



EMERGENCY OPERATIONS PLAN

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Hillsborough City School District Emergency Operations Plan

PURPOSE

This plan is designed to provide a framework for the actions to be taken by school staff for protecting students, staff and school facilities from a wide range of emergency and disaster situations that may occur.

In the event of a widespread disaster, it is recognized that available government resources may be overtaxed and thus be unable to respond to all requests for assistance. Therefore, this plan assumes that the Hillsborough City School District might have to be self-sufficient for an extended period of time.

ANNUAL DISASTER PREPAREDNESS PROCEDURES

A. Hazard Assessment

Before the beginning of each school year, the Principal and administrative staff will undertake a physical survey of school facilities and grounds for the purpose of identifying and correcting potential hazards.

B. Floor Plan

A floor plan of the school buildings and grounds, which indicates the location of all exits, utility shut-offs, and emergency equipment and supplies will be maintained and updated as necessary.

C. Plan Review

This plan will be reviewed, and revised as necessary, on an annual basis by the Principal and administrative staff.

D. Plan Orientation

All school staff will be oriented to this plan at the beginning of each school year.

E. Message to Parents

At the beginning of each school year, pertinent components of this plan will be included in the Family Handbook. All parents will be asked to sign an emergency medical release form for their child and to designate other persons who are authorized to pick up their child(ren) in the event of a disaster.

TRAUMA-INFORMED APPROACHES

To minimize detrimental mental impacts on students and staff, school leaders are asked to use trauma-informed approaches when practicing and implementing the BIG FIVE protocols. The following table provides grade-appropriate guidance for supporting students during the preparation, response, and recovery phases of an emergency. Specific recommendations for planning and implementing trauma-informed drills can be found under Drills and Exercises.

	Preparedness	Response	Recovery
All Grades	Staff: Train all staff on procedures Use the word “safety” when conducting drills Students: Practice grounding and calming skills with students Parents/Guardians: Educate parents on protocols Inform parents of safety drills well in advance	Staff: Remain calm Students take their cues from adults. Model calm confidence. Students: Have students learn and practice calming skills and exercises Parents/Guardians: Notify parents in home language as soon as it is safe regarding the situation or once the drill has concluded	Engage students in a movement activity Notice students who may be experiencing anxiety/fear. Check in personally with any students of concern and inform counselors or parents as needed.
Pre-K to Kinder <i>Developmental Considerations:</i> Students require adult guidance to determine what action to take Engage in social stories with students instead of simulated drills No prior knowledge of the Big Five or emergency response actions	Students: Use Big Five posters as a visual tool Use <i>Think-on-your-Feet</i> Peet books to help students learn and prepare for emergency drills and responses	Staff: Act with confidence Use age-appropriate language Students: Allow/encourage students to hold a calming item (stuffed animal, book, small toy)	Praise students for what they did well during the drill Reinforce the concept that preparedness is key to overall school safety

TRAUMA-INFORMED APPROACHES (CONTINUED)

	Preparedness	Response	Recovery
1st Grade to 4th Grade <i>Developmental Considerations:</i> Students can understand safety directions and instructions Students are capable of understanding purpose of safety drills Teachers/leaders engage in social stories with students instead of simulated drills	Students: Use Big Five posters as a visual tool Use Big Five story books and related curriculum to help students prepare and learn Parents/Guardians: Encourage families to discuss the Big Five Protocols and emergency preparedness at home using the Big Five Books	Staff: Give clear instructions and follow protocol Students: If needed, allow students to hold a calming item (stuffed animal, book, small toy)	Identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready
5th Grade to 8th Grade <i>Developmental Considerations:</i> Students are capable of understanding purpose of safety drills Students benefit from adult direction but are able to perform Big Five actions independently Review prior knowledge of the Big Five protocols	Staff: Clearly post the Big Five Protocols in each classroom Parents/Guardians: Encourage families to discuss the Big Five Protocols and Emergency Preparedness at home	Staff: Give clear instructions and follow protocol Emphasize cooperation as a class Students: Assign students to perform action steps during the incident	Acknowledge students who performed specific tasks and identify how the class worked well together Give students time to ask questions Reiterate that drills help us stay safe Move back into learning when class is ready



DISASTER SERVICE WORKER

California Government Code Section 3100, Title 1, Division 4, Chapter 4 states that public employees are Disaster Service Workers and are subject to such disaster service activities as may be assigned by their superiors or emergency service commanders. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district. The law applies in the following cases:

- ☐ When a local emergency is proclaimed
- ☐ When a state of emergency is proclaimed
- ☐ When a federal disaster declaration is made

WHAT DOES A DISASTER SERVICE WORKER DO?

- ☐ Public employees serving in the role of Disaster Service Workers may be asked to do jobs other than their usual duties for periods exceeding normal work hours
- ☐ Employees may be scheduled in shifts and asked to return to the work site at hours outside of the normal work day
- ☐ Disaster Service Workers will be deployed within the Incident Command System and may perform a variety of duties including oversight of shelter care, communications, logistics, first aid and comfort, or community support and safety

When pressed into disaster service, employees’ Workers’ Compensation coverage becomes the responsibility of state government (OES), but the employer pays the overtime. These circumstances apply only when a local or state emergency is declared.

INCIDENT COMMAND AND STAFF ASSIGNMENTS

The Incident Command System (“ICS”) is a multi-hazard, flexible management system that coordinates the activities of an incident. An adaptation of ICS has been established for the school setting allowing for staff and faculty to perform tactical functions during an emergency. The six functions of this adapted system are:

1. Command
2. Operations
3. Safety/ Security
4. Communications
5. Planning
6. Student Release

The Incident Commander (“IC”) is ultimately responsible for managing the incident activities. All members of the staff should be able to serve in this role if called upon. Once an incident has been declared and IC established, the IC coordinates and assigns tasks to staff based upon incident priorities. The IC determines evacuation strategy. The IC should use the Incident Command worksheet and Emergency Operations Plan (EOP) to facilitate the response effort. At the time of an incident, the IC should:

1. Call 911
2. Establish Incident Command (IC)
 - a. Set up Command Post in safe location
3. Use IC worksheet
 - a. Sheet is located in plan / Use check-offs
4. Evacuation
 - a. Evaluate if it is safe to stay, or if required, to leave school grounds
5. Assign Duties as needed. Need to assign:
 - a. Operations
 - b. Safety and Security
 - c. Planning
 - d. Communications
 - e. Student release

Employees are to familiarize themselves to the specific functions of ICS. Assignment tags have been created to assist faculty with tactical objectives during an emergency. These tags have been placed in the emergency backpacks for use during an emergency. If a faculty member is assigned a particular function during an emergency, that staff member is to use the corresponding tag to assist in task completion. In the event of an emergency, it might be necessary to assign multiple people to a single task and leave other tasks unassigned. This decision will be made by the Incident Commander dependent upon the type of incident, resources available, and priorities of the school.

Assignment directives and the corresponding tags are designed to prompt sound decision making, but are not a substitute for common sense. A faculty member's completion of a task will be reliant on a number of factors including, but not limited to, safety, familiarity, training, and any extraneous factors common to emergency incidents. If a faculty member is unable to accept an assignment or complete an assignment, the IC will be notified and will determine the next course of action.

*THE FOLLOWING ASSIGNMENTS HAVE BEEN PLACED ONTO ASSIGNMENT CARDS LOCATED IN THE BACKPACKS. THE CARDS HAVE BEEN FORMATTED TO REFLECT TACTICAL DECISION MAKING.

STAFF ASSIGNMENTS

The Incident Commander ("IC") is ultimately responsible for managing the incident activities including the development and implementation of a strategic plan. All members of the staff should be able to serve in this role if called upon. Once an incident has been declared and IC established, the IC coordinates and assigns tasks to staff based upon incident priorities. The IC determines evacuation strategy. The IC should use the Incident Command worksheet and Emergency Operations Plan to facilitate the response effort.

OPERATIONS - responsible for managing all tactical operations to mitigate the incident including confirming student accountability and, if need be, search activities. Setting up a medical treatment area along with providing medical care within the scope of training are also functions of Operations. Operations will notify the IC of the need to search for missing students. The IC will make the determination to search.

FIRST AID TEAM

1. Assess injuries
 - a. Tell IC the number of injuries
 2. Set up treatment area or gathering point
 - a. Use medical supplies
- Keep track of injured students

CRISIS INTERVENTION TEAM (Optional)

3. Assess need for onsite mental health support
4. Monitor well-being of school Incident Management Team, staff, students, and report all findings to Operations Officer

SEARCH AND RESCUE TEAM

5. Confirm roll call
 - a. Contact IC to confirm all students accounted for

6. Conduct search

- a. Search groups (two people) conduct search together with radios

OPERATIONS TEAM OFFICER(S)

7. Advise IC of all actions and/or findings

SAFETY/SECURITY – responsible for performing numerous mechanical functions during an incident. Safety/Security will notify the IC of the need to perform any of these functions. The IC will determine the need and safety of such actions. The IC will make the determination to initiate such action.

1. Turn off gas/ electricity / water (if needed and safe to do so)
2. Open gates or lock gates (if needed)
3. Lock school (if needed)
4. Extinguish small fires
5. Identify hazards and seal them off from students and teachers (such as a power line down)
6. Maintain evacuation routes

SAFETY/SECURITY TEAM OFFICER(S)

7. Advise IC of all actions and/or findings

PLANNING – Responsible for collection, evaluation, dissemination, and use of information concerning the development of the incident. Planning is located with the IC. Planning responsibilities shall include updating status reports and tracking student release. Using the status reports in the EOP, the Planning Group shall capture the critical information of the event.

1. Maintain Status Reports at Command Post (materials for status reports are in this plan)
2. Each is required to be filled out:
 - a. Emergency status report
 - b. Status update report
 - c. Post-disaster update
3. Fill in status report every 20 minutes
4. Track student releases
5. Advise IC of all actions and/or findings

STUDENT RELEASE – Responsible for student accountability during release procedures. Student Release shall determine an area and stage at that area for parent/guardian pick up. Student Release shall notify staff member in charge of evacuation holding area. Staff member in evacuation/holding area will retrieve the requested student to proceed to pick up area. Student Release will use the check off sheets to record release information. Planning group will be advised of student release

update every 20 minutes. If any conflict arises during release procedures, IC will be notified. The IC will then make the determination to release student.

1. Set up a secure reunification area
2. Checking student emergency cards for authorized releases.
3. Complete release log:
 - a. Name of student
 - b. Who picked up student
 - c. What time student left school
4. Advise planning group of student release every 20 minutes
5. Coordinate with the Communications Team on external message

STUDENT RELEASE OFFICER(S)

6. Inform/Advise IC of all actions and/or findings

COMMUNICATIONS– Responsible for composing message for parents. No matter what the incident type, if disruption of the normal school day is affected, parents/guardians should be apprised of the situation. The IC will determine the need for student release. If student release is warranted, parents should be instructed where to pick up their child. Communications should staff phone lines. The IC shall be advised of any information gathered by Communications deemed essential to the incident.

1. *Compose a message to be sent to parents. Message needs to contain the following:
 - a. What happened
 - b. What is being done
 - c. Instructions for parents
 - d. Do not mention names of injured
2. Utilize ***Emergency Phone System***
3. Staff phone lines. If school has been evacuated, a cell phone should be established as the primary contact number for the school.
4. Guidelines for conversations are:
 - a. Be calm
 - b. Be brief
 - c. Do not provide specific names of students / staff injured
 - d. Repeat instructions for parents

***Sample messages are listed in the contacts section of the plan.**



CALLING 911

When calling 911 be prepared to remain on the phone and answer specific questions. In order to complete an accurate assessment of the situation, the 911 Dispatcher must obtain as much information as possible to best inform emergency responders and engage the appropriate level of medical response.

WHEN REPORTING AN EMERGENCY

- ☐ Remain calm and speak slowly and clearly
- ☐ Be prepared to provide name, location of the incident, and caller's location, if different from the scene of the emergency
- ☐ Although caller ID information may transfer immediately to the 911 Dispatcher, it is **not** available in all locations. The 911 Dispatcher will confirm and verify the phone number and address for EVERY call received
- ☐ Answer all questions asked by the 911 Dispatcher, even those that seem repetitious
- ☐ Do not hang up until the Dispatcher says to do so

CALLING 911 FROM A CELL PHONE

- ☐ 911 calls from cell phones may need to be transferred to another agency because cell phone calls are often sent to a 911 answering point based on cell radio coverage. Cell coverage areas don't always match political boundaries
- ☐ Know your cell phone number and be prepared to give the dispatcher an exact address

TEXT TO 911

Text to 911 is the ability to send a text message to reach 911 emergency call takers from your mobile phone. However, because text to 911 is currently only available in certain locations, always make a voice call to contact 911 during an emergency whenever possible. Call if you can. Text if you can't.

When calling 911, time is of the essence. Remain calm; speak slowly and clearly. The 911 Dispatcher needs to gather the correct information the first time they ask for it.

DRILLS AND EXERCISES

It is essential for school and district staff to conduct drills and engage in various preparedness exercises. Exercises should occur on a regular basis and include key school staff and local partners. A standardized and compliant emergency management plan utilizes a graduated approach to drills. Begin simply with orientation activities before advancing to more complex and sophisticated drills and exercises. Use drills and exercises to:

- Reveal gaps in preparedness
- Identify resource and supply needs
- Improve coordination between the school and community
- Clarify roles and responsibilities
- Increase overall level of emergency readiness, including response capacity of all staff and students

TYPES OF DRILLS AND EXERCISES:

- **Orientation Seminar:** Introduces emergency policies and procedures to new staff and students, allows for discussion and clarifying questions
- **Tabletop Exercises:** Simulates an emergency situation in an informal, stress-free environment, elicits discussion and questions
- **Drill:** Simulates an incident in a limited scope, tests function of emergency plan, initiates informal discussion of simulated emergencies
- **Functional Exercise:** Simulates a real emergency under time-sensitive conditions, tests and measures seldom-used resources
- **Full-Scale Exercise:** Tests an entire community's response capability, uses real equipment, takes place in "real time"

STRATEGIES FOR TRAUMA-INFORMED DRILLS: Students and staff may experience anxiety when anticipating and participating in drills. School leaders should take explicit steps to minimize the impact of drills on students and staff. Use a **TRAUMA-INFORMED** and developmentally appropriate approach to drills.

- Consider using social stories (short stories that depict the emergency response situation) or leading the class in tabletop exercises to practice Drop, Cover and Hold On, Evacuation, Shelter-in-Place, and Secure Campus Drills
- Conduct Lockdown / Barricade drills only with adult staff when students are not present
- Consider conducting a tabletop exercise with adult staff
- Use Think-on-your-Feet Peet storybook for PreK-5 students to engage in classroom activities and discussions about Lockdown/Barricade and other Big Five actions
- Discuss and assign certain roles for 4th-12th grade students during the event (help barricade, close blinds, turn off lights). Involve students in response

- Conduct tabletop activities with students in 6th-12th grade, go over the procedures specifically for each Big Five Action
- Identify objects for students to hold for comfort
- Always announce drills in advance and prepare all participants as “surprise” drills can cause unnecessary panic
- Prioritize the most serious gaps and focus on the specific objectives
- Because children are sensitive to adult behavior, staff should be trained to exhibit confidence and remain calm during drills
- Make sure your school is ready for the type of drill planned
- Allow enough time for the exercise
- Gradually increase sophistication of exercises over time, but do not add unnecessary complications
- Adults should monitor students during the drill for signs of emotional distress and provide support accordingly
- Evaluate every exercise and conduct a debrief with staff and students

THINK ON YOUR FEET

In the event of an emergency, quick thinking is imperative for survival. During a crisis, an individual must think on their feet to determine the best course of action. These choices may include:

- Get off campus
- Hide
- Go into Lockdown/Barricade
- Fight against an assailant in the most extreme circumstances

Understanding and practicing these options can help an individual respond decisively and in so doing, best ensure the safety and survival of self and others. In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions, and shouting. It is not uncommon for people experiencing a dangerous situation to first deny or rationalize the possible danger rather than respond. Quality training can help individuals think clearly and quickly during a chaotic scene. Proper training should include helping staff recognize the sounds of danger. Train staff and students to act decisively and remain flexible with a "think on your feet" approach.

LOOK, LISTEN AND LEAVE: FIRE ALARM

The **LOOK, LISTEN, AND LEAVE** protocol is an important action to practice when training the "think on your feet" mindset. At the sound of a fire alarm, staff and other leaders should take a moment to assess the scene before evacuating. The three steps of **LOOK, LISTEN, AND LEAVE** are:

- **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- **LEAVE** - having determined it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

An Immediate Action Response is a protocol that can be implemented in a variety of different emergency situations. When an emergency occurs, it is critical that staff members take **immediate** steps to protect themselves, their students, and other people on campus. With an Immediate Action Response, staff can follow specific directions without having to learn extensive protocols for each of several dozen different emergency situations.

Staff members must become familiar with each Immediate Action Response and be prepared to perform assigned responsibilities. All students must be taught what to do in the event that any of these response actions is implemented.

IMMEDIATE ACTION RESPONSE: THE BIG FIVE

ACTION	DESCRIPTION
SHELTER IN PLACE	Implement to isolate students and staff from the outdoor environment and provide greater protection from external airborne contaminants or wildlife. Close windows and air vents and shut down air conditioning/heating units
DROP, COVER & HOLD ON	Implement during an earthquake or explosion to protect building occupants from flying and falling debris
SECURE CAMPUS	Initiate for a potential threat of danger in the surrounding community. All classroom/office doors are closed and locked and all students and staff remain inside until otherwise directed. Instruction continues as planned
LOCKDOWN / BARRICADE	Initiate for an immediate threat of danger to occupants of a campus or school building and when any movement will put students and staff in jeopardy. Once implemented, no one is allowed to enter or exit rooms for any reason unless directed by law enforcement
EVACUATION	Implement when conditions outside the building or off-site are safer than inside or on-site. Requires the orderly movement of students and staff from school buildings to a predetermined safe location



SHELTER IN PLACE #1

(Environmental Threat)

SHELTER IN PLACE is a short-term measure implemented to isolate students and staff from the outdoor environment and prevent exposure to airborne contaminants or threats posed by wildlife or other hazards. The procedures include closing and sealing doors, windows, and vents; shutting down the classroom/building heating, ventilation and air conditioning systems to prevent exposure to the outside air; and turning off pilot lights.

SHELTER IN PLACE is considered appropriate for, but is not limited to, the following types of emergencies:

- ☐ External Chemical Release
- ☐ Fire in the Community
- ☐ Hazardous Material Spills

A Shelter-in-Place response that is a result of air contamination requires that the HVAC systems must be shutdown to provide protection from outside air. Students and staff may freely move about inside the buildings, but no one should leave the protected space until directed by fire officials, law enforcement, or site administrators.

SHELTER IN PLACE

- ☐ Requires an understanding that all heating, air conditioning, and ventilation systems may be shut down immediately
- ☐ Requires an understanding that all pilot lights and sources of flame may need to be extinguished
- ☐ Requires an understanding that any gaps around doors and windows may need to be sealed
- ☐ Allows for free movement within classrooms or offices

STAFF ACTIONS

- ☐ Immediately clear students from the halls. Stay away from all doors and windows
- ☐ Keep all students in classrooms until further instructions are received. Support those needing special assistance
- ☐ Secure individual classrooms: a) close doors and windows; b) shut down the classroom HVAC system; c) turn off fans; d) seal gaps under doors and windows with wet towels, duct tape, or other materials if instructed by School Incident Commander
- ☐ Take attendance and call or email attendance report to school administrative assistant, according to site protocol

- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine

SHELTER IN PLACE EXAMPLES

LIGHTNING

If weather conditions indicate the potential or active lightning is present, do the following:

- ☐ All students inside building immediately—keep them inside
- ☐ Do not use telephones, cellular phones, radios, or other phones unless absolutely necessary
- ☐ If possible, unplug televisions/computers/etc.
- ☐ If off campus and cannot get inside:
 - ☐ Do not stand under trees/ metal towers
 - ☐ Wooded area: look for shelter in low place with small trees
 - ☐ Out in the open: go to low place like a valley, ditch or ravine
 - ☐ Get off hills- Do not stand in an open field where you are a tall object
 - ☐ Get away from water/ metal equipment, i.e. Bikes
 - ☐ Stay away from metal fencing, pipes/ railings or anything metal

HAZARDS: Chemicals and Gas

This type of emergency usually occurs when a truck carrying hazardous materials is damaged or a gas/sewer line is broken and chemical materials are leaking or spilled, and if there is a chemical release into the air from toxic fumes (chemical plant failure) or such. The major threat from this kind of situation is toxic fumes and/or skin contact. A hazardous material emergency situation is usually handled in one of two ways:

Shelter in Place

Utilize classrooms and offices to provide temporary/relatively safe shelter from the release of the hazardous material(s) in the vicinity of the school building. Shelter in place signal will be “Attention-implement shelter in place procedures immediately.”

- ☐ 911- They will contact agencies that might need to be involved.
- ☐ Close windows and doors. Shut off heaters/air conditioners

Evacuation

If the decision is made to evacuate, use the fire drill evacuation procedure. Move students away from the location of the hazardous materials incident. Move everyone uphill and upwind from the situation. Wind and water can quickly transport hazardous materials.

- ☐ 911- They will contact agencies that might need to be involved.

The California Poison Control System (CPCS) is the statewide provider of immediate, free, and expert treatment advice and assistance over the telephone in case of exposure to poisonous, hazardous, or toxic substances. Call toll-free, 24 hours a day, 7 days a week, and 365 days a year.

-----1-800-222-1222-----

If the students/staff come into contact with hazardous materials; the following information will help minimize physical damage and improve recovery possibilities:

- ☐ Corrosive Materials- substances that cause physical damage to tissue
 - ☐ Wash out eyes for 15-20 minutes- keep eyelids open- do not rub the affected area
 - ☐ Get under a shower if possible- remove all clothing- wash with soap and water
- ☐ Flammable Materials- liquids/gases that burn readily
 - ☐ Turn off main gas/electrical supplies
 - ☐ Move to fresh air
- ☐ Toxic Materials- poisonous substances
 - ☐ Wash hands/affected area immediately
 - ☐ Take off /discard contaminated clothing
 - ☐ Use appropriate antidote, if available
- ☐ Reactive Materials- substances that undergo chemical change- may result in an explosion, burning, corrosive/toxic condition
 - ☐ Close all doors
 - ☐ Evacuate students / staff immediately to a safe area
 - ☐ Implement decontamination procedures from local fire department / health personnel

ANIMAL ATTACK / THREAT

It is possible that an animal could attack a child/ staff member and cause serious injury and even death. It is also possible that a student or staff member could be attacked and bitten by a rabid and/or potentially dangerous loose pet. In order to ensure student and staff safety, use the following as guidelines for action:

- ☐ Students/staff move to safe location outside/inside of building
- ☐ Move people away from animal threat

- ☐ Do not try to scare animal away- the animal may become alarmed and cause a negative reaction
- ☐ If safety permits, assign staff to keep track of animal until it moves off school property or assistance arrives
- ☐ Contact the following:

Parents

If the animal is a danger to the school, contact safety and law enforcement offices

- ☐ Initiate shelter in place, keeping everyone inside, if appropriate
- ☐ If someone is injured, administer first aid and contact 911



DROP, COVER & HOLD ON #2

(Earthquake)

DROP COVER AND HOLD ON is the immediate action taken during an earthquake to protect students and staff from flying and falling debris. It is an appropriate action for, but is not limited to, the following types of emergencies:

- ☐ Earthquake
- ☐ Explosion

In the event of an explosion, earthquake, or other event causing falling debris, immediately “DROP, COVER, and HOLD ON.” Students and staff should drop to the floor, duck under a sturdy desk or table, cover the head with arms and hands, and hold onto furniture. Turn away from windows to stay clear of breaking glass. Individuals in wheelchairs can remain in the chair if mobility is limited. Move wheelchair against an interior wall and lock the wheels. Protect head by covering with arms if possible.

DROP, COVER, AND HOLD ON

- ☐ Must be practiced for immediate and automatic response
- ☐ Is the single most useful action to protect oneself in an earthquake
- ☐ In the event it is impossible to duck under sturdy furniture, continue to cover face and head with arms and hold onto something sturdy
- ☐ Requires awareness that fire alarms and sprinkler systems may go off in buildings during an earthquake, even if there is no fire
- ☐ Requires alert attention to aftershocks
- ☐ Requires that staff and students assist those with special needs to ensure safe cover for all
- ☐ Evacuate only if there is damage to the building, the building is on fire, or location is in a tsunami zone

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ Assume Incident Command role

- ❑ As soon as possible after recognized seismic activity, make a public address announcement. If the PA system is not available, use other means of communication
- ❑ Be calm and give clear direction

Example

“Attention please. We are experiencing an earthquake. For your protection, follow DROP, COVER, and HOLD ON procedures. This is NOT a drill. Do NOT go outside!”

-REPEAT-

- ❑ According to site protocol, collect status reports from each classroom. Determine the extent of physical injuries and/or structural damage
- ❑ If injuries are reported, instruct designee to call 911 immediately if classroom teacher/ supervisor has not already done so
- ❑ Access the “Emergency Response Box” in order to chart reported injuries and/or damage on building map. Be ready to provide this map to First Responders upon their arrival
- ❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- ❑ Before initiating any evacuation, deploy Security/Search and Rescue Team to check for fires, status of utilities, and structural and nonstructural damage. If the team can smell or hear gas, take appropriate steps to shut the gas off
- ❑ Based on available information, decide on the need for evacuation. An evacuation outdoors should be ordered if the structural integrity of the building is in doubt
- ❑ Non-structural damage would **not** necessarily require an evacuation
- ❑ When able, report campus status to Superintendent’s office
- ❑ If 911 is called, meet fire officials, emergency medical responders or law enforcement at Incident Command Post
- ❑ If incident includes casualties, deploy (School) Liaison Officer to First Responders Emergency Medical Command Post
- ❑ After proper identification, only coroner, police chaplain, or other public official should deliver official notification of deceased persons
- ❑ Be prepared to transfer command of immediate emergency to First Responders. School Incident Commander remains part of the ICU Unified Command and is expected to serve at Incident Command Post through duration of event
- ❑ If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures

STAFF ACTION: INSIDE

- ❑ At first recognition of an earthquake, instruct students to move away from windows
- ❑ Initiate **DROP, COVER, AND HOLD ON** procedures. Immediately drop to the floor under desks, chairs or tables. With back to windows, place head between

knees, hold on to a table leg with one hand and cover the back of the neck with the other arm

- ❑ Move as little as possible. However, if a person is unable to find protection under sturdy furniture, direct them to shelter against an **interior** wall and turn away from window and other glass
- ❑ Each time an aftershock is felt **DROP, COVER, AND HOLD ON**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ When it appears safe to release from **COVER**, assess any injuries and/or damage and report status to Incident Commander according to site communications protocol. Be prepared to call 911 directly if necessary

STAFF ACTION: OUTSIDE

- ❑ Find a clear spot and drop to the ground. (Stay away from buildings, power lines, trees, street lights, etc.)
- ❑ Commence **DROP AND COVER** in the **DROP, COVER, AND HOLD ON** procedures
- ❑ Place head between the knees; cover back of neck with arms and hands
- ❑ Any person in a wheelchair should find a clear spot, lock the wheels, and if possible, place head between the knees; cover the back of neck with arms and hands
- ❑ Remain in place until the shaking stops or for at least 20 seconds
- ❑ Each time an aftershock is felt, **DROP AND COVER**. Aftershocks frequently occur minutes, days, even weeks following an earthquake
- ❑ When it appears safe to move, report location, injuries and/or any damage to School Incident Commander according to site communications protocol
- ❑ Wait for further instructions from School Incident Commander or First Responders, or if that seems unlikely, evacuate students to predetermined Evacuation Assembly Area



SECURE CAMPUS #3

(Potential threat or danger in surrounding community)

SECURE CAMPUS is implemented when the threat of violence or police action in the surrounding community requires precautionary measures to ensure the safety of staff and students. When a campus is in SECURE CAMPUS status, classroom instruction and/or activity may continue as long as all classroom and office doors are locked and all students and staff remain inside during the duration of the event. Outer gates and other entrance/exit points can be closed (**NOT LOCKED**) to deter a potential perpetrator from entering school grounds.

During a Secure Campus, the Incident Command Team or staff assigned by the Incident Command Team shall assist in escorting students and staff who may need to leave the classroom for Essential Needs. Essential Needs can include but are not limited to the following.

- Bathrooming/Toileting
- Medical Needs/Response
- Mental Health/Wellness Needs/Response

This response is considered appropriate for, but not limited to, the following types of emergencies:

- ☐ Potential threat of violence in the surrounding community
- ☐ Law enforcement activity in the surrounding community

A **SECURE CAMPUS** response may be elevated to **LOCKDOWN/BARRICADE** in which case intrusion immediately ceases and students and staff follow **LOCKDOWN/BARRICADE** procedures.

Secure Campus is a precautionary measure against the threat of potential violence in the surrounding community. Secure Campus requires locking all classroom/office doors and closing entrance and exit points on the school's perimeter. The objective is to protect against a potential threat at large in the community from coming onto campus. Secure Campus differs from Lockdown/Barricade in that it allows classroom instruction to continue.

SECURE CAMPUS:

- ☐ Is intended to prevent a potential threat present in the community from entering campus
- ☐ Heightens school safety while honoring instructional time

- ☐ Requires that **all** exterior classrooms/office doors are locked and remain locked
- ☐ Is intended to prevent intruders from entering occupied areas of the building
- ☐ Requires that students and staff remain in **SECURE CAMPUS** status until **ALL CLEAR** is issued by School Incident Commander

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ Assume Incident Command role
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

“Your attention please. Due to Law Enforcement activity in the community, please implement SECURE CAMPUS procedures immediately.

This is NOT a drill.”

-REPEAT-

- ☐ Instruct designee to call law enforcement non-emergency number and inform them of Secure Campus status. Ask to be kept current on the incident.
- ☐ Designate assigned individual to lock all doors leading into administration building
- ☐ Designate assigned individual to close (**NOT LOCK**) all entrance and exit points on the campus perimeter
- ☐ If relevant to site staffing assignments, contact campus School Resource Officer or other security personnel and provide available information
- ☐ When able, alert Superintendent’s office
- ☐ Maintain heightened state of readiness in the case the community threat intensifies and school needs to elevate response to **LOCKDOWN/BARRICADE**
- ☐ If students are out at break, recess, or lunch and **situation is deemed imminent**, announce **SECURE CAMPUS** status and ask that all students return to assigned classrooms immediately

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ If students are out at break, recess, or lunch and situation is **NOT** deemed imminent, initiate **SECURE CAMPUS** status immediately upon conclusion of break
- ☐ If possible, provide periodic updates to staff via public address, email, or other agreed upon means. Continue updates even if there is no change in the situation
- ☐ Depending on the timing of the situation, consider deactivating the passing period bells. Students and staff must remain inside for as long as the threat persists
- ☐ After the emergency has been neutralized, initiate ALL CLEAR

- ☐ Through whatever means is most effective, provide parents/guardians with a description of the emergency, how it was handled, and if appropriate, what steps are being taken in its aftermath

STAFF ACTIONS

- ☐ Move to the door and instruct and passing students to return to assigned classroom immediately
- ☐ Close and lock the door
- ☐ Continue the class instruction or activity as normal
- ☐ Enforce the no entrance and no exit protocol. Remain in the classroom or secured area and wait for further instructions
- ☐ Be alert to the possibility that the response may elevate to **LOCKDOWN/BARRICADE**
- ☐ Do not call the office to ask questions; School Incident Commander will send out periodic updates
- ☐ Wait for another action or, if **ALL CLEAR** is issued, return to normal classroom routine

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR OTHER ACTIVITY):

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **SECURE CAMPUS** procedures, the class will move immediately to a predetermined classroom location
- ☐ Proceed to predetermined classroom location as quickly as possible
- ☐ Once inside, take attendance to ensure all students are accounted for
- ☐ By classroom phone, cell phone, walkie-talkie, or other means, contact School Incident Commander to report class location and any absent or missing students
- ☐ Implement all classroom policies and procedures for **SECURE CAMPUS** status
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to normal class routine



LOCKDOWN/BARRICADE #4

LOCKDOWN/BARRICADE is implemented when the imminent threat of violence or gunfire is identified on the campus or the school is directed by law enforcement. During **LOCKDOWN/BARRICADE**, students are to remain in designated classrooms or lockdown locations at all times. DO not evacuate until room is cleared by law enforcement or site administration. This response is considered appropriate for, but not limited to, the following types of emergencies:

- ☐ Gunfire
- ☐ Threat or extreme violence outside of the classroom

During a **LOCKDOWN / BARRICADE**, remember that immediate safety from the violent intruder is the priority and guides all actions, above all other concerns, including COVID-19 safety procedures.

Lockdown/Barricade is a protective action against human threat while Shelter-in-Place protects against environmental threat. Lockdown/Barricade requires closing and locking doors and barricading with heavy objects. No one is allowed to enter or exit until door-to-door release by Law Enforcement or School Incident Commander. Shelter-in-Place calls for closed, unlocked doors and allows for the free movement of staff and students within the classroom or office.

LOCKDOWN/BARRICADE:

- ☐ Is a response to an immediate danger; it is **not** preceded by any warning
- ☐ Demands quick action; an active shooter, for example, can fire one round per second
- ☐ Requires common sense thinking under duress; do what must be done to best ensure survival of both students and staff
- ☐ If it is possible to safely **get off campus** with students, take that action immediately (**RUN**)

- ☐ If it is not possible to get off campus, **quickly lockdown** inside a safe room and barricade the entrance (**HIDE**)
- ☐ Once a room is secured, no one is allowed to enter or exit under any circumstances
- ☐ Prioritize clear communication. Remove face covering if necessary.
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (**FIGHT**)

“THINK ON YOUR FEET”

In the event of a Violent Intruder on campus, quick thinking is imperative for survival. Especially when an active threat of violence is present, an individual will have to think on their feet to quickly determine the best course of action.

In the event of a Violent Intruder on campus, expect to hear noise from alarms, gunfire, explosions and shouting. It is not uncommon for people confronted with a threat to first deny the possible danger than respond. Quality training can help individuals think clearly in the midst of a chaotic scene. Proper training should include helping staff recognize the sounds of danger and teaching them to forcefully communicate and take necessary action. These actions would likely include:

Escape/Get off Campus

- ☐ Only attempt this if you are confident the suspect(s) is not in the immediate vicinity
- ☐ Safely get off campus; find a position of cover or safe place for assembly
- ☐ Guide/Instruct others you encounter on the way to follow you to safety
- ☐ Call 911 immediately to report location and request emergency services if necessary
- ☐ Once in a safe place – stay there

Hide/Lockdown/Barricade

- ☐ Clear all hallways; get students and staff inside immediately
- ☐ Once locked and barricaded inside a room, follow all protocols for Lockdown/Barricade as practiced
- ☐ Direct all those in the room to remain still and quiet; turn off/silence cell phones
- ☐ If unable to find cover inside a secure room, quickly seek out a hiding place on campus

Fight

- ☐ If confronted by an assailant, as a last resort, consider trying to disrupt or incapacitate through aggressive force or by using items in the environment such as fire extinguishers or chairs
- ☐ There are documented instances where aggressive action on the part of the victims resulted in stopping the attacker
- ☐ Fighting back is NOT an expectation, merely an option for a last resort response

LOOK, LISTEN, AND LEAVE: FIRE ALARM

If site alarm is triggered during Lockdown/Barricade, always respond with caution and **LOOK** and **LISTEN** for unusual or violent activity before initiating an evacuation **LEAVE**.

- ☐ **LOOK** - open the classroom door and look out. Do you see smoke or fire? Is the path to your pre-planned evacuation spot clear of obstacles? Do you notice anything out of the ordinary?
- ☐ **LISTEN** - in addition to the alarm, are there other sounds? Do you hear anything that would indicate it is unsafe to leave the room (explosions, panicked voices, the discharge of a weapon)?
- ☐ **LEAVE** - only after determining it is safe to do so, direct students to leave the room toward the pre-determined evacuation spot

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ Assume Incident Command role
- ☐ Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation
- ☐ Make public address announcement. Instruct teachers and staff to immediately lock doors and remain in the classroom or secured area until further instructions are provided

Example:

“Your attention please. We have an emergency situation. Implement LOCKDOWN/BARRICADE procedures immediately.

This is NOT a drill.”

-REPEAT-

- ☐ Designate assigned individual to lock all doors leading into administration building
- ☐ Instruct office staff to seek safe refuge in a predetermined “Safe” location within the building

ONLY IF SAFE TO DO SO:

- ☐ Attempt to contact on-campus school resource officer or other security personnel and provide available information
- ☐ When able, alert Superintendent’s office
- ☐ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by law enforcement
- ☐ Access the “Emergency Response Box” (pg 34) in order to provide law enforcement with maps, keys, roster, etc.
- ☐ If possible, provide periodic updates to staff via public address, e-mail, or other agreed upon means. Continue updates even if there is no change in the situation
- ☐ If safe to do so, meet law enforcement at Incident Command Post

- ☐ After the emergency has been mitigated, initiate **EVACUATION** or room to room clearing procedures as directed by law enforcement
- ☐ Collect attendance and notify law enforcement of any missing persons

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ If incident includes casualties, deploy (School) Liaison Officer to First Responders Emergency Medical Command Post. After proper identification, only Coroner, police, chaplain, or other public official should deliver official notification of deceased persons
- ☐ Transfer incident command to law enforcement but provide whatever assistance/information they require. School Incident Commander remains as part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- ☐ Through whatever mean is most effective, provide parents/guardians with a description of the emergency and the response, and if appropriate, what steps are being taken in the aftermath

STAFF ACTIONS: IF STUDENTS ARE IN CLASS AT TIME OF LOCKDOWN/BARRICADE:

- ☐ **Immediately** move to the door and check for passing students. Divert as many students as possible into the classroom
- ☐ Lock and close the door and barricade with heavy objects
- ☐ Close blinds and turn off the lights. If the door has a window, cover with a pre-cut piece of heavy black construction paper
- ☐ Instruct students to stay quiet and out of sight. Relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Turn off the television, LCD projector, document camera, etc. The room should be dark and quiet
- ☐ Silence all cell phones
- ☐ **DO NOT OPEN THE DOOR FOR ANYONE.** Law enforcement and/or School Incident Commander will use keys to unlock doors and clear the room.
- ☐ **ONLY IF** there is a life-threatening emergency inside the room and there is no other way to request medical assistance, place a red colored item (card, red cross, sweatshirt, etc.) on/in the window or slide under the outside door
- ☐ If an active threat is still present at the time Law Enforcement comes on the scene, Law Enforcement will ignore the red signal until the active threat has been neutralized
- ☐ If safe to do so, locate emergency packet and attendance roster. Remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document appropriate form
- ☐ Remain in the classroom or secured area until further instructions are provided by School Incident Commander or law enforcement
- ☐ Do **NOT** call the office to ask questions; School Incident Command will send out periodic updates

- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (FIGHT)
- ☐ Maintain order in all area dos shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE OUT OF CLASS AT THE TIME OF THE LOCKDOWN/ BARRICADE:

- ☐ Move students to the nearest available safe building or location, without drawing attention to self or students. If doors are locked, continue to look for a safe area. Consider moving students off-campus in that seems the safest option
- ☐ Do **NOT** chase students that run. Let them go
- ☐ Do **NOT** go into rooms that cannot be secured and offer no way out
- ☐ If secure inside a room, lock all doors, close blinds/curtains, turn off lights, and direct students to relocate against the wall least visible to the outside and most out of the line of harm
- ☐ Instruct students to stay quiet and out of sight
- ☐ Silence all cell phones
- ☐ Turn off the television, LCD projector, document camera, etc.
- ☐ Remain calm. If safe to do so, attempt to maintain separation between students and the perpetrator
- ☐ If an active threat is still present at the time Law Enforcement comes on scene, Law Enforcement will ignore the red signal until the active threat has become neutralized
- ☐ If safe to do so, locate emergency packet and remove staff ID placard and put it on
- ☐ If safe to do so, take attendance and document on appropriate form
- ☐ If safe to do so and according to site communications protocol, contact School Incident Commander or designee to document your whereabouts as well as any student/staff under your supervision
- ☐ In the extreme instance that a Violent Intruder is able to enter a room, occupants should be prepared to fight back (FIGHT)
- ☐ Maintain order in all areas of shelter or assembly and await the arrival of law enforcement. Be ready for lengthy stay of 2-4 hours

STAFF ACTIONS: IF STUDENTS ARE ENGAGED IN CLASS ACTIVITY ON AN OUTLYING FIELD (PE OR ACTIVITY CLASS):

- ☐ Gather students together and organize into an orderly formation
- ☐ Inform students that as part of **LOCKDOWN/BARRICADE** procedures, the class will evacuate off-campus to a predetermined Off-Site Evacuation Location
- ☐ Follow prearranged evacuation route to evacuation location
- ☐ Should the group be confronted by the intruder who is intent on doing harm, consider taking defensive measures to run, hide, or fight the assailant
- ☐ Upon arrival at the prearranged location, take attendance

- ❑ By radio communication or cell phone, contact School Incident Commander or designee or 911 Dispatcher to report class location and any absent or missing students
- ❑ Maintain order in all areas of shelter or assembly. Do not release students to parent/guardian until instructed by School Incident Commander or law enforcement



EVACUATION #5

EVACUATION is implemented when conditions make it unsafe to remain in the building. This action provides for the orderly movement of students and staff along prescribed routes from inside school buildings to designated outside area of safety.

EVACUATION is considered appropriate for, but is not limited to, the following types of emergencies:

- ☐ Bomb threat
- ☐ Chemical Accident
- ☐ Explosion or threat of explosion
- ☐ Fire
- ☐ Earthquake

In the event of an explosion, earthquake, or other event causing falling debris, EVACUATION will be preceded by a "DROP, COVER, and HOLD ON" protocol. Students and staff should drop to the floor, duck under a desk or table, cover the head with arms and hands, and hold onto furniture.

THINK ON YOUR FEET: LOOK, LISTEN, AND LEAVE - FIRE ALARM

Before evacuation, take a moment to look outside the door for any potential dangers. Listen for anything unusual that might pose a safety risk. Once it's determined the path is safe, evacuate the office or classroom to a designated safe area.

EVACUATION:

- ☐ Requires exit from the building to a designated safe site, on-campus or off-site
- ☐ May require that students and staff rely on district bus transportation
- ☐ May require staff to exit via alternate routes based on circumstances
- ☐ Requires that students remain with assigned teachers unless circumstances prohibit it
- ☐ Requires that staff and students assist those with special needs to ensure for safe egress of all

SCHOOL INCIDENT COMMANDER: SITE ADMINISTRATOR ACTIONS

- ☐ Assume Incident Command role
- ☐ Instruct designee to call 911. Designee must be ready to provide location, status of campus, all available details of situation

- ❑ Initiate alarm and make public address announcement. Instruct teachers and staff to immediately evacuate the building and for students to remain with their teachers until further instructions are provided

Example:

“Your attention please. We have an emergency situation. Evacuate all buildings immediately (to the on-site location OR to the off-site location.) Students are to remain with assigned teacher. Evacuate all buildings immediately.

This is NOT a drill.”

-REPEAT-

- ❑ When able, alert Superintendent’s office
- ❑ Access the “Emergency Response Box” (p.38) in order to provide fire officials and/or law enforcement with maps, keys, rosters, etc.
- ❑ Put on emergency IC/Admin vest and continue as Incident Commander until relieved by fire officials or law enforcement
- ❑ Meet fire officials or law enforcement at Incident Command Post
- ❑ Collect attendance and notify fire officials or law enforcement of any missing persons
- ❑ If incident includes casualties, deploy (School) Liaison Officer to First Responders Emergency Medical Command Post. After proper identification, only Coroner, police chaplain, or other public official should deliver official notification of deceased persons
- ❑ Transfer incident command to fire officials or law enforcement but provide whatever assistance/information they require. School Incident Commander remains part of the ICS Unified Command and is expected to serve at Incident Command Post through duration of event
- ❑ When cleared to return to the buildings, announce **ALL CLEAR** and oversee a safe return to the classroom and normal school activities
- ❑ If site is designated unsafe to return, initiate **STUDENT RELEASE** procedures
- ❑ Through whatever means is most effective, provide parents/guardians with a brief description of the emergency, the school’s response, and what steps are being taken to ensure the safety of students and staff

STAFF ACTIONS:

- ❑ Prepare students to leave all belongings and calmly exit the building
- ❑ Gather emergency supplies/materials (Go Pack) including the student roster for current class and that of a “Buddy Teacher”
- ❑ Remove staff ID Placard from emergency materials and put it on
- ❑ Ensure that the door is closed, but unlocked
- ❑ Check with “Buddy Teacher(s)” to determine each other’s health status, need to assist with injuries, need to stay with injured students, responsibility of ICS duty, etc.

- ☐ If necessary, one “Buddy Teacher” will evacuate both classrooms
- ☐ Take care to ensure the safety and address the unique needs of students or staff with disabilities according to site protocol
- ☐ Emphasize that the class stay together en route to the Evacuation Assembly Area
- ☐ Appoint a responsible student to lead class while the teacher brings up the rear, seeing that everyone has cleared the room. Follow closely with the class, actively monitoring safe egress. Give clear directions for all students to go to designated Evacuation Assembly Area
- ☐ Use the designated evacuation routes and reassemble in the assigned Evacuation Assembly Area
- ☐ According to site protocol, take attendance once class is safely in assembly location
- ☐ According to site protocol, report missing students
- ☐ Remain in the Evacuation Assembly Area until further instructions
- ☐ Wait for another action or, if **ALL CLEAR** announcement is issued, return to school buildings and normal class routine

HOW TO ASSIST THOSE WITH DISABILITIES DURING AN EVACUATION

The needs and preferences of non-ambulatory individuals will vary. Those at ground floor locations may be able to exit without help. Others may have minimal ability to move, but lifting them may be dangerous. Some non-ambulatory people also have respiratory complications. Oversee their careful evacuation from smoke or vapors if danger is immediate.

To alert visually-impaired individuals:

- ☐ Announce the type of emergency
- ☐ Offer arm for guidance
- ☐ Tell person where you are going, obstacles you encounter
- ☐ When you reach safety, ask if further help is needed

To alert individuals with hearing limitations:

- ☐ Turn lights on/off to gain person's attention -OR-
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Write a note with evacuation directions

To evacuate individuals using crutches, canes or walkers:

- ☐ Evacuate these individuals as injured persons
- ☐ Assist and accompany to evacuation site, if possible -OR-
- ☐ Use a sturdy chair (or one with wheels) to move person -OR-
- ☐ Help carry individual to safety

To evacuate individuals using wheelchairs

- ☐ Give priority assistance to wheelchair users with electric respirators
- ☐ Most wheelchairs are too heavy to take downstairs; consult with the affected individual to determine the best carry options
- ☐ Reunite person with the wheelchair as soon as it is safe to do so

EVACUATION EXAMPLES

FIRE

- ☐ Sound fire alarm- IC contacts fire department- evacuate
- ☐ Faculty / students evacuate, as per the evacuation procedures
- ☐ Teacher is the last one to leave the room, assisting any disabled student. Once everyone is out, close the classroom door—DO NOT lock door
- ☐ Teachers need to ensure the evacuation route is safe
- ☐ Do not close windows
- ☐ Administrators/ staff check halls, lavatories, closets, storage area, etc. for students/ staff
- ☐ If outside, students join assigned class
- ☐ If a student is not in an assigned class, join another class
- ☐ Proceed to evacuation location
- ☐ Teachers take attendance and account for students

FLOODS

- ☐ Assign staff member to monitor radio/ TV broadcast
 - ☐ Keep students out of flood waters
 - ☐ Disconnect utilities-electricity/gas (don't touch electrical equipment if floors are wet or underwater)
 - ☐ Report damaged utility lines to appropriate company
 - ☐ Water may become contaminated during floods- don't use water sources for drinking until safe
 - ☐ Consider school evacuation depending on current weather- rising water/road conditions
 - ☐ Move school supplies/ materials if in danger of water damage
- Forecasts and satellite weather info: www.wrh.noaa.gov/mtr

BUILDING EXPLOSION

The possibility of an explosion in a school building creates an immediate dangerous situation for students and staff. Lives may be in danger and a quick effective response is essential to minimize the threat. The following priorities must be considered if the possibility of an explosion exists and/or an actual explosion occurs.

1. Evacuate the building immediately

2. Assign staff to check building—ensure that everyone is outside
 3. Contact the following
 - a. Police and Fire Departments
 - b. PG&E: 1-800-753-5000
- ☐ DO NOT attempt to disconnect main gas or electrical mains-wait for P.G.&E



HEALTH/MEDICAL

ALLERGIC REACTION

Identifying children or staff who have allergic reactions and preventing contact with allergens is the most effective form of prevention. Allergic reactions can be acute, potentially severe and life threatening

- ☐ Recognize the symptoms. The person may become uneasy, become agitated, and develop palpitations, tingling, itchy and flushed skin, throbbing in the ears, coughing, sneezing, hives, swellings, or increased difficulty in breathing. The severity of the allergic reaction may progress so rapidly that it may lead to collapse, convulsions, loss of bladder control, unconsciousness or stroke in minutes. An allergic reaction may prove fatal unless emergency action is given immediately.
- ☐ Call 911
- ☐ Use an EpiPen if indicated for your particular student
- ☐ All students with severe allergic reactions need to be transported to an emergency room, even if the EpiPen has been successful in providing emergency treatment

FOOD POISONING

If a number of students become ill due to a possible food poisoning, use the following guidelines for action:

1. Bring ill students to central location, i.e. classroom
2. Assign staff to monitor ill students
3. Call the following:
 - a. Fire Department, so that community first aid, health department and safety personnel can be alerted
 - b. Parents / Guardians

- c. If appropriate, law enforcement authorities (911)
4. Require that Food Service staff save ALL foods in kitchen
5. Keep accurate records of involved students and what hospitals they were taken to

SUICIDE THREAT

Student

Bring student to main office in a confidential manner

Secure student until appropriate contacts are made- parents available to pick up child

If possible, ensure student is seen AS SOON AS POSSIBLE by counselor or mental health professional

Contact the following

- Parent / guardian
- Counselor
- If appropriate, law enforcement authorities (911)
- If the student in question has a sibling at another school, that school should be contacted to allow for any conflicts that may arise. (i.e. the sibling's normal pickup time is delayed)
- ☐ Offer counseling support information to parent(s) / guardian
- ☐ Document situation / intervention information

Staff

Bring staff member to main office in a confidential manner- offer support- voice concerns honestly and openly

Contact the following:

- ☐ Spouse or appropriate family member
- ☐ If appropriate, counselor
- ☐ If appropriate, law enforcement authorities (911)
- ☐ Ensure staff member is seen AS SOON AS POSSIBLE by a counselor or mental health professional
- ☐ Document situation/ intervention information
- ☐ Offer counseling support information to spouse and or family member(s)

SEXUAL ASSAULT

A sexual assault on a student or staff member creates an extreme physical and emotional situation. If an assault of this nature occurs, it is vitally important to protect the victim's privacy and rights.

If sexual assault occurs on campus or off-site at a school sponsored activity, the following actions should be taken:

- ☐ Remove students / staff—secure area immediately OR move the victim to a secure private area
- ☐ Assign members of the same sex to stay with the victim
- ☐ Contact law enforcement (911) and give following information
 - ☐ Your name/ position,
 - ☐ Location of you and victim
 - ☐ Description of what occurred
 - ☐ Victim's name/ age
 - ☐ Description of assailant(s): height, weight, gender, hair/ eye color, clothing, ethnicity.
- ☐ Assign someone to meet law enforcement/ emergency medical personnel—use entrance that will not identify crisis to other students.
- ☐ Contact the parent / guardian of the victim (information on emergency cards)

STUDENT / STAFF ILLNESS, INJURY OR DEATH

- ☐ Incident occurs at school or off school grounds at a school sponsored activity
- ☐ Immediate first aid—use student's / staff health plan if available
- ☐ Initiate appropriate communication contacts:
- ☐ 911—share the following information: your name / title, location, what happened, exact location of victim(s), name of victim(s), age
- ☐ -Appropriate family member (use emergency card information)
- ☐ Remove / keep students / staff away from area – provide staff supervision
- ☐ Assign staff to meet emergency vehicles
- ☐ Emergency situation result of crime: don't touch / move anything—wait for law enforcement arrival
- ☐ Assign staff to set up support area-----students/staff who witnessed situation
- ☐ Document incident in written report
- ☐ Never identify death as a suicide

FIRST AID: TRIAGE

First Aid response is an important part of any emergency response plan and should be developed in cooperation with partner agencies including local Emergency Medical Services, local hospitals, and the health department. All employees should be trained, and staff roles should be clearly defined and integrated into the site's written plan.

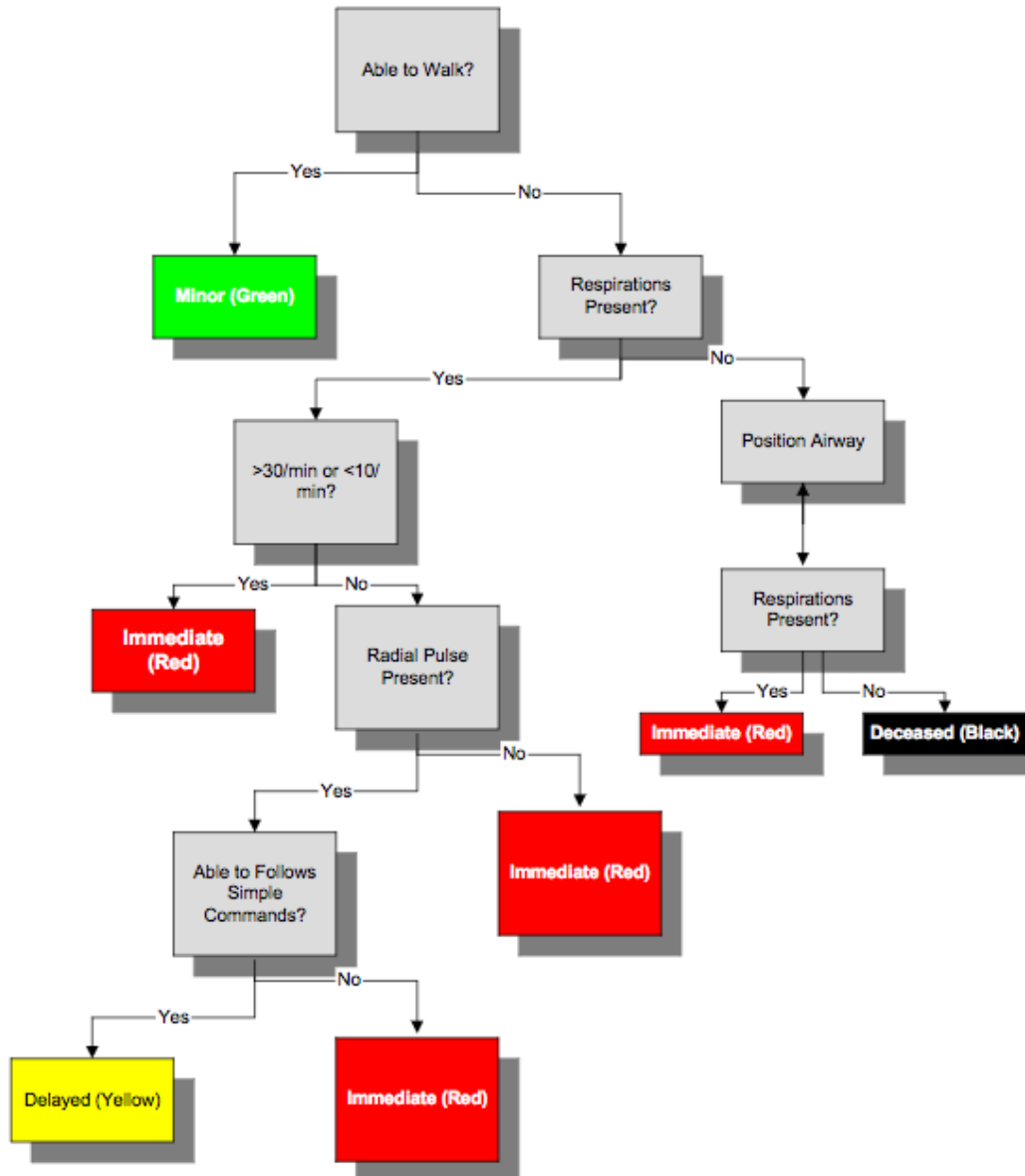
THE BASICS OF FIRST AID RESPONSE

- ☐ Remain calm and assess the situation
- ☐ Be sure the situation is safe for the responder
- ☐ In the case of serious injury involving difficulty breathing, loss of consciousness, uncontrolled bleeding, head injury, or possible poisoning, call 9-1-1 immediately
- ☐ Do NOT move a severely injured or ill person unless absolutely necessary for immediate safety
- ☐ If moving is necessary, protect the neck by keeping it straight to prevent further injury

RECOMMENDED FIRST AID EQUIPMENT AND SUPPLIES FOR SCHOOLS

1. Portable stretcher and cot with waterproof cover
2. Ten Triage Tags
3. Blankets, sheets/pillows/pillow cases (disposable covers are suitable)
4. Washcloths, hand towels, and small portable basin
5. Covered waste receptacle with disposable liners
6. Bandage scissors, tweezers
7. Disposable thermometer
8. Pocket mask/face shield for CPR
9. Disposable latex free gloves
10. Cotton tipped applicators, individually packaged
11. Assorted Band-Aids (1"x3")
12. Gauze squares (2"x2"; 4"x4"), individually packaged
13. Adhesive tape (1" width)
14. Gauze bandage (2" and 4" widths) rolls
15. Ace bandage (2" and 4" widths)
16. Splints (long and short)
17. Cold packs
18. Triangular bandages for sling & Safety pins
19. Tongue blades
20. Disposable facial tissues, paper towels, sanitary napkins
21. One flashlight with spare bulb and batteries

SAN MATEO COUNTY START TRIAGE



APPENDIX

EMERGENCY RESPONSE BOX

Keep two boxes on campus, each in a separate, key location

Item	Responsible Party	Date
Aerial Photo of Campus		
Building Blueprints		
Campus Map		
Emergency Plan		
Fire Alarm Turn-off Procedure		
First Aid Supplies		
ICS Assignments		
ICS Staging Area Map		
Keys		
Master Schedule Course List		
Sprinkler System Turn-off Procedure		
Street Map		
Student/Staff Medical Alert List		
Teacher/Employee Roster		
Utilities Shut-off Procedures		
Yellow Caution Tape		

SURVEY OF STAFF SKILLS

School/Site – School Year	Name	Email

Please complete the following survey and return it to Site Incident Command designee. This form will be used to update the site emergency plan in order to better prepare for any emergency situation that might occur.

Emergency Response

I. Please mark (x) any of the following areas you have expertise or training:

	First Aid		Emergency Medical		Search and Rescue
	CPR		Professional Crisis Training (NCPI)		Mental Health Support
	Military		Hazardous Materials		Firefighting
	Commercial Driver's License		Media Relations		Incident debriefing
	Plant Facilities		Law Enforcement		Sign Language
	School Bus		Special Needs		Other (Explain Below)

Please explain or clarify items checked:

Area of Expertise	Experience or Training

Survey of Staff Skills

II. Special Considerations:

Please check (x) any unique skills or resources you feel would be of assistance in an emergency situation. Explain experience or training:

x	Unique Skill	Experience
	Multilingual (List Language)	
	Experience with people with special needs	
	Ham radio or CB radio experience	
	Knowledge of community	
	Other	

III. Disaster Service Workers:

California Government Code Section 3100 specifies that public employees are declared to be Disaster Service Workers subject to such disaster service activities as may be assigned to them by their superiors or by law. In the event of such an incident, please indicate the proximity of your residence to your work location.

	one mile/less		15-20 miles		30-35 miles		50-55 miles
	five miles/less		20-25 miles		35-40 miles		55-60 miles
	ten miles/less		25-30 miles		40-50 miles		60 miles +

Please indicate if you are a caretaker of elderly family or young children below the age of five.

_____ No, I am not a caretaker of an elderly family member or young child below the age of five.

_____ **YES**, I am a caretaker of an elderly family member or young child below the age of five.

Explain

Hillsborough City School District

INCIDENT COMMAND WORKSHEET

- ☐ Call 911
- ☐ Set up Incident Command (Determine type of incident)
- ☐ Evacuation/ Shelter in place
- ☐ Roll Call
- ☐ 2nd Roll Call
- ☐ Assign Duties

Need to assign the following:

1. Operations
2. Safety/Security
3. Planning
4. Communications
5. Student release

(Direct staff to follow objectives on assignments)

☐ Utilities ☐ Electric ☐ Gas

☐ All Students present

☐ All faculty present

of injured Students _____

of injured Staff _____

EMERGENCY STATUS REPORT

Time Report Filed: _____

IMMEDIATE ASSISTANCE REQUIRED:

_____ None

_____ Medical _____ Fire _____ Search and Rescue _____ Support Personnel

CONDITION OF STUDENTS:

___ All accounted for ___ No Injuries ___ No immediate help required

___ Missing - Names: _____

___ Trapped in Building - Names: _____

_____ Number Injured _____ Number requiring medical attention

Type of Injury:	Name:
_____	_____
_____	_____
_____	_____

Status reports continue on next page

CONDITION OF STAFF:

___ All accounted for ___ No Injuries ___ No immediate help required

___ Missing - Names: _____

___ Trapped in Building - Names: _____

_____ Number Injured _____ Number requiring medical attention

Type of Injury: Name:

CONDITION OF SCHOOL BUILDING AND GROUNDS

E.g.: walls cracked, fallen light fixtures, shattered windows, broken water pipes,
flooding, etc.

CONDITION OF NEIGHBORHOOD

E.g.: fallen power lines, debris-cluttered streets, etc.

Status report continued on next page

STATUS BOARD UPDATE

(Information to be put on status board.)

UPDATE

Time filed: _____

_____ Number of students remaining at school

_____ Number of staff members remaining to care for students

_____ Assistance required: ____ water ____ food ____ blankets

_____ (number) additional personnel needed to assist in student care

UPDATE

Time filed: _____

_____ Number of students remaining at school

_____ Number of staff members remaining to care for students

_____ Assistance required: ____ water ____ food ____ blankets

_____ (number) additional personnel needed to assist in student care

Hillsborough City School District
POST DISASTER SCHOOL STATUS REPORT

Name of School: Hillsborough City School District
Address: 300 El Cerrito Avenue, Hillsborough, CA 94010
Telephone Number: (650) 342-5193

PERSONNEL: Number of Adults Number of students

____ TOTAL

____ TOTAL

1. We have: ____ (number) with life threatening injuries.

____ (number) with other injuries

____ (number) missing

____ (number) dead

2. Our emergency equipment and supplies:

____ are available

____ are inaccessible

____ are destroyed

3. Our emergency water supply:

____ is available

____ is inaccessible

____ has been destroyed

4. Our sanitary facilities:

____ are available and functioning

____ are unusable

5. Our facilities:

____ can be used for shelter

____ cannot be used for shelter

6. We currently have available:

- ☐ gas
- ☐ electricity
- ☐ using regular power
- ☐ using emergency generator
- ☐ telephone
- ☐ radio (type, channel, frequency) _____
- ☐ Internet, email, etc.

7. Our facilities have:

- ☐ no damage
- ☐ light damage
- ☐ moderate damage
- ☐ heavy damage

8. Our school site is:

- ☐ accessible
- ☐ inaccessible because (reason) _____

EMERGENCY TELEPHONE NUMBERS

CONTACTS:

Fire, Police, Medical Aid	911
Hillsborough Police Dept.....	(650) 375-7470 (non-emergency)
Central County Fire Dept.....	(650) 558-7600 (non-emergency)
Hillsborough Dispatch Center.....	(650) 375-7470
Hillsborough Public Works.....	(650)-375-7444
California Poison Control.....	1-800-222-1222

HOSPITALS:

Mills-Peninsula Medical Center

1501 Trousdale Drive
Burlingame, CA 94010
(650) 696-5446

Seton Medical Center

1900 Sullivan Ave
Daly City, CA 94015
(650) 992-4000

San Mateo Medical Center

San Mateo Med Center
222 W 39Th Ave
San Mateo, CA 94403
(650) 437-8360

Kaiser Hospital - Redwood City

1150 Veterans Blvd
(650) 299-2000

District Office:

300 El Cerrito Avenue
Hillsborough, CA 94010
(650) 342 -5193

KNBR Radio 680 995-6800 KCBS Radio 740 765-4000
KGO Radio 810 954-8142

HCS D STUDENT RELEASE FORMS

[illegible]