LESSONS LEARNED: _____

OPERATIONS SECTION SUMMARY:

OPERATIONS SECTION CHIEF(s): _____

Summary: _____

Assembly and Shelter Team Leader(s): _____

Summary: _____

Communications Team Leader(s): _____
Summary: _____

Crisis Intervention Team Leader(s): _____
Summary: _____

First Aid Team Leader(s): _____
Summary: _____

Light Search and Rescue Team Leader(s): _____
Summary: _____

Maintenance/Fire/Site Security Team Leader(s): _____
Summary: _____

Student Release/Staff Accounting Team Leader(s): _____
Summary: _____

OPERATIONS SECTION LESSONS LEARNED: _____

LOGISTICS SECTION SUMMARY:

LOGISTICS SECTION CHIEF(s): _____

Summary: _____

Supplies and Staffing Team Leader(s): _____

Summary: _____

Transportation Team Leader(s): _____

Summary: _____

LOGISTICS SECTION LESSONS LEARNED: _____

PLANNING/INTELLIGENCE SECTION SUMMARY:

PLANNING/INTELLIGENCE SECTION CHIEF(s): _____

Summary: _____

Documentation Team Leader(s): _____

Summary: _____

Situation Status Team Leader(s): _____

Summary: _____

PLANNING/INTELLIGENCE SECTION LESSONS LEARNED: _____

FINANCE/ADMINISTRATION SECTION SUMMARY:

FINANCE/ADMINISTRATION SECTION CHIEF(s): _____

Summary: _____

Recordkeeping Team Leader(s): _____

Summary: _____

FINANCE/ADMINISTRATION SECTION LESSONS LEARNED: _____

POSITIVE RESULTS: _____

ITEMS FOR CORRECTION/IMPROVEMENT: _____

Estimated date for completion of corrections/improvements: _____

COMMENTS: _____

Signature of EOC Director/Incident Commander

Date

Signature of Planning/Intelligence Chief

Date

Emergency Supplies Inventory**Food and Water**

Suggested quantities are for 100 people for a period of 72 hours.

<u>Food Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
Raisins - boxed and dated	20 lbs.	_____
Large potatoes - canned and dated	60 cans	_____
Large soups - dated	60 cans	_____
Stewed tomatoes - dated	20 cans	_____
Large canned beans - dated	20 cans	_____
Large mixed fruit or fruit - dated	60 cans	_____
Large peanut butter	20 tubs	_____
Crackers	2 cases	_____
Canned fruit juice	2 cases	_____
Sugar cubes	4 boxes	_____

Note: Military rations (MREs) may be substituted for the above items in order to maximize shelf life and storage space.

<u>Water Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
Drinking water – based on 2 quarts per person-per day	150 gallons	_____

Note: Commercially packaged water (Aqua Blocks or bottled water) may be substituted for the above item in order to maximize shelf life and storage space.

Emergency Supplies

ASSEMBLY/SHELTER

Suggested quantities are for 100 people for a period of 72 hours.

<u>Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
Blankets	100	_____
Large battery operated radio with batteries or hand crank radio	1	_____
Heavy duty flashlights with spare batteries and bulbs or hand crank flashlights	4	_____
Whistles (for communicating with staff and students)	4	_____
Clipboards	4	_____
Ink pens	6	_____
Medium garbage bags	4 packages (40 count)	_____
Large 3-ply garbage bags	4 packages (20 count)	_____
Plastic buckets - 5 gallon	6	_____
Pads of paper	4	_____
Scotch tape	4 rolls	_____
Bed sheet strips (to be used as optional bandages)	4	_____
Plastic cups	6 packages (100 count)	_____
Paper plates	6 packages (100 count)	_____
Plastic spoons, knives and forks	6 packages (100 count)	_____
Can openers - manual	5	_____
Portable toilet kit	2	_____
Activities or games for children	5	_____

Emergency Supplies*FIRST AID*

<u>Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
First Aid Handbook (current, Red Cross)	1	_____
Alcohol	4 bottles	_____
Alcohol prep	4 boxes - 100 count	_____
Aluminum foil - 18 inches wide	4 rolls	_____
Antibiotic solution (Betadine)	4 bottles	_____
Aromatic spirits of ammonia	4 boxes - 10 count	_____
Band-Aids - assorted sizes	8 boxes	_____
Bandage - ACE wrap, Kerlix, Kling, or other conforming bandage of several widths - 2, 3, 4, 6 inch)	4 boxes each	_____
Bandage scissors - blunt nose type	9 pairs	_____
Bandage, triangular - 36 x 40 x 55 inch	30	_____
Basin, emesis - disposable	10	_____
Blankets - space or disposable	150	_____
Blood pressure cuff with manometer	6	_____
Burn sheets - sterile, disposable	4 packages	_____
Cervical collar - small, medium & large	4 each	_____
Cotton balls - unsterile	4 large packages	_____
Disinfectant - hand washing	4 gallons	_____
Dressings - 2x2's, 3x3's & 4x4's sterile	4 boxes each	_____
Dressings - 5x9's & 8x10's sterile	4 boxes each	_____
Dressings - eye pad, oval sterile	15 boxes	_____
Dressings - gauze 3x36 inch sterile	4 boxes	_____
Ipecac	4 bottles	_____
Kleenex	10 boxes	_____
Marking pens - skin	6	_____
Needles - for removing splinters & glass	4 packages	_____
Note pads	20	_____

Emergency Supplies

FIRST AID, cont'd

<u>Item</u>	<u>Recommended Quantity</u>	<u>Quantity on Hand</u>
Pack - cold Temp-Aid	1 case	_____
Paper cups	4 boxes	_____
Pack - hot Temp-aid	1 case	_____
Paper bags	4 boxes	_____
Paper towels	4 cases	_____
Pencils or ball point pens	4 packages	_____
Petroleum jelly	4 large jars	_____
Pitcher or jar with cover - can be used as a measuring device	4 one quart size	_____
Q-tip swabs	6 packages	_____
Safety pins - assorted sizes	6 packages	_____
Saline - 1 tsp. per quart sterile water = normal saline	4 boxes	_____
Sanitary napkins - can be used for heavy bleeding wounds	2 cases	_____
Spine board - long and short	2 each	_____
Splints - inflatable, boards, magazines or other	Several sets	_____
Standard surgical gloves - medium and large	4 boxes	_____
Table	4	_____
Thermometer - oral - Tempa-dot, disposable	4 boxes each	_____
Toilet tissue	4 cases	_____
Tongue depressors	4 packages	_____
Towelettes - moist	15 boxes	_____
Treatment log	1	_____
Triage tags (from Office of Emergency Services)	150	_____
Tweezers - large	9 pairs	_____
Tylenol (15 grains)	6 bottles	_____
Water purification tablets, or	4 bottles	_____
Household bleach (6 drops in 1 gallon of water)	2 gallons	_____

SANTA CRUZ COUNTY SAFE SCHOOLS CONSORTIA

SAFETY and SECURITY ASSESSMENT

Name of School: _____ Date of Assessment _____

Start Time _____ End Time _____ Assessed By: _____

Community Partners & Guests: _____

Directions: Evaluate your school with respect to each question by placing an X in the columns labeled YES or NO. YES responses are indicators of safe school conditions.

NEIGHBORHOOD & SURROUNDING AREA	YES	NO	COMMENTS
1. Adequate school zone & speed signage in surrounding area.			
2. Neighborhood watch or partnership has been established.			
3. Vehicles drive appropriately in school zone.			
4. Sidewalks & crosswalks are available for student walkers.			
5. Neighborhood is considered safe and an asset to the school.			
6. Other:			
7.			
8.			
BUILDING EXTERIOR	YES	NO	COMMENTS
1. Roofs are accessible only by a ladder.			
2. "Drug-Free School Zone" & "Weapon-Free School Zone" signs are posted.			
3. "Visitors Must Report To Office" signs are posted at all exterior entrances.			
4. Visitor entrance is clearly identified.			
5. "Supervision Hours" signs are posted in prominent locations.			
6. Adequate lighting at all exterior entrances.			
7. Adequate lighting around building.			
8. School grounds are free of graffiti & trash.			
9. Shrubs/foilage trimmed – good line of vision.			
10. Exterior doors & locks are in good condition.			
11. Exterior doors & windows are locked before & after school.			
12. Exterior windows & locks are in good condition.			
13. Basement windows are protected – grills, etc.			
14. Blinds/curtains closed in rooms containing computers & valuable equipment.			
15. Outside entrances are numbered to direct emergency vehicles.			
16. School grounds are fenced to prevent unauthorized vehicles & public access.			
17. Dangerous equipment & utilities are protected & secured.			
18. Exterior door to kitchen is kept locked, has peephole & adequate doorbell.			
19. Exterior entrance to kitchen has adequate lighting.			
20. Good visibility of bike racks from building.			
21. Intercom Notification System works adequately in exterior gathering areas.			
22. Other			

ARRIVAL & DISMISSAL	YES	NO	COMMENTS
1. Supervision is in place before students arrive. (note time of first student arrivals)			
2. Bus zones & parent drop-off/pick-up zones are separate.			
3. Bus loading zones have restricted access & are clearly marked.			
4. Bus area is supervised when students are present. (note time of first supervisor)			
5. Parent drop-off/pick-up area is clearly marked.			
6. Parent drop-off/pick-up area is supervised when students are present.			
7. Sidewalks are provided for student walkers.			
8. Crossing guards are provided to assist elementary children.			
9. Vehicles drive within appropriate speed limit.			
10. Adequate lighting in parking lots.			
11. Adequate number of parking spaces for staff & visitors.			
12. Student access to parking lot is restricted for Elementary & Middle School.			
13. Student access to parking lots is restricted to arrival/dismissal for high school.			
14. Student parking is available by permit only.			
15. Parking lot is supervised during arrival & dismissal.			
16. Other:			
17.			
18.			
HALLS & COMMON AREAS	YES	NO	COMMENTS
1. School rules are posted and clearly visible throughout school.			
2. Students interviewed know school rules.			
3. Students wear visible hall passes when not in class (during class-time).			
4. Halls are supervised during passing time.			
5. Common areas are supervised when students are present.			
6. Unused entrances are locked during school day.			
7. Halls & common areas are free of graffiti & trash.			
8. Students adhere to school dress code.			
9. Students adhere to hands-off policy.			
10. Students interviewed know emergency procedures.			
11. Fire extinguishers are checked annually by fire inspection company.			
12. Fire extinguishers are checked monthly by school staff: (pin in place, gauge in green zone, properly labeled.)			
13. Fire extinguishers that are not visible have visible signage.			
14. Combustible decorations/student work is within safety limits: (does not exceed 20% of wall or door surfaces.)			
15. Fire exits, doors, corridors & stairways are free of obstructions & at least 22 inches wide.			
16. Exit doors open & close easily & exit signs are well lit.			
17. Doors with panic hardware are free of locks/latches/chains.			
18. Other:			
19.			
20.			

CUSTODIAL ROOMS & PROCEDURES	YES	NO	COMMENTS
1. Mechanical rooms & custodial rooms are secured at all times.			
2. Custodians carry two-way radio for communication with office & administration.			
3. Custodians have been trained on building emergency procedures & participate in all drills.			
4. Damage caused by graffiti, broken glass, & other vandalism are immediately repaired (before school opens).			
5. Combustible waste materials are stored in non-combustible containers & emptied regularly.			
6. Fire protection equipment is free of obstructions (alarm panels, 5 extinguishers, sprinkler control valves.)			
7. There is 18 inches of clearance below sprinkler heads.			
8. Attic scuttle openings are closed.			
9. Breakers in electrical panels are labeled; spares are in off position.			
10. Electrical panels have 36 inches of clearance.			
11. All containers including spray bottles are properly labeled.			
12. MSDS notebook location is known & notebook is easily accessible.			
13. Procedures are in place for unlocking/locking doors before, during & after school.			
14. High-risk areas (main office, cafeteria, store, computers, etc) are secured after hours.			
15. Unused portions of building are secured after hours.			
16. Other:			
PLAY GROUNDS & SOCIAL AREAS	YES	NO	COMMENTS
1. Play areas are fenced for the safety of students. (vehicular access restricted)			
2. Play equipment is in good condition.			
3. Surface of play area is in good condition.			
4. Play areas are free of hazards.			
5. Good visibility in play areas (look for barriers to line of sight)			
6. Interaction between students is generally positive.			
7. Play/Social areas are adequately supervised when students are present. (supervisor – student ratios, size of areas, barriers, etc)			
8. Active Supervision principles are applied consistently: (movement, scanning, positive interactions with students, pre-corrections, consequating rule infractions.)			
9. Other:			
KITCHEN & EATING AREAS	YES	NO	COMMENTS
1. Access to kitchen by students is restricted and/or with adult supervision only.			
2. Eating areas are supervised when students are present.			
3. Adequate seating in eating areas.			
4. Eating areas are clean and free of trash.			
5. Traffic flow of students is organized and time waiting in line is minimal.			
6. Cleaning supplies are properly marked and stored away from food.			
7. Interior entrance to kitchen is locked when staff is not present.			
8. Knives & dangerous objects are stored in a secured place.			
9. Kitchen hood serviced every 6 months/fusible links replaced yearly.			
10. All kitchen staff have been trained in emergency procedures & participate in drills.			
11. Walk in refrigeration units have easy escape doors.			
12. Other:			

RESTROOMS	YES	NO	COMMENTS
1. Restroom stalls are equipped with doors or fire resistant curtains.			
2. Restrooms/locker rooms have adequate lighting.			
3. Restrooms are clean, odor free, and free of trash.			
4. Restroom walls, mirrors, & interior stall doors are free of graffiti.			
5. Other:			
CLASSROOMS	YES	NO	COMMENTS
1. Classroom doors are locked & lights are turned off when room is vacant.			
2. Emergency procedures (Code Yellow/Red) posted in all rooms.			
3. Evacuation route map posted in all rooms.			
4. Intercom system and phone work in all rooms.			
5. Cover plates are on all electrical junction boxes (outlets/switches).			
6. Electrical outlets within 6 feet of water are GFCI protected.			
7. Power strips are used in place of extension cords.			
8. Cords are properly secured to avoid tripping.			
9. A system is in place to track student exit & return. Hall passes are used consistently.			
10. Staff wears visible ID.			
11. Staff regularly teach social skills/conflict resolution curriculum. (How many lessons per year?)			
12. Classroom rules are posted and consistent with school-wide rules.			
13. Staff has been trained on building emergency procedures during current school year.			
14. Other:			
OFFICE & ADMINISTRATION	YES	NO	COMMENTS
1. Lobby entrance is visible from front office.			
2. Visitors, parents & volunteers are required to sign in at office & wear visible ID.			
3. Student sign-out log is required.			
4. Adults not listed on student registration form are required to have written permission to pick up students.			
5. Local fire & police departments have current school maps, contact lists & keys to school buildings.			
6. Two-way radios are assigned to & carried by staff (administrators, custodians, front office, outside classes)			
7. Portables have front office communication & receive fire alarm notification.			
8. Intercom/two-way notification system works, and can be heard in all areas of campus.			
9. A key-control system is in place.			
10. Supervision Schedule is current. (Attach copy to this form.)			
11. Safety committee meets monthly & minutes are posted.			
12. OR-OSHA poster Job Safety & Health is displayed in prominent area.			
13. Medications for students are properly stored & secured. (Review log to verify.)			
14. A system is in place for staff, students & parents to anonymously report problems (hotline, designated staff, tip box, etc)			
15. District drill schedule is followed. Debrief sheets are utilized & given to District Safety Officer.			
16. A SAFE Team has been established & trained. (Attach copy of roles & responsibilities.)			

OFFICE & ADMINISTRATION <i>(continued)</i>	YES	NO	COMMENTS	
17. All classified staff have been trained on emergency procedures during current school year.				
18. A system is in place to train substitute staff on emergency procedures.				
19. First aid kits are properly stocked and readily accessible.				
20. Staff Development Plan is current. (Attach copy to this form.)				
21. A Behavior Team meets regularly to review behavior issues & behavior management systems.				
22. Other:				
AREAS OF RECOGNITION Record commendable areas of safe school conditions & staff members who are involved with these efforts.	Who Needs Recognition			
ASSESSMENT FINDINGS Record & prioritize assessment findings below. Send a copy of this document to the LCSD Safety Coordinator.	Priorities	Work Order	5 yr. Plan	
Additional Comments:				

The Language of Emergency Response

Acronyms

ARC	American Red Cross
CERT	Community Emergency Response Team
DES	County Department of Emergency Services
DHS	Department of Homeland Security
DO	District Office
DPH	Department of Public Health
DSW	Disaster Service Worker
EAS	Emergency Alert System
EOC	Emergency Operations Center
EOP	Emergency Operations Plan
FEMA	Federal Emergency Management Agency
FRS	Family Radio System
HAZMAT	Hazardous Materials
ICS	Incident Command System
LOG	Logistics
MOU	Memorandum of Understanding
NIMS	National Incident Management System
OASIS	Operational Area Satellite Information System
OES	Office of Emergency Services (California)
OP AREA	Operational Area
OPS	Operations
PA	Public Address
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Services
S&R	Search and Rescue
SCOPE	School Communities Organized to Prepare for Emergencies
SEMS	Standardized Emergency Management System
SOP	Standard Operations Procedure
SIT STAT	Situation Status
VOAD	Volunteer Organizations Active in Disasters
VRC	Volunteer Reception Center
WMD	Weapon of Mass Destruction

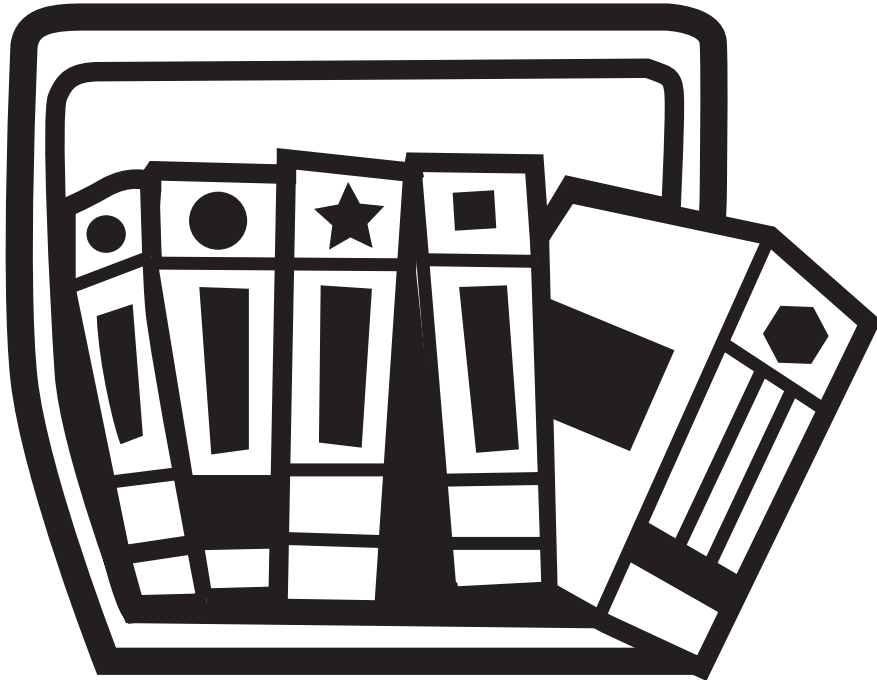
Glossary of Common Emergency Response Terms

Action Plan	the plan prepared on-site by the EOC Director/Incident Commander and Planning/Intelligence Chief that will guide response to the emergency at hand.
Activate	is the verb used to describe the intention of implementing the emergency plan.
American Red Cross	a national volunteer agency that provides disaster relief.
Damage Assessment	the process used to determine the amount and severity of damage caused by a disaster or emergency.
Disaster	a sudden, calamitous event that causes damage, loss, and destruction to people and property.
Disaster Service Worker	refers to any public employee or any unregistered person impressed into service consequent to a state of emergency.
Emergency	a condition of disaster or extreme peril to the safety of persons and property.
Emergency Operations Center	the location from which centralized management is performed during emergency response.
Emergency Operations Plan	the plan that each district/school has and maintains for responding to disasters and/or school crisis.
EOC Director/IC	the individual responsible for the overall management during an emergency response requiring an EOC activation. In a Unified Command situation, this function may be performed by two or more individuals representing multiple agencies. Sometimes is referred to as the Incident Commander as well.
Exercise	a simulated emergency situation designed to evaluate an organization or agency's level of preparedness.
Federal Disaster Assistance	refers to the federal government's in-kind and financial assistance provided to disaster victims, the state, or local government agencies through the Federal Disaster Relief Act.

First responder	a collective term used to describe law enforcement, fire, EMS, public works, and public health personnel; those agencies generally first on the scene during emergencies.
Hazard	any source of danger or element of risk to people, property, or the environment.
Hazard Mitigation	any measure taken that attempts to eliminate or reduce the potential for damage or injury from a disaster.
Incident	an occurrence or event, natural or man-made, that requires action by emergency personnel.
Incident Command System	the national standard for on-scene emergency management.
Management by Objectives	a top-down management activity that involves a three-step approach to problem-solving: establishing the objectives, selecting the appropriate strategy(ies) to achieve those objectives, and providing the direction of or assignments associated with the selected strategy.
Mass Care Facility	a location where food, lodging, clothing, first aid, welfare inquiry, and social services are available to victims of disaster.
Mass Prophylaxis	distribution of medicines, vaccinations or inoculations to the public on a mass scale in response to a public health threat.
Media	refers to any/all of the means of disseminating information and instructions to the public: radio, television, newspapers or the web.
Memorandum of Understanding	a pre-existing agreement between agencies to render support (personnel, equipment or facilities) during times of emergency.
Mitigation	the pre-event actions taken to lessen the effects and impact of a disaster.
Operational Area	an intermediate level of the state emergency organization, consisting of a county and all of the political subdivisions/special districts within its boundaries.
Pandemic	a global outbreak of disease when a new virus emerges that affects a large portion of the human population for which there is little or no immunity.

Preparedness	refers to the entire spectrum of planning and training that ensures emergency readiness
Recovery	those activities associated with “getting back to business” after an emergency; the long-term plan.
Response	those activities undertaken to address the immediate short-term effects of an emergency or disaster. Response activities include actions taken to save lives, protect property and meet basic human needs.
Section	within ICS, the organizational level with responsibility for a major functional area of incident response: Management/Command, Operations, Planning/Intelligence, Logistics, Finance/Administration.
Section Chief	the ICS title given to those individuals responsible for the command of a functional section.
Triage	a process of rapidly classifying patients on the basis of urgency of treatment.
Threats	those situations or circumstances (i.e., earthquake, flood, fire, hazmat incident, winter storm, etc.) that are likely to occur within, or affect, the Operational Area.

9 *Resources*



9 Resources



Resources Available for Schools

Santa Cruz County Emergency Response and Crisis Management

The Guidelines for Developing an Evacuation plan for
Individuals with Disabilities

Individuals Needing Evacuation Assistance • APPENDIX A

Evacuation Plan for Individuals with Disabilities • APPENDIX B

Individual Student Evacuation Procedure Special Needs

Parent Wallet Card

Resources Available for Schools

Information, Guides and Reports

Emergency Plan Web Site

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

Practical Information on Crisis Planning: A Guide for Schools and Communities

This binder provides schools and communities with basic guidelines and useful ideas on how to develop and refine their emergency response and crisis management plans for each phase of crisis planning: mitigation and prevention, preparedness, response and recovery. This information is available at www.ed.gov/emergencyplan.

Infrastructure Protection: National Clearinghouse for Educational Facilities

This Web-based clearinghouse at www.edfacilities.org provides information on school safety issues, such as how to design buildings to prevent or mitigate possible terrorist attacks and violence.

Bomb Threat Assessment Guide: USDOE and Bureau of Alcohol, Tobacco and Firearms

The *Step-by-Step Guide for Bomb Threats* can assist school districts, administrators and emergency responders in planning an effective bomb threat response protocol in schools. A CD-ROM interactive planning tool provides schools with a 15-step guide. In 2003, a copy of the CD-ROM was distributed to every school district in the country. It is still available at www.ed.gov/emergencyplan/

Campus Public Safety Guide

The Department of Homeland Security's Office of Domestic Preparedness published a series titled *Campus Public Safety: Weapons of Mass Destruction and Terrorism Protective Measures* in April 2003. This document describes affirmative steps colleges and universities can take to prevent, deter or effectively respond to an attack by weapons of mass destruction. It is available at www.ed.gov/emergencyplan/

Safe Schools Initiative: USDOE and the U.S. Secret Service

The 2002 *Safe Schools Initiative Guide and Final Report* provides guidelines for managing threatening situations and offers ways to create a safe school environment. It is available at www.ed.gov/emergencyplan/

Information Specifically for Children

A Web site with age-appropriate information for children on disasters is at www.fema.gov/kids/. In addition, the Department of Homeland Security is working to expand its citizen preparedness “Ready” campaign by getting children involved in preparing for crises. The Web site is planned to be launched later this year.

Information Dealing With Trauma

The National Child Traumatic Stress Network Web site http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool contains the following links to tools and materials that can be used by schools both for school planning purposes and as handouts to parents and caregivers:

The link to “Presentation Tools”

http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_present allows one to view and download slide presentations on selected topics related to child trauma and traumatic stress, including statistics on the prevalence of child trauma, current interventions to reduce the impact of child traumatic stress, and an overview of the National Child Traumatic Stress Network.

The “Educational Materials” link

http://www.nctsnet.org/nccts/nav.do?pid=ctr_tool_educ includes tip sheets for parents, caregivers, and teachers on current topics, as well as basic information on child traumatic stress for different audiences.

Additional Website Resources

California Department of Education Safe Schools

<http://www.cde.ca.gov/lr/ss/>

Santa Cruz County Office Education Emergency Response

http://www.santacruz.k12.ca.us/superintendent/emerg_response2.html

Office of Emergency Services

<http://www.oes.ca.gov/Operational/OESHome.nsf>

i-SAFE – resource for internet safety

www.isafe.org

A Guide for Schools and Communities

<http://www.ed.gov/emergencyplan>

American Psychological Association

APA Online

<http://www.apa.org>

American Red Cross

Together we can save a life.

<http://www.redcross.org>

Association for Supervision and Curriculum and Development (ASCD)

Teaching in a time of war

<http://www.ascd.org/cms/index.cfm?TheViewID=1719>

Crisis Management Institute

For today's increasing challenges in crisis response and violence prevention

<http://www.cmionline.org/>

National Association of School Psychologists

Children and Fear of War and Terrorism

<http://www.nasponline.org/index2.html>

National Mental Health Association

<http://www.nmha.org>

New Web Resources to Help Schools Plan for Emergencies

<http://www.ed.gov/PressReleases/03-2003/03072003.html>

No Child Left Behind

Help children during the war

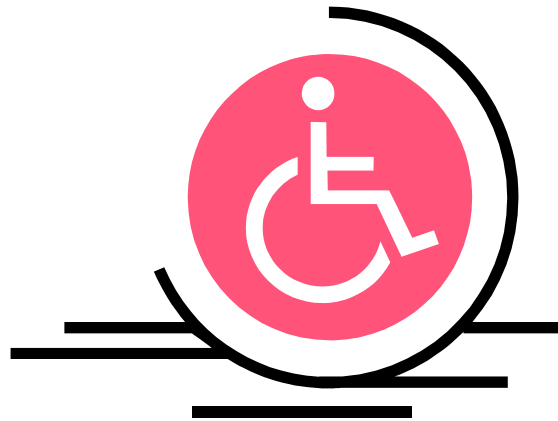
<http://nochildleftbehind.gov/>

Talk with Your Kids

Talking with kids about tough issues

<http://www.talkingwithkids.org/>

**SANTA CRUZ COUNTY
EMERGENCY RESPONSE
AND
CRISIS MANAGEMENT**



**THE GUIDELINES FOR DEVELOPING AN
EVACUATION PLAN FOR INDIVIDUALS
WITH DISABILITIES**

CONTENTS

- Introduction
- Buildings with Inaccessible Exits for Individuals with Disabilities
- Definitions

- Step-By-Step Guidelines
 - Step One – Develop a List of Individuals Needing Evacuation Assistance
 - Step Two – Establish Evacuation Staging Areas
 - Step Three – Draft Your Evacuation Plan
 - Step Four – Test your Evacuation Plan
 - Step Five – Finalize Your Evacuation Plan
 - Step Six – Emergency Procedures Training and Fire Exit Drills
 - Step Seven – Review and Revise the Evacuation Plan

- Appendix
 - A – Sample Form-List of Individuals Needing Evacuation Assistance
 - B – Sample Evacuation Plan For Individuals With Disabilities
 - C – Sample Form For Student Acknowledgement of Emergency Evacuation Plan

SANTA CRUZ COUNTY SCHOOLS

GUIDELINES FOR DEVELOPING AN EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

Introduction

All Santa Cruz County schools must have an evacuation plan for individuals with disabilities. For people with disabilities, the problems of evacuating a building during an emergency are a major concern. Many people with mobility impairments cannot use stairs and people with hearing and vision impairments cannot receive emergency notification and directions unless they are provided in both audible and visual forms. In addition, people with learning, emotional, or cognitive disabilities may need to have safety and emergency procedures taught in language/terms they understand. Because all schools may, at one time or another, have staff, students or visitors who need evacuation assistance, all schools must have an evacuation plan for individuals with disabilities.

Buildings with Inaccessible Exits for Individuals with Disabilities

For multi-story buildings and single-story buildings with exits not at grade, or ground level, emergency exits usually are provided at stairways. In a fire and/or smoke emergency situation when the fire alarm has been activated, the elevators will automatically descend to the ground level floor and lock with the doors remaining in the open position. This makes the stairway the only path available to leave a multi-story building.

In an emergency situation that is not due to a fire or smoke condition, but does require the evacuation of the building, and the fire alarms have not been activated, the elevators should be used to expedite the evacuation of individuals with disabilities.

In newer buildings stairways are designed to provide a safe means of isolating building occupants from smoke and fire. Upon entering the stairway, people are more protected from heat and smoke until they reach the ground floor and safety. However, in many older buildings, stairways are open and provide no protection from smoke and fire. Protected exit stairways may or may not have additional floor space where people can stand or park a wheelchair on the landing while they await assistance. If people using wheelchairs attempt to remain on small landings, they may restrict the path down the stairs for other people as well as jeopardize their own safety.

For buildings with inaccessible exits, site administrators must establish Evacuation Staging Areas.

Definitions

Buddy - An adult assigned to assist an individual in exiting the building or getting to an Evacuation Staging Area. For example, buddies may be assigned to individuals with visual impairments or learning, emotional or cognitive disabilities. When a student is taken to the Evacuation Staging Area, the “Buddy” must remain with the student until the Evacuation Staging Area Supervisor arrives.

Evacuation Staging Area – An area, close to an exit, where people who are unable to use stairs may remain temporarily to await further instructions or assistance from rescue personnel in evacuating the building. It should be noted that for the purpose of this document and other DPS emergency procedural documents the term “Rescue Assistance Staging Area” is the same as an “Evacuation Staging Area”.

Evacuation Staging Area Supervisor - A staff member assigned to be present and supervise an Evacuation Staging Area during a building evacuation. The supervisor is responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor is responsible for reporting the names of occupants of the Evacuation Staging Area to the principal or designee using the established means of two-way communication (see Communication in Step Two). The Evacuation Staging Area Supervisor must remain with the student(s) until relieved by the Fire Department personnel who will transport the individual with disabilities out of the building.

Vestibule - The area located at an exit between the outside and inside sets of doors.

Step-By-Step Guidelines

The following step-by-step guidelines are intended to help site administrators with the process of developing an evacuation plan for individuals with disabilities.

Step One – Develop a List of Individuals Needing Evacuation Assistance

Develop a list of individuals (including those temporarily disabled by injury, ie. a broken leg) who will need assistance in evacuating the building in the event of an emergency. This list must include:

- Students, staff, volunteers, and visitors.
- Buddies and their backups assigned to assist these individuals in emergencies.
- The daily schedule of students and staff with disabilities.
- Evacuation Staging Area supervisors and their assigned areas.

The list must be posted at the Fire Alarm Panel and updated daily to include visitors and to note that day's absences. This list will assist your local fire company when they respond to an emergency. **See Appendix A** for a copy of the form to be posted at the Fire Alarm Panel.

Staff must remain cognizant that students will participate in a variety of activities during the school day, week in different areas of the building. The plan must anticipate and address the various scenarios. For example, while students might be assigned to a center program classroom that is on the ground level of the building, the plan should anticipate that even students with profound disabilities can and will participate in activities in other parts of the building (music, library, physical education, inclusion, etc.).

Step Two – Establish Evacuation Staging Areas

- Assess your building for exits that have stairs or steps either inside or outside the building that would prevent an individual with a mobility impairment from exiting to a safe distance from the building (i.e., inaccessible exits).
- Establish Evacuation Staging Areas in all buildings with inaccessible exits for individuals with disabilities. See the definitions listed above and the criteria below for help in establishing Evacuation Staging Areas. When you have determined the locations of your Evacuation Staging Areas, install temporary signage to test your plan (see Step Four).

Criteria for Evacuation Staging Areas

Location – An Evacuation Staging Area needs to be as close to an exit as possible. The area must not encroach on the required exit path out of the building. Consider locations in the following order:

1. A portion of a landing within an enclosed stairway.
2. A vestibule located at an exit enclosure and constructed to fire-resistive standards.
3. A room or area (e.g., a classroom) that is adjacent to an exit stairway.

Size of Area – An Evacuation Staging Area must be large enough to accommodate at least two mobility impaired individuals and their assistants without blocking doors or stairs that other occupants would be using to exit the building. Evaluate the number and distribution of individuals needing evacuation assistance in your building to determine whether a larger area is needed. A space about 30" by 48" is needed for one wheelchair. Evacuation Staging Areas cannot be used for storage, even of lightweight movable items.

Number of Areas -- Designate at least two (2) Evacuation Staging Areas on each upper floor of the building. Additional Evacuation Staging Areas may be needed on ground and upper floors near inaccessible exits depending on the size and layout of the building.

Signage – Three types of signage are required: (1) Signage that directs building occupants to the Evacuation Staging Areas; (2) Signage that identifies the designated Evacuation Staging Area (from both inside and outside the building); and (3) Signage warning individuals needing evacuation assistance that there are no safe waiting areas beyond a certain point.

Communication – A method of two-way communication shall be provided in each Evacuation Staging Area. Telephones, two-way radios, cell phones and other communication systems may be considered.

When an Evacuation Staging Area is not needed – When individuals with disabilities are able to evacuate the building directly outside to a safe designated area.

Step Three – Draft Your Evacuation Plan

When you have determined the location of your Evacuation Staging Areas, draft your Evacuation Plan for Individuals with Disabilities (see **Appendix B** for a sample plan). The Plan must include the following:

- A copy of the list of Individuals Needing Evacuation Assistance (see Step One).
- Instructions for posting the list at the Fire Panel and updating it.
- Floor plans indicating the location of Evacuation Staging Areas.
- Assignment of staff members as Evacuation Staging Area Supervisors (see Definitions).
- Assignment of buddies (see Definitions) to individuals needing assistance exiting the building or getting to an Evacuation Staging Area.
- Fire Drill/Building Evacuation Procedures.

Step Four - Test Your Evacuation Plan

- Contact your local Fire Department to review your Draft Evacuation Plan and Evacuation Staging Areas. Coordination with the local fire companies is necessary to ensure the safe evacuation of individuals with disabilities. Make revisions as necessary within the existing format of the Sample Plan in **Appendix B**.
- Post temporary signage to test your Evacuation Plan. Make copies of the signs in and tape them to the walls in the appropriate locations (see section on Signage under Criteria for Evacuation Staging Areas).
- Follow the site Fire Exit Drill Procedure to test your evacuation plan for individuals with disabilities. The local fire companies should be present at these practice drills. Notify the Risk Management office if there are any questions or issues that arise during the testing. Please document all testing for future reference. The monthly fire drills may be used for the testing of this evacuation plan.

Step Five - Finalize Your Evacuation Plan

- Revise your Draft Evacuation Plan, if necessary, and incorporate your finalized Evacuation Plan for Individuals with Disabilities into your school's Emergency Procedures and Plans. Send an electronic copy and one signed copy to your district office..
- Revise the Evacuation Plan Maps for your building(s) to show routes to Evacuation Staging Areas.

Step Six – Emergency Procedures Training and Fire Drills

The principal or site administrator is responsible for ensuring that staff, students and volunteers are trained in the emergency evacuation procedures. Specifically, individuals with disabilities must be trained in the emergency evacuation procedures which accommodate their specific disability. These procedures must be practiced. Use the sample form in **Appendix C** for student and parent acknowledgement of the emergency evacuation plan.

Procedures for evacuating individuals with disabilities shall be incorporated into regular fire drills and practiced with each fire drill. For schools with individuals needing evacuation assistance, the local fire companies should be present for at least one fire drill per year. It is important that fire department personnel participate in the practice evacuation of individuals needing assistance. Contact the local fire companies in advance to schedule these drills.

Step Seven – Annual Review of the Evacuation Plan

Before the beginning of each school year, schools are required to review, revise if necessary and submit an electronic copy along with one signed copy of their evacuation Plan for individuals with disabilities to their district office. These plans will be reviewed and approved by the local fire department jurisdiction annually.

- Revise the list of individuals who will need assistance in evacuating the building in the event of an emergency and post the up-to-date copy at the Fire Alarm Panel (see Step One).
- Revise the Evacuation Plan (see Steps Three, Four and Five) and notify District Office of any changes.
- Incorporate the revised Evacuation Plan for Individuals with Disabilities into the Emergency Procedures and Plans for the school.

APPENDIX

- APPENDIX A -** SAMPLE FORM—LIST OF INDIVIDUALS NEEDING EVACUATION ASSISTANCE
- APPENDIX B -** SAMPLE EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES
- APPENDIX C-** SAMPLE FORM FOR STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN
- APPENDIX E-** EMERGENCY STAFFING COORDINATOR FLOWCHART
- APPENDIX F-** BUILDING AND FLOOR EVACUATION ROUTE PLANS

APPENDIX

A

**SAMPLE FORM
LIST OF INDIVIDUALS NEEDING EVACUATION ASSISTANCE**

APPENDIX A

DATE: _____

INDIVIDUALS NEEDING EVACUATION ASSISTANCE

POST THIS LIST AT THE FIRE ALARM PANEL AND IN THE OFFICE, IF THESE ARE SEPARATE LOCATIONS. List all individuals needing evacuation assistance, including those temporarily disabled by injury. Include students, staff, volunteers and visitors. List the daily schedule of these individuals. List the names of buddies, if any, assigned to provide assistance. List Evacuation Staging Area supervisors and their assigned areas. **UPDATE THIS LIST DAILY AND NOTE ABSENCES.**

NAME OF INDIVIDUAL NEEDING RESCUE ASSISTANCE	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	PERIOD & TIME	DATE/TIME OF ABSENCE	NAME OF ASSIGNED BUDDY

FLOOR	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION	EVACUATION STAGING AREA SUPERVISOR	ASSIGNED LOCATION
1ST FLOOR						
2ND FLOOR						
3RD FLOOR						

APPENDIX

B

EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

APPENDIX B

[NAME OF SCHOOL]

EVACUATION PLAN FOR INDIVIDUALS WITH DISABILITIES

List of Individuals Needing Evacuation Assistance

A list of all individuals needing evacuation assistance, including those temporarily disabled by injury, **shall be posted at the Fire Alarm Panel**. The list shall include the following:

- Students, staff, volunteers and visitors
- Daily schedule of these individuals
- Names of buddies, if any, assigned to assist these individuals
- Names of Evacuation Staging Area Supervisors and their assigned locations

The list shall be updated daily with absences noted and updated copies shall be posted at the Fire Alarm Panel and attached to this plan.

Evacuation Staging Areas

The locations of Evacuation Staging Areas are indicated on the attached floor plans and are as follows:

Emergency Evacuation Staging Area(s)

(Within the building, 2 per floor, min.)

Ground Floor Location(s): _____

Second Floor Location(s): _____

Third Floor Location(s): _____

Basement or
Below Ground
Level Locations(s): _____

Evacuation Staging Area Supervisors

A different staff member shall be assigned to supervise each Evacuation Staging Area. Evacuation Staging Area Supervisors and their assigned locations are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan).

The supervisor shall be responsible for supervision, control and assistance within the Evacuation Staging Area. The supervisor shall report the names of occupants of the Evacuation Staging Area to the principal or designee outside the building by [school's designated means of two-way communication].

Evacuation Staging Area Supervisors shall vacate the building only when all of the following conditions are met:

- No students are present in the Evacuation Staging Area
- All students with disabilities are accounted for, and it is determined none will be coming to the room.
- The principal or designee has authorized the Evacuation Staging Area Supervisor to evacuate the room.
- Safe exit is possible.

Evacuation Staging Area Supervisors

Ground Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Second Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Third Floor: Name _____ Position _____
 Name _____ Position _____
 Name _____ Position _____

Basement or
Below Ground Level: Name _____ Position _____
 Name _____ Position _____

Assignment of Buddies

Adults shall be assigned as buddies to individuals who need assistance in exiting the building or getting to an Evacuation Staging Area. Assigned buddies are included on the List of Individuals Needing Evacuation Assistance (copy attached to this plan).

Building Evacuation and Fire Drill Procedures

At the sounding of the alarm, all students with disabilities who are able to do so without assistance shall evacuate the building to a safe designated area. Students who are unable to evacuate the building shall report to the nearest accessible Evacuation Staging Area. Students with buddies who are able to evacuate the building with assistance shall evacuate the building to a safe designated area. Buddies shall remain with the students until they are in a safe designated area. Students who need assistance getting to an Evacuation Staging Area shall be accompanied by their buddies to the nearest Evacuation Staging Area.

The principal or designee shall take this plan (including the up-to-date List of Individuals Needing Evacuation Assistance and floor plans showing location of Evacuation Staging Areas) and a [means of two-way communication] outside the building to meet the Fire Department. The Evacuation Staging Area Supervisors shall report the names of the occupants of the Evacuation Staging Areas to the principal or designee, who will report this information to the Fire Department. The principal or designee shall provide the Fire Department with the names of individuals needing evacuation assistance who are not yet accounted for.

APPENDIX

C

**STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION
PLAN**

APPENDIX C

[NAME OF SCHOOL]

STUDENT ACKNOWLEDGEMENT OF EMERGENCY EVACUATION PLAN

I have been briefed/instructed/informed of the emergency evacuation procedures at [name of school].

In an emergency evacuation or fire drill, I will [evacuate the building to the safe designated area] [proceed to the nearest accessible Evacuation Staging Area].

Once I have reported to the safe designated area outside [or once I have reported to the Evacuation Staging Area], I will follow the teacher's [Evacuation Staging Area Supervisor's] instructions.

I, _____, have read this notification and have demonstrated an understanding of the procedures in the event of an emergency evacuation.

_____	_____
Student's Signature	Date
_____	_____
Principal or Designee	Date
_____	_____
Parent or Guardian	Date
_____	_____
Parent or Guardian	Date

INDIVIDUAL STUDENT EVACUATION PROCEDURE SPECIAL NEEDS

The following evacuation plan is designed specifically for _____. In the event of an emergency that triggers an evacuation of the facility, _____ will be assisted by either the primary person identified below or, in that person's absence or inability to assist, the back-up person.

_____ will be assisted to _____ area if safe to do so, or _____ if the first area is unsafe. There _____ will either be evacuated through use of _____ or will wait for First Responders to arrive. The person assisting will stay with the student until that student has exited the building safely or they are requested to return to their normal activities.

This plan will be adjusted as necessary throughout the year.

Name of Student:		School:	
Date Procedure Completed:		Procedure Revision Dates:	
Site Special Needs Safety Coordinator		Site Principal	
Type of Evacuation Equipment:		Location of Evacuation Equipment:	
TIME	ROOM	PRIMARY PERSON	BACKUP PERSON
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route:			
Secondary Evacuation Route:			

INDIVIDUAL STUDENT EVACUATION PROCEDURE SPECIAL NEEDS

Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
Start Time to End Time			
Primary Evacuation Route: Secondary Evacuation Route:			
After School			
Primary Evacuation Route: Secondary Evacuation Route:			

The Parents/Guardians have received a copy of this plan on _____

Site Administrator's Signature: _____

Parent's Signature:

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency.
 Do not call 911 for information.

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- Remain calm.
- Call the school hotline for recorded information. Do not tie up the school telephone lines.
- Bring a photo ID with you to school.
- Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- Follow the directions of school personnel. Cooperate fully with public safety officials.
- Pick up all children for whom you are authorized.
- Leave campus as soon as you are reunited with your child and the others released to your custody.

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

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Name	Phone	Cell/Pager

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- Pick up all children for whom you are authorized.
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- Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- Designate an out-of-state contact to relay family emergency information.

IN THE EVENT OF AN EMERGENCY

- Remain calm.
- Call the school hotline for recorded information. Do not tie up the school telephone lines.
- Bring a photo ID with you to school.
- Park only in areas designated for parents; leave room for emergency vehicles. Walk to school, if possible.
- Follow the directions of school personnel. Cooperate fully with public safety officials.
- Pick up all children for whom you are authorized.
- Leave campus as soon as you are reunited with your child and the others released to your custody.

Parent Wallet Card

SCHOOL EMERGENCY/EVACUATION CONTACTS

Student _____ Grade _____
 School _____ Phone* _____
 Physician _____ Phone _____

People to whom I have authorized the school to release my child:

Name	Phone	Cell/Pager

Out-of-state contact/phone: _____

SCHOOL EMERGENCY CONTACT INFORMATION

*In an emergency, please DO NOT CALL the school and tie up the school telephones. Use the designated hotline for recorded information.

SCHOOL HOTLINE: _____

Emergency Information: **KCBS 740 AM - KGO 810 AM**

Call 911 ONLY if you have a life-threatening emergency. Do not call 911 for information.

TO PREPARE FOR AN EMERGENCY

- Make certain your child's school emergency contact card information is accurate and up-to-date.
- Notify the adults you authorize of any special medical or dietary requirements your child has.
- Let your child know who will make the pickup at school if you are unable to do so.
- Keep emergency supplies in your car, including comfortable shoes, water and warm jackets.
- Designate an out-of-state contact to relay family emergency information.

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10 *School Site Specific Information*



10 School Site Specific Information



**Santa Cruz County Safe Schools Consortia
Emergency Management Plan for Schools**

Santa Cruz County Safe Schools Consortia Emergency Management Plan for Schools

Directions for the Site Administrator/Principal

This Emergency Management Plan must be completed at the beginning of each school year and is described in the Preparedness section of the Emergency Response and Crisis Management (ERCM) manual. Please enter all information; get consultation as needed. Discuss with your staff the Incident Command System Coordinator roles described in the General Procedures section of the ERCM manual. Assign a designee to act as leader of the plan in your absence. Also assign key staff to Coordinator roles, making clear that, in their absence, you may call on another staff member to perform these duties. Review all information in this emergency plan with staff members. Emphasize the importance of student supervision in the event of an emergency. Inform staff where copies of this plan are kept (Site Administrator copy, office, Crisis Response Box, Emergency Backpack, "Go-Kit, etc.). Send this plan with copies of your site map/evacuation routes to your District Office and the Safe Schools Planning Unit of the County Office of Education to be forwarded to the 911 Net Com center.

Step 1: Enter your School Information

School:	
Principal:	
Revision Date:	

Step 2: Identify a School Command Post, Media Staging Areas, Parent/Reunification location and Communication Resources

The in-school Command Post will serve as a base for operations in the event of an emergency. Select a location for the Command Post that has access to telephones, FAX, intercom, and other building controls. Designate a first and second choice. Provide direct telephone numbers to be used in an emergency (not the main number). Designate a Media Staging Area and Parent/reunification Area away from the emergency event.

Command Post 1:	
Phone, FAX and email:	
Media Staging Area:	
Parent/Student Reunification Site:	

Command Post 2:	
Phone, Fax and email:	
Media Staging Area:	
Parent/Student Reunification Site:	

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Two-way Radios
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Two-way Radios, Multi frequency
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Intercom Systems
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Buzzers or Tones
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Megaphones
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Email – internet access

Step 3: Assign School Emergency Response Team Roles— "The E-Team"

As directed by the Site Administrator/Principal (Site Incident Commander), the School Emergency Response-Team will respond to any emergency that affects the school building, students, staff, and/or visitors. In a large scale event, the District Office will respond to the site to complete the full Incident Command structure with the additions of the Planning and Finance Teams.

The Site Administrator will designate staff members to fill essential roles:

- Identify a designee to act as the Site Incident Commander in your absence
- Identify and assign staff that will act as skilled Coordinators in the designated areas
- Inform staff they will need to report to the main office when called for (e.g., by intercom)
- Inform staff that they will need to perform the functions of this role in an emergency

E-TEAM ROLE	NAME	POSITION	CONTACT INFORMATION
MANAGEMENT TEAM			
SITE INCIDENT COMMANDER Alternate (Alternate 2)			Phones: Phones: Phones:
Incident Log Scribe Alternate (Alternate 2)			Phones: Phones: Phones:
LIAISON Alternate (Alternate 2)			Phones: Phones: Phones:
PIO OFFICER Alternate (Alternate 2)			Phones: Phones: Phones:
SAFETY OFFICER Alternate (Alternate 2)			Phones: Phones: Phones:
OPERATIONS TEAM CHIEF Alternate (Alternate 2)			Phones: Phones: Phones:

Crisis Intervention Team Alternate (Alternate 2)			Phones: Phones: Phones:
Assembly Shelter Team Alternate (Alternate 2)			Phones: Phones: Phones:
First-Aid Coordinator Alternate (Alternate 2)			Phones: Phones: Phones:
Evacuation/Fire/Site Security Coordinator Alternate (Alternate 2)			Phones: Phones: Phones:
Search/Accountability Coordinator Alternate (Alternate 2)			Phones: Phones: Phones:
LOGISTICS TEAM CHIEF Alternate (Alternate 2)			Phones: Phones: Phones:
Communications Team Alternate (Alternate 2)			Phones: Phones: Phones:
Supplies and Staffing Alternate (Alternate 2)			Phones: Phones: Phones:
Transportation Alternate (Alternate 2)			Phones: Phones: Phones:

LIST OTHER STAFF WHO HAVE FIRST-AID AND/OR CERT TRAINING TO ASSIST FIRST AID COORDINATOR			
E-TEAM ROLE	NAME	POSITION	CONTACT INFORMATION
First Aid Assistant			Phone: Cell:
First Aid Assistant			Phone: Cell:
First Aid Assistant			Phone: Cell:

Step 4: Print Student Roster and Place in Binder

School secretaries must print a list of all enrolled students and their emergency contact information. This information may be printed from the student information system. This roster will be used to account for all students in the event of an emergency. Parents/guardians may sign out their child directly on this student roster.

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Secretary has printed emergency contact information for all students?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Printed roster placed in binder in the main office in an obvious location?

Step 5: Review Inside Safe Assembly Locations

Review the location of Safe Assembly Areas inside your school with your staff. These will be used to shelter from severe weather or to move children away from rooms on the perimeter of the school.

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Safe Assembly Areas inside school identified and reviewed with staff?
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Inside Assembly Area 1:	
Inside Assembly Area 2:	

Step 6: Designate On-Site Outside Safe Assembly Locations

Schools typically have assembly areas on the school grounds that are used during required fire drills. At times, you must move students farther away from the building. Identify on-site locations that could be used to move students farther away from the building. Schools with a large student body may have more assembly locations. You may direct teachers to move students to these locations by megaphone.

Outside Assembly Area 1:	
Outside Assembly Area 2:	
Outside Assembly Area 3:	
Outside Assembly Area 4:	

Step 7: Identify Two Off-Site Emergency Evacuation Locations

These relocation facilities should be near your school and able to house your students and staff until they are released to parents. Consider sites in opposite directions. Examples are a nearby school, church, or public library. Specify a first choice and second choice (in case the first is unavailable). The district will supply support services (e.g., food, transportation, District Crisis Recovery Team, etc.) for these locations as the need dictates. Contact these sites directly to coordinate arrangements.

1st Evacuation Facility:	
Contact Person:	
Address:	
Phone:	

2nd Evacuation Facility:	
Contact Person:	
Address:	
Phone:	

Step 8: Check and Replenish Contents of Crisis Response Box and/or Emergency “Go Kits”

Check the contents of the school Crisis Response Box, Emergency “Go Kits” against the ERCM manual guidelines in the General Procedures section. Replenish any items that have been used. Always provide new batteries for flashlights and megaphones. Store the Emergency Response Backpack/”go kit” in a conspicuous location. Take this backpack/”go-kit” with you if you evacuate the building. Especially make sure these items are inside the backpack:

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Copy of the ERCM manual
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Copy of this Emergency Management Plan
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Megaphone
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Fresh batteries
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Other Supplies and Materials as identified by Administrative “go-kit” list
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Job Description Clipboards and Task Forms

Step 9: Check Emergency Resources at Your School

Check to see if the following resources are available on your school campus

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Emergency chart in every classroom and office?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Evacuation diagram posted in every classroom and office?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Red and Green cards in every classroom and office?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Classroom “go-kits” replenished and accessible near exit?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	Did you replenish the school first aid kit?

Step 10: Identify Emergency Evacuation Staging Areas for Individuals with Disabilities

All schools must have an *evacuation plan for individuals with disabilities who need evacuation assistance* (See Section 2—Preparedness of the ERCM manual).

- Site Administrators, in conjunction with the Fire Department must designate emergency Evacuation Staging Areas.
- Signs must be posted to mark these locations.
- Evacuation Staging Areas must be posted on the Fire Panel for emergency responders

Location	Room #	Room #	Room #	Room #

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Are signs posted to mark each Evacuation Staging Area location?
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Special Needs Coordinator			Phones:
Alternate			Phones:
(Alternate 2)			Phones:

Step 11: Identify Disabled Individuals Needing Evacuation Assistance and Post Evacuation Plan

Identify any student or staff member who may need evacuation assistance (e.g., individuals who are in wheel chairs or unable to use stairs). Develop a specific plan for their evacuation. It is recommended that each student's classroom teacher be designated to assist the student in getting to the Evacuation Staging Area. The designated teacher may need to transfer their class to another teacher to remain with the disabled student until they are evacuated. The Site Administrator must:

- Identify students or staff needing evacuation assistance
- Develop an evacuation plan for each student or staff member
- Post a list of these individuals and their evacuation plan on the Fire Panel
- Put list of disabled individuals in the secretary's copy of the student emergency contact information roster
- Inform the classroom teacher of each student or staff member of the evacuation plan
- Inform students and parents of the evacuation plan

<input type="checkbox"/> NO	<input type="checkbox"/> YES	List of disabled students/staff <u>and</u> their evacuation plans posted on Fire Panel?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	List of disabled students/staff <u>and</u> evacuation plans in Secretary's emergency contact information binder?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	<u>Each</u> classroom teacher for <u>each</u> student informed of evacuation plan?
<input type="checkbox"/> NO	<input type="checkbox"/> YES	<u>Staff, students, and parents</u> informed of Evacuation Staging Areas and evacuation plan?

Step 12: Develop a Student-Parent Reunion Procedure at Your School

With the Student-Parent Reunion Coordinator, develop a procedure with to sign out students to parents in the event of a serious emergency. You will need to identify a location(s) and establish a process for reuniting students and parents.

<input type="checkbox"/> NO	<input type="checkbox"/> YES	Location(s) identified and procedure to reunite students and parents developed?
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Emergency Management Plan

Key Actions During an Emergency

- ✓ Call 911 (if indicated)
- ✓ Call Safety and Security
- ✓ Mobilize School E-Team
- ✓ Get Emergency Backpack
- ✓ Account for Students
- ✓ Supervise Students
- ✓ Get Student Emergency Contact Roster
- ✓ Check Evacuation Staging Areas for Individuals Needing Assistance
- ✓ Communicate with Parents
- ✓ Contact the Communications Office for Communication Plan
- ✓ Act on Plan to Reunite Students and Parents
- ✓ Consider Activating the District Crisis Recovery Team

► School Name: _____ ► Principal: _____ ► Revision Date: _____

► Command Post #1 in School: _____ ► Direct Phone Number: _____ ► FAX Machine: _____

► Command Post #2 in School: _____ ► Direct Phone Number: _____ ► FAX Machine: _____

E-Team Role	Name	Position	Contact Information
Incident Commander (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____
Incident Scribe (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____
Operations: Communication Coordinator (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____
Operations: Accountability Coordinator (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____
Operations: First-Aid Coordinator (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____
Operations: Site Security Coordinator (Alternate)	_____	_____	Phone(s): _____
(Alternate 2)	_____	_____	Phone(s): _____

Staff Who Know first Aid/CPR

► Two Off-Site Emergency Evacuation Locations (Name, Address, Phone): _____

► Individuals Needing Evacuation Assistance: _____

► Staff Responsible to Sweep Evacuation Staging Areas: _____

► Locations for Evacuation Staging Areas: _____

- Location of Student Emergency Contact Roster _____
- Location of Emergency Backpack _____
- Location of Student-Parent Reunion _____