

# Soledad Unified School District

## Site-Level Emergency Operations Plan Gabilan Elementary School



This plan shall be activated under any of the following conditions:

- On the order of the Manager of Emergency Operations or designated representative when the existence, the threatened existence, or the perceived existence of an emergency or disaster is present in the District.
- When local governmental authorities proclaim a Local Emergency and the District is affected.
- When the Governor has proclaimed a State of Emergency that impacts the District.
- By Presidential declaration of a National Emergency that impacts the District.

**Edited by Julia De La Torre, January 24, 2015**

Note: This document is part of a multi-level District Emergency Operations Plan (Board Approved).  
The complete Plan is available for review at the District Office.

## Plan Updates

To be effective, emergency plans need to be updated frequently and consistently. Site Principals are required to assign personnel to update this Emergency Operations Plan on at least an annual basis.

### Record of Emergency Response Plan Updates

<i>Section(s) Revised or Updated</i>	<i>Date</i>	<i>Recorded by</i>	
		<i>(name)</i>	<i>(position)</i>
Reviewed and updated all sections	12/1/2015	Rosalinda Silva	Principal
Page 1. Edited update name change	1/26/2015	Julia De la torre	Secretary I
Page 8. District Office Emergency Phone Tree	1/26/2015	Denise Estrella	Director of Special Education
Page 8 District Office Emergency Phone	10/21/15	Fernando Nieto	Project Manager
Page 24 District Emergency Operations	10/21/15	Fernando Nieto	Project Manager
Reviewed and updated all sections relevant to Gabilan Elementary	12/1/15	Rosalinda Silva	Principal

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**Nearest Hospital / Urgent Care Centers:**

Mee Memorial Outpatient Clinic. 467 El Camino Real Tel: (831) 674-0112

Salinas Valley Memorial Hospital- 450 E. Romie Ln. (831) 757-4333

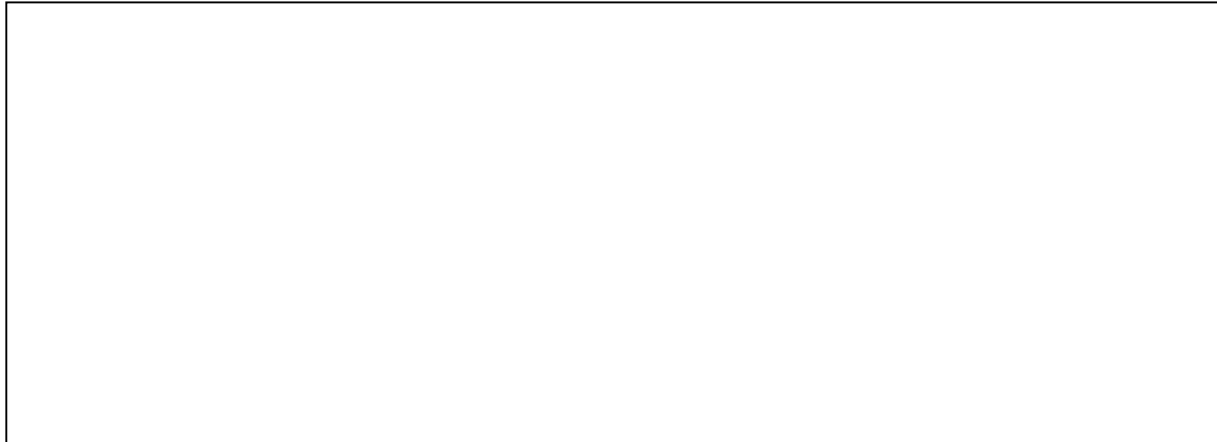
Mission Center Health Care 678-8899

**LOCAL EMERGENCY CONTACT NUMBERS**

Clinica De Salud- 674-5344

**Emergency Dispatch – Fire, Ambulance/Paramedics, Police ..... 911**

SUSD Maintenance, Operations, & Transportation ..... 678-2180  
King City Crisis Counseling Center 373-4773  
 SUSD District Office ..... 678-3987  
Child Abuse Hotline 755-4661  
 SUSD Food Services ..... 678-6446  
Women's Crisis Center 733-6001



SUSD Special Education Services....Lori Morones.....678-1581  
 SUSD Technology Services.....Annette Trujillo.....678-3987  
 Suicide Prevention Service, 24-hour Suicide Crisis Line ..... 1-877-663-5433  
 Soledad Police Dept.....678-1332  
 Soledad Fire Dept.....678-2054  
 MCOE-Communications and Community Affairs Dept. .... 831 375-2955 ext 396  
 Monterey County Office of Emergency Services...Sherry Collins...831-796-1901/831-320-7373  
 Operations Department of Emergency Communications.....Bill Harry..... 831-796-8880  
 Office of the Sheriff of Monterey County .....831 755-3700  
 American Red Cross – Monterey-San Benito Counties Chapter.....424-4824  
 Monterey Co. Health Department – Environmental Health .....755-4505  
 Monterey Co. Health Department – Behavioral Health .....755-4111  
 Pacific Gas & Electric (PG&E) ..... 1-800-743-5000  
 Poison Control ..... 1-800-222-1222  
 California Water Company.....757-3644  
 AT&T California (telephone service)..... 1-800-288-2020  
 Sun Street Centers Community Recovery and Resources.....831 385-0187  
 South County Newspapers (Soledad Bee).....831-678-2660



**SOLEDAD UNIFIED SCHOOL DISTRICT CABINET TEAM  
2014 - 2015 EMERGENCY PHONE TREE**

**RUPI BOYD, SUPERINTENDENT**

**(831) 678-3988 WORK**

<b>JORGE GUZMAN</b> <i>ASSOCIATE SUPERINTENDENT OF EDUCATIONAL SERVICES</i>	<b>ANTHONY MIRANDA</b> <i>DIRECTOR OF SPECIAL PROJECTS</i>	<b>HORACIO PANTOJA</b> <i>DIRECTOR OF MOT (831) 678-2180</i>	<b>LISA KLEINHOFFER</b> <i>ASSOCIATE SUPERINTENDENT OF HUMAN CAPITAL</i>	<b>CESAR VEGA</b> <i>CHIEF BUSINESS OFFICER</i>
<b>DIANNE WITWER</b> <i>DIRECTOR OF TEACHING AND LEARNING</i>	<b>LORI MORONES</b> <i>COORDINATOR</i>	<b>ELIZABETH AUSTIN</b> <i>PRINCIPAL, SOLEDAD HIGH</i>	<b>JESSIE SWIFT</b> <i>PRINCIPAL, MAIN STREET MIDDLE</i>	<b>ANTONIO GARCIA</b> <i>DIRECTOR OF TEACHING AND LEARNING</i>
<b>HECATE ROSEWOOD</b> <i>PRINCIPAL, ROSE FERRERO</i>	<b>PATRICIA MORENO</b> <i>PRINCIPAL, JACK FRANSCIONI</i>	<b>REGGIE BRELAND</b> <i>ASSISTANT PRINCIPAL, SOLEDAD HIGH</i>	<b>JEFFREY LOPEZ</b> <i>DIRECTOR/ PRINCIPAL CEC</i>	<b>KRISTINE VASQUEZ</b> <i>PRINCIPAL, SAN VICENTE</i>
<b>MATTHEW HARRIS</b> <i>PRINCIPAL, FRANK LEDESMA</i>	<b>ROSALINDA SILVA</b> <i>PRINCIPAL, GABILAN</i>	<b>NATHAN WALKER</b> <i>ASSISTANT PRINCIPAL, SOLEDAD HIGH</i>	<b>ERIN RAMIREZ</b> <i>DIRECTOR OF TEACHING AND LEARNING</i>	<b>ANETTE TRUJILLO</b> <i>TECHNOLOGY DIRECTOR</i>

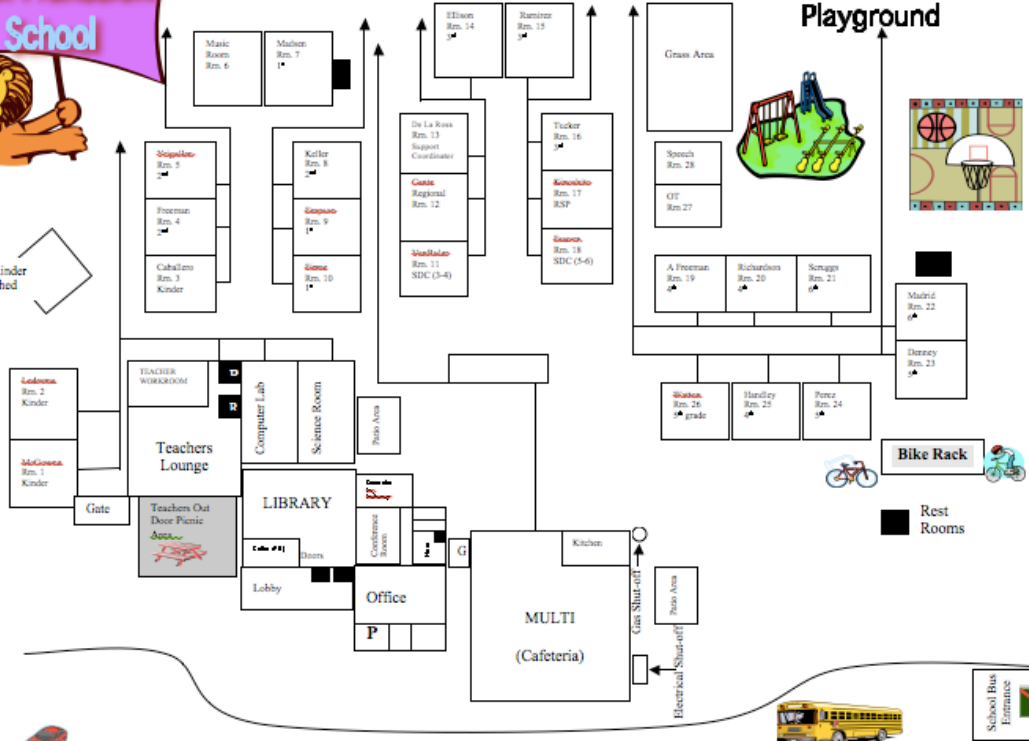
**Staff, please be sure to call the person below you on the list. If that person is not immediately available, please call the person beneath them and so on until you reach someone. Then continue to try to reach the person directly below you.**

**\*\*PLEASE KEEP THIS AT HOME AND DO NOT POST THIS PUBLICLY. ALSO, DO NOT GIVE ANYONE'S PHONE NUMBER OUT WITHOUT THEIR CONSENT\*\***





Kinder Shed



VEHICLE ENTRANCE/EXIT

Parking



School Bus Entrance

ORCHARD LANE

**Alternate sites for off-site evacuations include:**

**1. This evacuation site is within a .1 mile radius of our school (list address and contact information and explain route to arrive at this location)**

**YMCA Building – Students and Staff will walk over to the YMCA through either the back gate or parking lot**

**2. This site is within a 1mile radius of our school (list address and contact information and explain route to arrive at this location)**

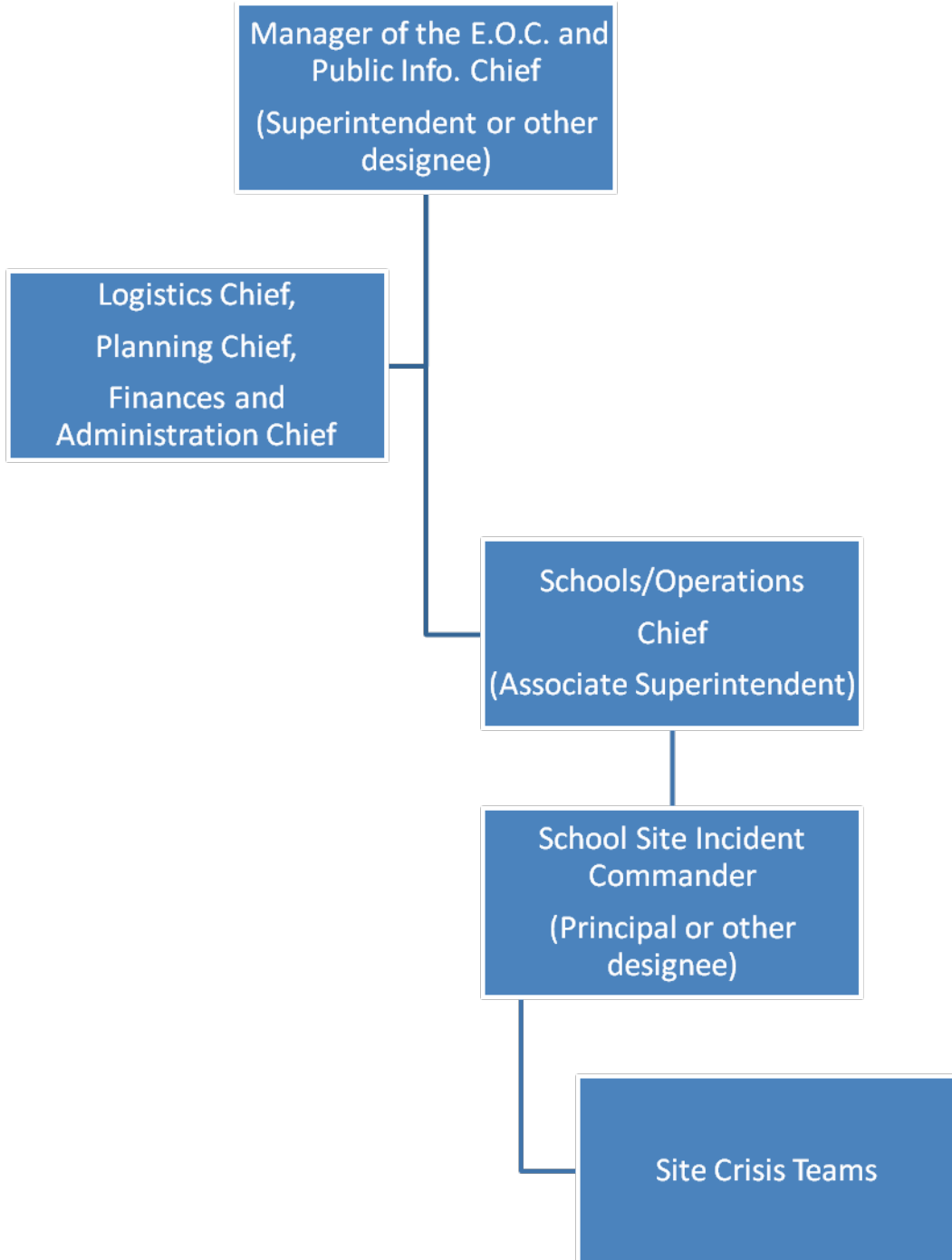
**San Vicente Elementary School – students and staff will walk over to San Vicente and be dismissed from the cafeteria/multi purpose room**

**3. This site is 1 mile from our school (list address and contact information and explain route to arrive at this location)**

**Main Street Middle School - students will be transported by bus to MSMS and dismissed from the multipurpose room there.**

## INCIDENT COMMAND SYSTEM OVERVIEW FROM DISTRICT LEVEL

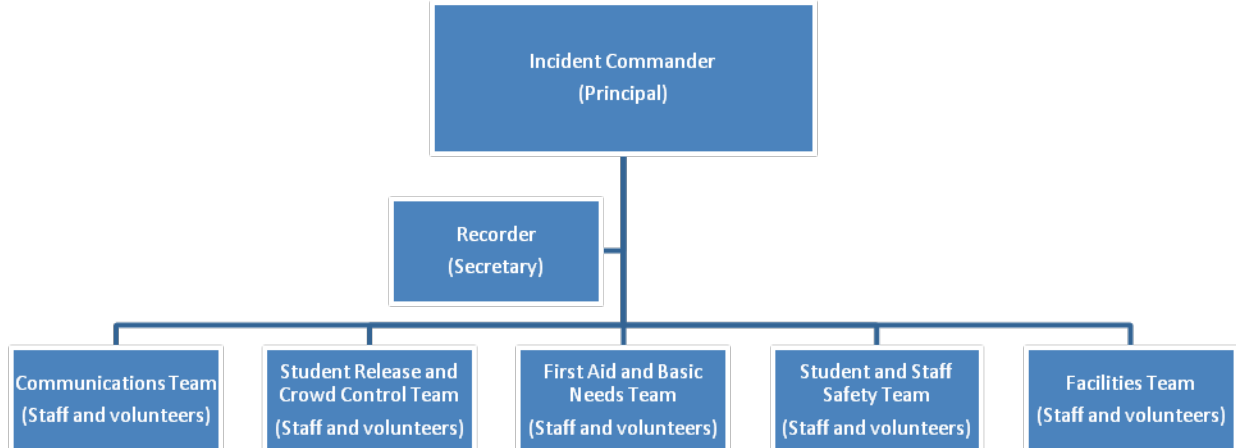
The following chart outlines the Incident Command System (ICS) coordination plan between the District and the School Site:



## INCIDENT COMMAND SYSTEM FROM SCHOOL SITE LEVEL

Each School Site is required to establish and maintain five Crisis Teams. The five Crisis Teams are to be coordinated by the site Incident Commander. The five Crisis Teams are: Communications Team, Student Release and Crowd Control Team, First Aid and Basic Needs Team, Student and Staff Safety Team, and the Facilities Team. **These teams fall under the coordination of a site level Incident Commander and they function as the Operations section of the District's Emergency Operations Center (EOC) response structure.**

**The following chart outlines the School Site responsibilities a part of the of Incident Command System (ICS)**



## GENERAL DUTIES OF SCHOOL CRISIS TEAMS

The outline below illustrates the general duties of each role for the School Site teams:

### **Incident Command System (ICS) for School Site**

Principal: Rosalinda Silva  
Family Student Support Coordinator (Alternate) Nathan Douty

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#### SITE INCIDENT COMMANDER

Coordinates Operations functions

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#### COMMUNICATIONS TEAM

CAPTAIN: ERICA HEREDIA MEETING PLACE: OFFICE

TEAM MEMBERS: LINDA GALVEZ/ALMA CISNEROS

1. Gets the word out
  2. Sets up phones & activates phone tree.
  3. Calls in resources as needed
  4. Carries reports to other teams
  5. Relays pre-approved messages to the media
- 

#### STUDENT RELEASE AND CROWD CONTROL TEAM

CAPTAIN: NATHAN DOUTY MEETING PLACE: SHADE STRUCTURE BY K YARD

TEAM MEMBERS: PABLO PADILLA/FRANCISCO PINEDO/CARLOS RADILLO

1. Keeps area secure
  2. Manages vehicle traffic at Student Release Station / Gate
  3. Releases students upon directive of Incident Command
  4. Manages parents/guardians at Student Release Station / Gate
  5. Supervises volunteers
- 

#### FIRST AID / BASIC NEEDS TEAM

CAPTAIN: ROSA CANCHOLA MEETING PLACE: SHADE STRUCTURE BY STAFF LOUNGE

TEAM MEMBERS: VIANCA URIBE/LORENA CALDERON/ROXANNA PIZANO

1. Sets up First Aid Station
  2. Brings supplies to designated area
  3. Assesses injuries and provides first aid
  4. Prioritizes injuries (triage)
  5. Completes master injury report
  6. Keeps track of students sent to hospitals for further treatment
-

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### STUDENT & STAFF SAFETY TEAM

CAPTAIN: VALERIE MATURINO MEETING PLACE: BLACK TOP AREA

TEAM MEMBERS: SONIA LEE/FRANK MAGAÑA/MARI BRAVO

1. Accounts for all students and staff
2. Reports missing students or staff to Incident Commander and First Responders
3. Assists with evacuations
4. Plans and coordinates for safety of movement during evacuations and shelter in place incidents

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### FACILITIES TEAM

CAPTAIN: RUDY CANCHOLA

TEAM MEMBERS: JOHN FULLER/FRANCISCO RANGEL

1. Shuts off valves
2. Gets supplies
3. Secures buildings
4. Assists all teams as needed

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### COMMAND POST LOCATIONS AND CRISIS TEAM LOCATIONS

The Incident Commander should have 2 possible Command Post locations, both indoors and outdoors. Each Crisis Team should also have post locations both indoors and outdoors. Team members meet at their post to review their priorities by assessing their tasks in the order of “life, limb and property”.

The primary Incident Command Post location for our School is:

**Blacktop by Basketball Courts**

The secondary indoor Incident Command Post for this school is:

**Multipurpose Room**

The post locations for each of the Crisis Teams are as follows:

**Student and Staff Safety Team:**

Primary (outdoor) Location: **Blacktop Area**

Secondary (indoor) Location: **Multipurpose Room**

**Student Release and Crowd Control Team:**

Primary (outdoor) Location: **Shade Structure by Kinder Yard**

Secondary (outdoor) Location: **Kinder Dismissal Gate**

**First Aid and Basic Needs Team:**

Primary (outdoor) Location: **Shade Structure by Staff Lounge**

Secondary (indoor) Location: **Room 13**

**Communications Team:**

Primary (outdoor) Location: **Picnic Tables outside the multipurpose room**

Secondary (indoor) Location: **Main Office**

**Facilities Team:**

Primary (outdoor) Location: **Picnic Tables outside the cafeteria**

Secondary (indoor) Location: **Staff Lounge**

**Students who need evacuation assistance/medication (listed by student, birth date and condition): See Attached**

**Location of supplies:** Each teacher has a first aid kit in their emergency bags; extra supplies will be brought out by the First Aid Team From Health Office supplies

**Location of master set of keys:** **Keys for the individual classrooms are kept in a cabinet in the main office. We do not have an extra set of master keys**

**Special site considerations:** **None**

## **SPECIFIC RESPONSIBILITIES OF THE INCIDENT COMMANDER**

The Site Principal is the Incident Commander but alternates should also be named in case of the Principal's absence. There should be at least three people trained to be Incident Commander at each site. The Incident Commander is responsible for the coordination and annual training of the five Crisis Teams. The types of duties coordinated will include:

- Overall management and coordination of emergency operations to include, as required, on-scene incident management.
- Coordinating or maintaining liaison with appropriate federal, state, city, and other agencies and applicable segments of the private sector.
- Requesting and allocating resources and other support.
- Coordinating inter-district mutual aid.
- Activating and using communications systems.
- Preparing and disseminating emergency public information.
- Disseminating warnings.
- Managing the movement and reception and care of staff and students.
- Ensuring that special needs students are attended to by their assigned staff- including any assistance needed for the evacuation, communication to families, and transportation of the special education/ special needs students.

Collecting, evaluating and disseminating damage information and other essential data.

### At The First Sign Of A Crisis:

- Clearly identify yourself as Incident Commander
- Identify the Command Post (location)
- Assess situation make immediate decisions about life-threatening issues
- Debrief Teams-with facts
- Assign: Recorder, Public Resources Officer, Public Information Officer
- Ensure assignments are carried out

### During The Life Cycle of The Crisis:



- Manage the crisis in conjunction with public safety: FD, PD, etc. Responses must follow the lead Incident Commander from public safety/law enforcement. (If the PD Incident Commander tells you to evacuate- you MUST evacuate.)
- If the crisis involves a possible crime- actions must be taken to minimize disturbance to crime scene; do not inject into management of a crime scene
- Coordinates response efforts from a command center.
- Debriefs with Crisis Team Chairs- or entire teams frequently during a crisis:
  - Initial Debrief- Follow-up Debrief -Debrief Updates-Debrief Review (after crisis)
- Identify training needs for teams and specific team members - record for future action
- Display a sense of calm
- Maintain clear and concise communication-Ask respondents to repeat your communication (what you told them to do)
- Assign duties and delegates whenever possible
- Manage the crisis do not let the crisis manage you!- Think ahead and be proactive
- Conduct critical debriefings frequently with team leaders (get the **facts!**)
- Assign a recorder to keep a detailed report of all actions taken, decisions made and detailed responses- Make sure your recorder is getting ALL the details- including times and names.
- Establish and implement a staff release policy
- Create a winning team spirit
- Patience, Patience, Patience
- Leadership, Leadership, Leadership

#### After The Crisis:

- Document all losses of property, staff time and damage to facilities
  - Use a digital camera to record damage
  - Document loss of school time
  - Document staff time which was beyond a regular work schedule
  - Document volunteer involvement
  - Document names and actions of First Responders who may have affected decisions and or property or personnel losses.

- Involve all crisis team members in a discussion about the incident and make a list of suggestions for improvement
- Make sure that all the facilities are safe for re entry. This may involve State and County Health and Facility Planning Officials.
  - Secure the area around those facilities that are not safe for re entry.
- Make plans with appropriate staff for a recovery phase
  - Plan for post-traumatic stress
  - Plan for returning to a normal school schedule
  - Plan for communicating with families about the outcomes of the incident
  - Plan for replenishing emergency supplies and equipment

#### On-going Emergency Preparedness

- Continually train and practice – at least twice a year!!
  - Practice with different types of crisis
  - After every drill/practice bring the teams and participants together and find out what worked and what didn't. (This is a Review Session).
  - Establish new procedures or duties to fix the problems discovered from the Review Sessions
- Maintain Emergency Supplies
  - Most water, food and eye wash supplies have a shelf life of five years. Check the shelf life of the supplies
- Re enlist Crisis Team members and parent volunteers
  - Make sure your team members know where to report when the crisis teams are called to action
  - Make sure you have a well-known and standardized approach for calling crisis team members to action
  - All schools should report crisis team member changes or crisis team duty changes to the District Administration

## SPECIFIC RESPONSIBILITIES OF THE RECORDER

The School Secretary serves as the Recorder; if unavailable an office clerk or other staff is assigned. At least two people should be trained for this role.

- Should be with the Incident Commander at all times.
- Several recorders may be assigned to teams
- Keep track of incidents, times actions took place, who took the actions, what was reported by the Crisis Team Chairs and other participants
- Qualities: able to keep confidentiality; able to remain calm; able to quickly organize information; not assigned to any other duties during the crisis response and recovery times.

A Sample Recorder Report Follows:

### Sample Outline of a Report

- 1/29/05 Tuesday
  - 1:20pm Bob Jones reports fire a few blocks from Gabilan School; 911 has been called
  - 1:25 Bob initiates School Command Center
  - 1:30 Action: Shelter in Place
  - 1:40 Bob Debriefs Team Chairs
  - 2:00 Crisis Teams set up
  - and implement duties (as assigned by Bob and that are written in School Plan)
  - 2:30 Fire Dept. recommends off site evacuation to a nearby park
  - 2:50 Safety Team sweeps site & one member waits for Fire Personnel.
  - 3:00 Media Broadcasts reunification info. Media arrive at the park and interview children.
  - 3:05 Students are released from the park to Parents
  - 4:00 (10) students remain. Parents are called
  - 7:00am Wednesday 1/30/05- Bob holds Review meeting with all teams to debrief and assess actions. Some procedures and duties are revised. Including the creation of student release cards for every classroom; the creation of a Mutual Aid Agreement with the Recreation District; an area is established for media to wait for media spokesperson at the park – far away from student areas.

## **SPECIFIC RESPONSIBILITIES OF THE STUDENT AND STAFF SAFETY TEAM**

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have access to staff rosters and student attendance lists.

The duties of this team include:

- Accounts for **all** staff and students
- Helps with search and rescue- informs First Responders (Fire and Police) of the possible whereabouts of missing persons.
- Establishes locations for students and staff to wait
- Works with transportation for off-site evacuation
- Helps with evacuation including estimating needs for transportation
- Plans for safety of movement during off site or on-site evacuations
- Keeps everyone safe and in a manageable location
- Gives frequent reports to Incident Commander
- It should be remembered that risking the life of a searcher cannot be justified to recover a known dead body, search a highly hazardous area with a small chance of success, or to search a building/area that is imminently dangerous to life or health (i.e., a building that is on fire). Search and rescue workers have the right to refuse to enter a building or continue an operation if they feel it is unsafe or beyond their capabilities.

## **SPECIFIC RESPONSIBILITIES OF THE STUDENT RELEASE AND CROWD CONTROL TEAM**

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have a plan for student release in on-site and off-site evacuation incidents. Since this team will have direct contact with parents and the community at-large, some or all of the team members should be bilingual (English/Spanish).

The duties of this team include:

- Implements and monitors student release
- Tells volunteers and others where to go
- Makes sure all volunteers are 100% supervised
- Sets up and monitors media area-but does NOT give statements to media
- Coordinates with public safety personnel (Fire, Police)
- Sets up boundaries around risk areas to keep crowds out (cones, ropes, etc.)
- Maintains integrity of crime scenes
- Controls foot and vehicle traffic for optimum safety
- Gives reports to Incident Commander

## **SPECIFIC RESPONSIBILITIES OF THE FIRST AID AND BASIC NEEDS TEAM**

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers can also be assigned to the team. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have at least a basic knowledge of first-aid and CPR. The duties of this team include:

- First aid and CPR
- Provides for water, food, blankets, etc.- makes sure everyone is cared for
- Monitors special needs students (especially non-ambulatory)
- Keeps track of students treated by EMS
- Determines mental health needs and coordinates with appropriate resources to deliver counseling services
- Sets up shelters as needed (may involve Red Cross)
- Provides frequent reports to Incident Commander

## **SPECIFIC RESPONSIBILITIES OF THE COMMUNICATIONS TEAM**

Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers should not be assigned to this team, as communications may involve confidential matters. Administrators should be careful to select team members who are not “fragile” and who can be counted on to act calm in an emergency. This team must have at least one or two members who are bilingual (English/Spanish). All of these team members must have good communication skills and must understand that the tone and accuracy of their statements can dramatically improve a crisis situation. They must also understand that a tone of panic and inaccurate statements can greatly worsen a crisis situation.

The duties of this team include:

- Makes pre authorized announcements
- Carries messages to teams and Command Center
- Coordinates with Public Resources Officer and Media Spokesperson/Public Information Officer
- Initiates telephone tree
- Disseminates relevant information to staff as authorized
- Answers the phones and gives out pre-approved information to the public
- Finds and calls in resources as needed (local service providers)
- Makes frequent reports to Incident Commander

## **SPECIFIC RESPONSIBILITIES OF THE FACILITIES TEAM**

Each School's Custodian should be assigned to this team. Each school site should assign at least 3 staff members to this team. Alternate team members should be considered in case of the absence of one or all of the team members. School volunteers should not be assigned to this team, because the security of the facility and equipment are at stake. Administrators should be careful to select team members who are not "fragile" and who can be counted on to act calm in an emergency. All of these team members must have a working knowledge of how to shut off the utility valves, locations of master keys, and the locations of emergency supplies and related equipment.

The duties of this team include:

- Shuts off valves, etc.
- Checks safety of facilities; locks or opens doors
- Keeps track of damage with photos and drawings and written reports
- Brings out supplies and resources as needed
- Keeps track of all equipment and supplies
- Provides maps and info to public safety agencies (Fire, Police etc...)
- Coordinates with public safety agencies (Fire, Health Dept.) to determine when building is safe to re-enter.
- Responsible for security of building-lock ups!
- Creates frequent reports for Incident Commander



## THE EMERGENCY OPERATIONS CENTER-COORDINATION WITH THE DISTRICT

The District's emergency response structure has seven functions:

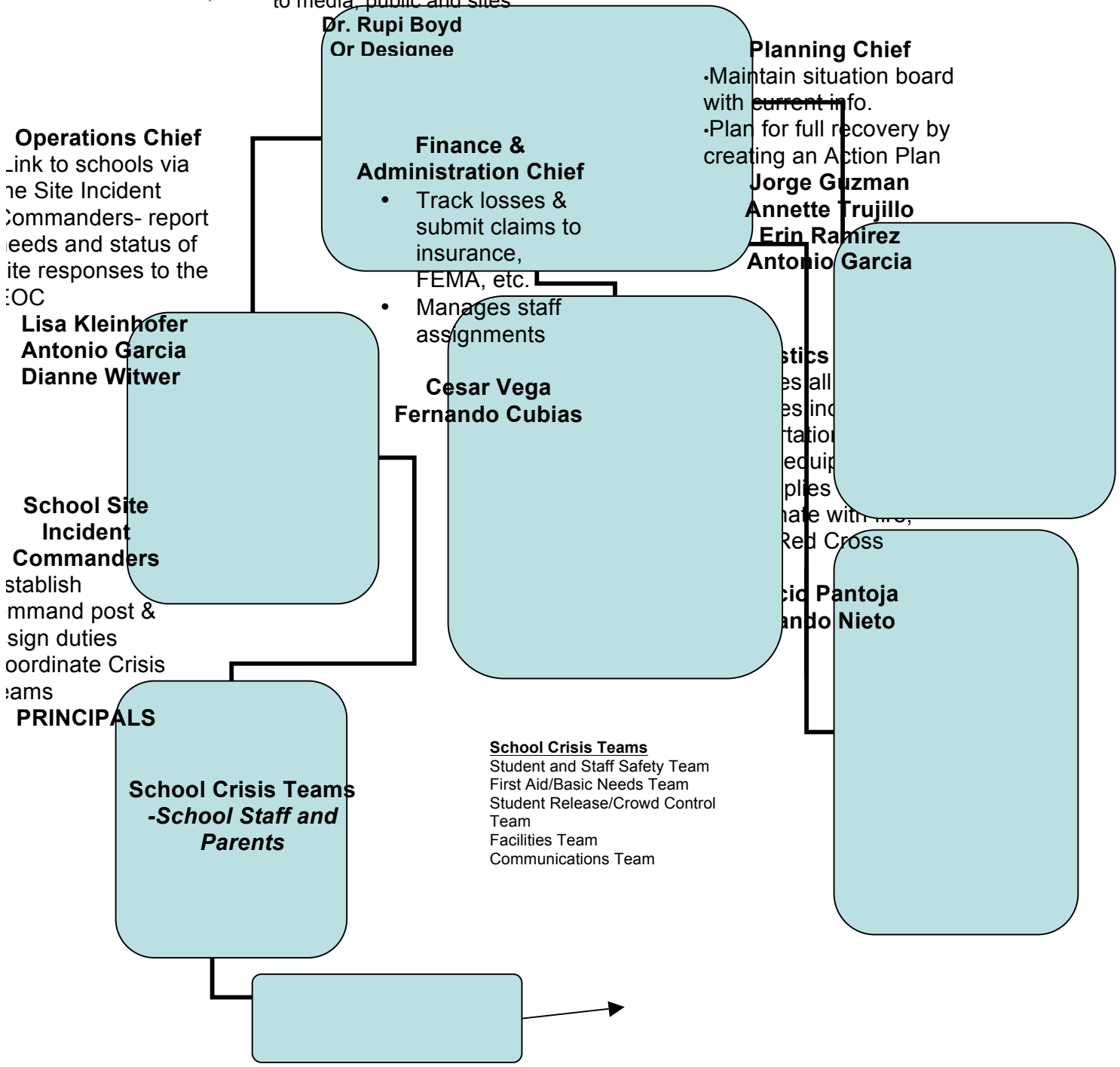
1. Emergency Operations Center (EOC)
2. Operations
3. Logistics
4. Planning
5. Public Resources
6. Public Information
7. Finance and Administration

These roles are required under the National Incident Management System (NIMS) and the State Emergency Management System (SEMS). A chart outlining the tasks and areas of responsibility for each District level assignment is found in the following pages.

The positions shown on the following chart represent the link or liaison between working elements in the field and the District Command at the EOC. Not all positions will be filled in every emergency situation, nor must each position be filled by separate staff. If time will not permit the full staffing and/or some positions are not needed, the District EOC Manager may choose to fill selected positions or assign two or more duties to one individual. Conversely, if staffing permits and/or the incident is of major proportions the District EOC Manager may place more than one person in each position. If this is the case, the officer shall task one person in each identified position as having the responsibility for leading the activities of that work group. Although the functions charted below have District personnel/positions identified as having responsibilities in each specific function, if those persons are not available for duty, the District EOC Manager may assign any Disaster Service Worker to fill that position.

- Establish E.O.C post.
- Coordinate crisis responses.
- Work with Commanders from Fire and Police.

The following chart details the District responsibilities through the Emergency Operations Center (E.O.C)



## **EMERGENCY PHASES OF CRISIS MANAGEMENT**

Some emergencies will be preceded by a buildup period which, if recognized and utilized can provide advance warning to the District and/or Schools that might be affected. Other emergencies occur with little or no advance warning, thus requiring mobilization and commitment of the District's resources just prior to or after the onset of the emergency situation.

The American Red Cross has good resources for emergency family planning. Print or download an eight page disaster planning booklet for families at [www.redcross.org/services/disaster/keepsafe/terrorism.pdf](http://www.redcross.org/services/disaster/keepsafe/terrorism.pdf)

For the purposes of this plan, emergency management and crisis response can be divided into four time periods: Mitigation and Prevention Phase, Preparedness Phase, Response Phase and the Recovery Phase.

### **The Mitigation and Prevention Phase**

The Pre-Emergency Period is divided into two periods the Mitigation and Prevention Phase and the Preparedness Phase.

*The goal of mitigation is to decrease the need for response as opposed to simply increasing response capability:*

- Connect the community emergency responders to identify local hazards
- Review the last safety audit to examine school buildings and grounds
- Determine who is responsible for overseeing violence prevention strategies in the schools
- Encourage staff to provide input and feedback during the crisis planning process
- Review incident data
- Determine major problems in the schools with regard to student crime and violence
- Assess how the school addresses these problems

- Conduct and assessment to determine how these problems-as well as others-may impact vulnerability to certain crisis.

During the Mitigation and Prevention Phase the following questions should be addressed:

- a. What mitigation/prevention strategies will your team implement to eliminate exposures and reduce that this occurrence will happen again?
- b. What evaluation methodologies will be used to validate that the mitigation/prevention technique have improved or impaired your revised mitigation/prevention program?

### **The Preparedness Phase**

This phase could begin upon the issuance of an accredited long-term earthquake prediction, the receipt of a flood advisory that could impact the District, or a rapidly deteriorating international situation that could lead to possible attack on the United States, or the warning by a terrorist group of the proposed use of a nuclear weapon. Increased readiness actions will include reviewing and updating plans, standard operating procedures and resource information, increasing public information efforts, accelerating training programs, inspecting, dispensing and/or relocating equipment, and taking other feasible measures. Available resources will be mobilized.

*Good planning will facilitate a rapid, coordinated, effective response when a crisis occurs:*

- Determine what crisis plans exist in the district, school and community
- Identify all stakeholders involved in crisis planning
- Develop procedures for communicating with staff, students, families and the media
- Establish procedures to account for students during a crisis
- Gather information about the school/office facility, such as maps and the location of utility shutoffs

During the Preparedness Phase the following questions should be addressed:

1. What proactive preparedness programs, tools, and training should be implemented to prepare school and district staff and the community for this event in the future?

2. What evaluation data will help assess the school/district's current state of preparedness?

### **The Response Phase**

The Response Phase initializes the district and school site emergency response structure. The sites set up their Incident Command System, while the district initiates the coordination and communication in each of the seven National Incident Management System (NIMS) functions: Management, Operations, Logistics, Planning, Public Resources, Public Information, and Finance and Administration. These coordination efforts are outlined in the chart in section 4.2 District Emergency Operations Center (EOC). *A crisis is the time to follow the crisis plan and make use of your preparations:*

- Determine if a crisis is occurring
- Identify the type of crisis that is occurring and determine appropriate response
- Activate the Incident Management System -establish the Incident Commander
- Ascertain whether an evacuation, reverse evacuation, lockdown, or shelter-in place needs to be implemented
- Maintain communication among all relevant staff at officially designated locations
- Establish what information needs to be communicated to staff, students, families and the community
- Monitor how emergency first aid is being administered to the injured
- Decide if more equipment and supplies are needed.

During the Response Phase the following questions should be addressed:

1. How will your team respond to this event and what strategies will be used to manage this event to prevent loss of life bodily injury and minimize property damage?
2. What evaluation methods and data are helpful to assess the district's response to this event?

The Response Phase is divided into three periods as follows Pre-Impact Period, Immediate Impact Period and the Sustained Emergency Period:

### *Pre-Impact Period*

Most actions to be accomplished during this period would be precautionary and would be centered on taking appropriate countermeasures to protect people. Response actions during this period could be based on developing situations associated with a:

- Short-term earthquake prediction
- Slow-rise flood
- Hazardous materials incident
- War emergency
- Possible dam failure
- Nuclear terrorist threat

Actions accomplished during this period may be concentrated on the movement of people from identified hazard areas to safer, lower risk areas. The following would be applicable:

- Warning threatened School/District facilities and initiating movement operations as necessary.
- Advising District facilities to activate appropriate resources and prepare for the receipt and application of mutual aid.
- Should the possible or expected emergency not develop, all alerted facilities will be promptly notified.

### *Immediate Impact Period*

Actions taken during this period will be concentrating on the well-being of people affected by the occurrence of an event such as a major earthquake, the release of hazardous materials, a large fire or explosion, a nuclear terrorist threat, or attack. The impact of the disaster agent may be destructive or it may create an exposure hazard. One of the following conditions will apply in the Immediate Impact Period. District facilities are either:

- Damaged or exposed, and the situation can be controlled by in-place countermeasures;
- Damaged or exposed, and evacuation of all or part of the area is required because immediate and ensuing threats are uncontrollable;

1. Close to the affected area and can be called upon to provide direct and immediate support to emergency operations in the affected area; or
- Distant from the affected area and can be called upon to provide back-up support.

Priority will be given to the following operations:

- Disseminating warning, emergency public information and other advice and action instructions to the public.
- Surveying and evaluating the emergency situation.
- Mobilizing, allocating and positioning personnel and equipment.
- Conducting evacuation and/or rescue operations as required.
- Providing for the care and treatment of casualties.
- Collecting, identifying and disposing of the dead.
- Providing for the mass care (food, lodging, etc.) needs of staff and students.
- Enforcing District rules and regulations in controlling the locations and movements of student and staff, and establishing access controls, etc.
- Implementing health and safety measures.
- Protecting, controlling, and allocating vital resources.
- Advising media, schools and local government agencies of possible phased closures.
- Restoring or activating essential facilities and systems to ensure continued educational activities.

#### *Sustained Emergency Period*

As early lifesaving and property-protecting actions continue, attention can be given to other priority activities. Emphasis should be on actions to help re-unite students with their families, and the securing of dangerous areas. Activity during this period includes:

- Operation of care and shelter facilities with more definitive medical treatment.
- Identification and location of all students and staff, and reunification of family members.
- Detailed damage assessment.

## The Recovery Phase

Recovery is not something that happens naturally. When the incident is over or controlled, the restoration of services and normal operations will begin. The first step in restoration is to bring the impacted areas and facilities back into order. Once this order has been restored, or at least some semblance of order, then work can be directed towards bringing the District back to pre-disaster conditions.

*During Recovery, return to learning and restore the infrastructure as quickly as possible:*

- Strive to return to learning as quickly as possible
- Restore the physical plan, as well as the school community
- Monitor how staff are assessing students for the 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 of plans and trainings

During the Recovery Phase the following questions should be addressed:

1. What recovery techniques can be used to minimize harm to school assets and resume full operation as quickly as possible?
2. How will you evaluate the recovery process, and how will this information be used to reduce gaps in the recovery plan?

At the earliest feasible time, the District Superintendent will bring together at a unified command post/Emergency Operations Center, representatives from all organizations affected including state and appropriate local, federal and other officials to coordinate the implementing of state and federal assistance programs, and to establish support priorities. This action will include broad dissemination, through all available media, of guidance to the affected public as to where, when and how the District will continue operations.

Before personnel are released, they should be debriefed. By conducting a short interview at this time, when the situation is fresh in their minds, insights into the emergency management process may come to light and previous incidents that have not yet been reported can then be included in the recovery plan. This interview can serve to identify



high stress levels in staff, and a need for the District to recommend or provide preventative counseling.

Once full order has been established and the major potential dangers abated, then the attention of the Manager of Emergency Operations can be directed toward the reestablishment of District services.

Don't forget to give praise and commendations to individuals for outstanding service and dedication to duty.



## **Education and Training Resources**

### **Practice Drills**

The school site must hold a fire drill monthly as specified by the California Education Code 32001. Schools are also required to conduct a drop and cover earthquake drill on a quarterly basis per California Education Code 32282. In addition this new Emergency Operations Plan requires one full mock drill annually. The mock drill involves acting out the life cycle of an incident and responding to the mock incident utilizing the full Incident Command Structure. Ideally this mock drill will also involve the local First Responders, including the Fire and Police Departments. Whenever possible the mock drill should be held as a district wide event, so that the District Incident Command System is also tested and trained. All drills should follow the procedures and instructions outlined in this Emergency Operations Plan.

### **Crisis Teams and Tabletop Exercises**

Each school site Administrator is additionally responsible for conducting tabletop drills with the site Crisis Team at least once every school year. Principals are responsible for ensuring that their Crisis Teams are prepared for a major emergency. Preparation includes planning for Crisis Team members to be away from their regularly assigned duties, establishing meeting locations for each Crisis Team, ensuring that the supplies and equipment needed by the Crisis Teams are readily available and ensuring that the Crisis Teams know their duties and responsibilities. All training exercises should utilize the procedures and instructions outlined in this Emergency Operations Plan.

### **Other Education and Training**

All District Administrators should complete an on-line Federal Emergency Management Agency (FEMA) training titled “Multi-Hazard Emergency Planning for Schools”. This free on-line course can be completed in less than 8 hours. It can be found at <http://training.fema.gov/>. School staff members are encouraged to become certified in First Aid and CPR through the Monterey Chapter of the American Red Cross. Our local Adult Schools provides the training and certification for basic First Aid and CPR at a minimal cost.

## California School Drill and Training Requirements

CALIFORNIA CODES  
EDUCATION CODE  
SECTION 32001

32001. Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52. **Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels.**

A fire drill shall be held at the secondary level not less than twice every school year.

CALIFORNIA CODES  
EDUCATION CODE  
SECTION 32282

32282. (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:

(1) Assessing the current status of school crime committed on school campuses and at school-related functions.

(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:

(A) Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 of Part 4 of the Penal Code.

(B) Disaster procedures, routine and emergency, including adaptations for pupils with disabilities in accordance with the Americans with Disabilities Act of 1990 (42 U.S.C. Sec. 12101 et seq.). The disaster procedures shall also include, but not be limited to, both of the following:

(i) Establishing an earthquake emergency procedure system in every public school building having an occupant capacity of 50 or more

pupils or more than one classroom. A district or county office may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure system. The system shall include, but not be limited to, all of the following:

(I) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of pupils and staff.

(II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. **A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.**

(III) Protective measures to be taken before, during, and following an earthquake.

(IV) A program to ensure that pupils and both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.

(ii) Establishing a procedure to allow a public agency, including the American Red Cross, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The district or county office shall cooperate with the public agency in furnishing and maintaining the services as the district or county office may deem necessary to meet the needs of the community.

## Drill Scenarios and Tabletop Exercises

School Name \_\_\_\_\_

Earthquake Drill Date \_\_\_\_\_

Drill Start Time \_\_\_\_\_ to \_\_\_\_\_

[Schools should plan for at least a 30 minute exercise]

### DRILL PREPARATION:

- Contact District Office to schedule your drill dates and times.
- Ask the local Red Cross to send volunteer observers and ask other community representatives to observe and make notes during the drill. Assign one observer to each Crisis Team. Observers may only take notes; they may not participate in the drill. Make sure the observers have name tags identifying them as “OBSERVERS”.
  - Observers are to take notes about everything the team they observed did. Also they are to make a list of suggestions and they also need to write up at least 5 compliments on the team’s actions. These observation notes are to be turned into the Incident Commander BEFORE the end of the day.
- Contact your closest Fire Station ask them to participate in the drill by coming on the campus to help with Search and Rescue and First Aid when the Incident Commander calls them.
- Contact your Police School Resource Officer- ask them to coordinate police participation in the drill.
- Incident Commanders should walk their Crisis Team members through this drill as a Tabletop Exercise. [Set up a 30 minute meeting to discuss the action to be taken in this scenario].
- Incident Commander- Make sure every teacher knows what to do and where to go. Also make sure they have a planned activity to keep the students occupied but in place, during the evacuation period which could last up to 30 minutes.
- [First Aid Team & Basic Needs Team] Designate an upper grade classroom to act as injured victims. Assign the following: 1 student with a broken legs; 1 student with a bleeding wound on the arm; 1 student unconscious; 3 students in a state of hysteria; 2 students with asthma attacks; 4 students and their teacher trapped behind a bookshelf and are unable to evacuate. (you may want to make labels for students so you know who has which injury) The rest of the students are able to evacuate but must be assigned immediately to another staff person. *Note: It is crucial that the students who have been chosen to role play injuries are not known to be fragile personalities and that they have not experienced any similar traumas in their own histories because the “acting” may induce repeated memories of a previously experienced trauma. Interview each child and get a signed release from their parents allowing them to “act” in this drill.*
- [First Aid Team & Basic Needs Team] Make sure that every classroom has emergency supplies and that your team has emergency supplies (stretchers or makeshift stretchers, splints etc.), a designated first aid area outside of the buildings and that every member has some first aid skills.
- [Staff and Student Safety Team]. Assign one office member to remain “trapped” somewhere on the campus but tell them not to disclose where they are “hiding”. It will be the job of this team to find out who is missing and to tell the First Responders (Fire

Dept. or Police) where to look for them. Note: This team should also be ready to report the location of the upper grade teacher and her students who are trapped in the classroom to the Communications Team (who will tell the Fire Dept. and Police.) This team may assist with rescue operations if it is safe.

- [Staff and Student Safety Team] Make sure that every teacher has a current copy of student emergency cards (listing who student's can be released to during an emergency).
- [Staff and Student Safety Team] Prepare signs for each team which would designate their command post location during the drill
- [Communication Team] Contacts the Fire Department at (831) 678-2054 ask them if you can call them during the scheduled drill time to simulate an emergency call for help. (Note: During the drill the Communications team is the designated contact for the Fire & Police.)
- [Student Release and Crowd Control Team] Assign at least 10 or more parents to show up at the school to pick up "rescue" their kids. Ask one parent to pretend he/she is the aunt of the child; ask another parent to pretend he/she is the child's neighbor. Ask at least one non-English speaking parent to speak only their language when they come. Ask them to role play as if they were upset and overly anxious to remove their children from the school premises.
- [Communications Team] Ask a few volunteers to pretend to be Reporters on the Scene trying to interview the children. Or if you have a trusted real-life media contact- ask them to participate in the drill.
- [Communications Team] Prepare a Bilingual Script that you could read to reporters and worried parents/ community members explaining the emergency responses and situation. Make sure the Incident Commander approves the script.
- [Facilities Team] Be ready to role play shutting off the valves (train the team how to shut off the valves – time yourselves)
- [Facilities Team] Prepare supplies needed for the other Crisis Teams. Make sure that there is an Emergency Box with all the supplies each team needs.
- [Facilities Team] Have multiple copies of the school maps (showing evacuation routes and shut off valves for each team and extra copies you can give to the Fire Dept. and Police ready in the Emergency Box)
- [Incident Commander] Assign a the Recorder to document the amount of time it took to conduct each part of the drill – answering the following questions:
  - How long did it take to evacuate students?
  - How long did it take to find out about missing staff?
  - How long did it take Incident Commander to call Crisis Teams to Action?
  - How long did it take to set up a Student Release procedure?
  - How long did it take to [role play] shutting off the valves?
  - What did each team report – how often did they report?

#### **DRILL SCENARIO:**

*A 7.1 magnitude Earthquake hits at 10:00 am. Within minutes reports on the T.V. and Radio report that Hwy 101 and Hwys 46 and 5 are also closed down due to related damage. A gas line has erupted along the downtown area of Front St. and the Fire Department is on the scene. Several classrooms have broken windows and are leaning to one side (not safe to enter). Once the ground stops shaking you will need to conduct a full evacuation to an on-site location. There was a channel 8 truck nearby and the film crew has arrived to your school site and attempts to*

*interview children. All Crisis Teams should set up their command post locations, proceed with their duties and report in to the Incident Commander every 10 minutes. The school phones lines are all down. Electricity has been shut off. Staffs are concerned about their loved ones at home and many are asking to be allowed to leave. The Incident Commander needs to plan for a full student release and then a prioritized staff release, in case the situation worsens. [Note: Do not release students/staff for real- this is just a drill].*

#### AT THE START OF THE DRILL:

- All School Personnel should immediately review the Flip Chart Page titled EARTHQUAKE. Staff should implement the instructions on that page.
- Incident Commander should call in Recorder and assign Recorder duties
- Incident Commander should call Crisis Teams to action
- Facilities Team should pretend to shut off the valves and secure the gates – allowing entry only for emergency vehicles.
- Facilities Team should deliver emergency supplies to the Crisis Teams (they should ask each team what they need and continue to check with the teams throughout the drill). Also this team should pass out walkie talkies.
- Incident Commander should report via NEXTEL cell phone or walkie talkie to the D.O.
- Crisis Teams should identify their command post locations with signs

#### DURING THE DRILL:

- Once the students are evacuated, the Incident Commander should assign the Communications Team to make announcement to staff and students about what is taking place and what their instructions are at that time.
- The Student and Staff Safety Team should take actions to account for whereabouts of all students and staff
- The Communications Team should be in control of the media to keep them away from the students and staff.
- The Facilities Team should make sure that the Communication Team has maps to give to the Fire Dept. Reps. (etc.)
- Staff and Student Safety Team should report the location and names of missing staff and students to the Incident Commander and the Communications Team
- The Communications Team should be in contact with the Fire Dept. and Police representatives who arrive on the scene and be able to show them on the school maps where trapped students and staff may be found and what valves have been shut off (pretend)
- The Incident Commander should have his Crisis Teams provide report updates every 10 minutes
- Student Release and Crowd Control Team should set up a command post and release students (pretend to release) from that location-only.
- Student Release and Crowd Control Team should ensure that the fire trucks can drive up to the First Aid command post/ school campus without being blocked- This may include setting up cones to identify the a drive through route.
- The First Aid and Basic Needs Team should evacuate the students who were injured to their command post location and proceed with treatment until the arrival of paramedics/ first responders
- The Incident Commander should report the status of the students/staff and the drill process to the District Office, at least every 20 minutes; up through the end of the drill.



- The Recorder should document everything that is said and done during the drill, with special attention to complaints from the teams about what they don't know or don't have ready.

#### AFTER THE DRILL:

- The Crisis Teams should debrief with the Incident Commander about what went well and what didn't [All comments should be documented].
- All staff should take the Post Survey
- Concerns and suggestions from volunteers and parents who participated in the drill should be solicited and documented
- Post Survey Results should be reviewed by the Crisis Teams and Incident Commander
- Incident Commander and Crisis Teams should make a list of procedures and plans that need to be put into place for the next drill (or real emergency)
- The Incident Commander should follow up with implementing the revised plans/list and procedures as soon as possible
- Copies of the Post Surveys, Crisis Team follow-up comments, Revised Plans, the Recorder's Drill Report and any other related documents should be sent to Devorah within 10 days of the drill date.
- All suggestions or concerns about how the drill was conducted should be directed to Devorah within 10 days of the drill date.
- Any life threatening issues or major concerns should be reported to Devorah and the Superintendent as soon as possible.
- Incident Commander and Crisis Teams should review the School Site Emergency Plan to ensure that the procedures listed in that plan match the procedures implemented during the drill.
- The Superintendent and Cabinet should review the District Emergency Plan to ensure that the plan is adequate for responding to the types of needs brought to light through the participation in this drill process.
- School Site and District Emergency Response Plans should be updated to address the feedback collected through this drill exercise.

## Post Drill Survey

For All Staff

Your Name \_\_\_\_\_ Your worksite/classroom \_\_\_\_\_  
Today's date \_\_\_\_\_ Your job title \_\_\_\_\_

On a scale from 1 to 5- Rate the following Statements:

- 1- Very helpful
- 2- Somewhat helpful
- 3- Needs Improvement
- 4- We need a lot more practice
- 5- Not helpful at all

- \_\_\_\_\_ I thought the drill was very helpful for preparing the students for this type of an emergency.
- \_\_\_\_\_ I now feel more prepared for this type of an emergency
- \_\_\_\_\_ The emergency response procedures/directions were clear and easy to follow.
- \_\_\_\_\_ The Crisis Teams/Administration did everything they could to help us
- \_\_\_\_\_ There was sufficient communication during the drill
- \_\_\_\_\_ The drill was conducted in an organized manner
- \_\_\_\_\_ We were well prepared to conduct this drill
- \_\_\_\_\_ The emergency procedures are sufficient to ensure the safety of all students and staff.

What additional information or training would be valuable for this emergency drill?

What other areas of the Emergency Plan would be valuable for you to exercise (conduct drills) in the future?

How often do you feel this type of emergency preparedness training should be offered?

Other comments or suggestions?



## COMMUNICATION WITH PARENTS AND PUBLIC

### ***Media Access Privileges***

California Penal Code Section 409.5 permits access by accredited reporters to areas which are closed to the public during reporters during disasters. The California Peace Officers' Association suggests that **“In general, authorized members of the news media are to be permitted free movement in the area as long as they do not hamper, deter, or interfere with the law enforcement or public safety functions”**. (Law Enforcement Media Relations Model Policy Manual, California Peace Officers' Educational Research and Training Foundation, 1982, p.8.)

If access restrictions for the media are unavoidable in the opinion of the District Emergency Operations Manager, a “pool” system may be established. Reporters on the scene should be permitted to select one representative from each medium (radio, television, newspaper, wire service) and from each level of coverage (local, regional, national, international) to be escorted into the area. Reporters will then share information, photographs, and video/audio tape with other accredited reporters. **If access by the media must be denied or restricted for any reason, a complete explanation must be given (by local law enforcement/government Public Information Officer).**

Warning parents and the general public is best accomplished through a designated Public Information Officer and the Media. (See Section 4.2 Incident Command Post Positions/Duties: Public Information Section Chief) Announcements about school closings, student pick-up requirements, and general emergency instructions, can reach more people by radio and TV than by any other source. Contact with the media should be through the District Incident Command Post, Public Information Officer whenever possible.

See media contact list on the following page:

TV KSBW (NBC)	8	758-8888 422-8206
TV KSMS (Univision) (Spanish)	67	757-6711 642-4400
TV KCBA (FOX)	35	422-3500
TV KION (CBS)	46	757-6397
RADIO KDON	102.5	424-5366
RADIO KTOM	100.7	755-8181
RADIO KRAY (Spanish)	103.5	757-1910
NEWSPAPER	Soledad Bee	678-2660

Most messages of this sort will be of a general nature and must be screened for clarity, brevity, and accuracy. Bilingual messages should be provided at every opportunity.

Messages that are of a Mitigation/Prevention nature as in a flood situation, where the school will be closed the next day, should require emergency flyers to be sent home with the students. This, combined with Spanish media messages will cover most notification needs. The Communications Team or a designated Public Information Officer should be assigned to make the announcements:

1. A Communication Team or a designated Public Information Officer should make pre authorized announcements which include the following information:
  1. What happened; who was involved; and why it happened.
  2. Tell the media what they can tell parents; what the community needs to know.
  3. Initiates telephone tree
  4. Disseminates relevant information to staff as authorized
  5. Answers the phones and gives out pre-approved information to the public
  6. Finds and calls in resources as needed (local service providers)
  7. Makes frequent reports to Incident Commander about responses to communications
  8. Finds positive (good examples emergency responses) stories- In-depth stories to feed to the media every 10 to 36 hours.
  9. Create a “Talking Points” list for the Incident Commander, office staff, Board Members etc...

- ❖ Talking points are information that can be shared with the public such as:  
“The children are safe...” “We are working with the police...” “Tomorrow we will...”

## PROVIDING COMMUNICATION IN UNIQUE LANGUAGES AND TO SPECIAL NEEDS INDIVIDUALS

It is important to remember that people who do not speak or read English may not receive the warning if it comes in a monolingual spoken or written message. This may also be true for physically disabled (deaf, blind, mentally retarded, etc.) individuals. These individuals should be identified. The staffs who are normally assigned (responsible) for these individuals must be delegated to make sure that they have received the warning being issued. In incidents involving more than one individual, the staff with Special Education should be assigned the duty of contacting the families by phone and if necessary through home visits. The neighboring Greenfield City Police Department has the contact information for key community members who can also carry messages to the Triqui and Mixteco speaking population in Soledad. The Greenfield Indigenous Coalition has Triqui and Mixteco representatives who can do announcements and translations; they can also be reached through the Greenfield City Police Department at 385-8311. Clinica de Salud in Greenfield, is also a key contact agency that has local community representatives who can help with communication for special needs individuals; The Clinica de Salud 674-5344.

"Special Needs" could mean any person (parent visiting the campus, employee or student) on a 504 plan, covered by ADA (Americans with Disabilities Act), having an IEP or considered as handicapped/challenged. Thus, if you have an employee or student with significant mobility challenges the Special Education office needs to plan on how they would be supported in an evacuation during an earthquake, fire, etc. The classroom teacher or other designated staff is tasked with assisting that individual during an emergency and making sure the person was not left behind. Backup staff must be assigned in case the first designated staff was absent or unavailable. Special needs students are expected to participate in all school drills and should practice various exit

plans (in case the closest exit was blocked, etc). Not all students or staff that are special education or 504 or covered by ADA would need such a plan. It depends upon their level of independence, mobility and need for structure doing everyday tasks such as leaving the classroom, getting out of the building, etc. The Special Education staff should conduct a survey or inventory of staff, students, parents that might be on school grounds (during the work day, attending an evening concert/presentation, etc) and need support to evacuate in case of an emergency.

Special attention should be paid to a parent or other non-District person present in a District facility if they seem to be confused by the directions being given. They may not understand the request or the proper procedures to be followed. The Communications Team at each site and the Public Information Section at the District Office are responsible for managing the communications to all personnel, students and the community at large.

The Monterey County Office of Education (MCOE) is a good resource for staff who speak other languages and who are skilled in communications with students with special needs such as deafness and auditory disabilities.

The Communications Team at each site and the Public Information Section at the District Office should contact the Monterey County Office of Education to request translation services as needed. The most current contact for MCOE is Ron Eastwood, Communication and Community Affairs Officer (831) 755-0396 Fax (831)755-6473. His email address is [eastwood@monterey.k12.ca.us](mailto:eastwood@monterey.k12.ca.us). The office address for MCOE is 901 Blanco Circle- P.O. Box 80851 Salinas, California 93912-0851. The main phone number for MCOE is (831)755-0300. A booklet that provides people with special needs or disabilities or their caregivers with emergency planning information and checklists can be found at [www.redcross.org/services/disaster/beprepared/disability.html](http://www.redcross.org/services/disaster/beprepared/disability.html)

## **Family Earthquake/Disaster Plan**

# Your Family Disaster Plan

Disaster can strike quickly and without warning. It can force you to evacuate your neighborhood or confine you to your home. What would you do if basic services water, gas, electricity or telephones were cut off? Local officials and relief workers will be on the scene after a disaster, but they cannot reach everyone right away. Families can and do cope with disaster by preparing in advance and working together as a team. Follow the steps listed in this brochure to create your family's disaster plan. Knowing what to do is your best protection and your responsibility.

## Create a Disaster Plan



Meet with your family and discuss why you need to prepare for disaster. Explain the dangers of fire, severe weather and earthquakes to children. Plan to share responsibilities and work together as a team.

- ❖ Discuss the types of disasters that are most likely to happen. Explain what to do in each case.
- ❖ Pick two places to meet:
  1. Right outside your home in case of a sudden emergency, like a fire.
  2. Outside your neighborhood in case you can't return home.
- ❖ Everyone must know the address and phone number of the second meeting place.
- ❖ Ask an out-of-state friend to be your "family contact." After a disaster, it's often easier to call long distance. Other family members should call this person and tell them where they are. Everyone must know your contact's phone number.
- ❖ Discuss what to do in an evacuation. Plan how to take care of your pets

## Complete This Check List



- Post emergency telephone numbers by phones (fire, police, ambulance, etc.).
- Teach children how and when to call 911
- Show family members how and when to turn off water, gas and electricity at main switches.
- Check if you have adequate insurance coverage.
- Teach each family member how to use the fire extinguisher and show them where it's kept.
- Install smoke detectors on each level of your home, especially near bedrooms.
- Conduct a home hazard hunt.
- Stock emergency supplies and assemble a Disaster Supplies Kit.
- Take a Red Cross first aid and CPR class.
- Determine the best escape routes from your home. Find two ways out of each room.
- Find the safe spots in your home for each type of disaster.

## Important Numbers

**Emergency: 911**



**Red Cross: 424-4824**  
**Soledad Unified School District 678-3987**

# *Emergency Supplies*

Keep enough supplies in your home to meet your needs for at least three days. Assemble a Disaster Supplies Kit with items you may need in an evacuation. Store these supplies in sturdy, easy-to-carry containers such as backpacks, duffle bags or covered trash containers.

- A three-day supply of water (one gallon per person per day) and food that won't spoil.
- One change of clothing and footwear per person, and one blanket or sleeping bag per person.
- A first aid kit that includes your family's prescription medications.
- Emergency tools including a battery-powered radio, flashlight and plenty of extra batteries.
- An extra set of car keys and a credit card, cash or traveler's checks.
- Sanitation supplies.
- Special items for infant, elderly or disabled family members.
- An extra pair of glasses.
- Keep important family documents in a waterproof container. Keep a smaller kit in the trunk of your car.

## *Practice and Maintain Your Plan*

- ❖ Quiz your kids every six months so they remember what to do.
- ❖ Conduct fire and emergency evacuation drills.
- ❖ Replace stored water every three months and stored food every six months.
- ❖ Test and recharge your fire extinguisher(s) according to manufacturer's instructions. Take it to fire department.
- ❖ Test your smoke detectors monthly and charge the batteries at least once a year.



# Su Plan Del Desastre Para la Familia

El desastre puede suceder rápidamente y sin la advertencia. Puede forzarle evacuar su vecindad o confinarle a su hogar. ¿Qué haría usted si los servicios básicos, como el agua, el gas, la electricidad o los teléfonos fueron cortados? Los funcionarios locales y los trabajadores de rescate estarán en la escena después de un desastre, pero no podrán llegar a atender a cada persona enseguida. Las familias pueden responder a un desastre al prepararse por adelantado y trabajar juntos en equipo. Siga los pasos enumerados en este folleto para crear el plan de desastre de su familia. Saber que hacer es su mejor protección y es su responsabilidad.

## Cree un plan del desastre



Júntese con su familia y considere las razones por las cuales ustedes necesitan prepararse para un desastre. Explique los peligros del fuego, de las tormentas y de los terremotos a los niños. Planee compartir responsabilidades y trabajar juntos en equipo.

- ❖ Discuta los tipos de desastres que sean más probables a suceder. Explique que hacer en cada caso.
- ❖ Seleccione dos lugares para reunirse
  1. Justo fuera de su hogar en caso de una emergencia repentina, como un incendio.
  2. Fuera de su vecindad en caso de que usted no pueda volver a casa.
- ❖ Cada uno debe saber la dirección y el número de teléfono del segundo lugar de reunión.
- ❖ Pida a un amigo que viva fuera del estado que sea su "contacto de la familia". Después de un desastre, a menudo es más fácil llamar larga distancia. Otros miembros de la familia deben llamar a esta persona y decirle donde están.
- ❖ Discuta que hacer en una evacuación. Planee como realizar el cuidado de sus animales domésticos.



## Termine Esta Lista

- Fije los números de emergencia cerca de los teléfonos (bomberos, policía, ambulancia, etc.).
- Enseñe a los niños cómo y cuándo llamar 911
- Demuestre a cada miembro de la familia como y cuando apagar el agua, el gas y la electricidad en los interruptores principales.
- Compruebe si usted tiene cobertura de seguro adecuada.
- Enseñe a la familia como utilizar el extinguidor y demuéstreles donde se guarda.
- Instale detectores de humo en cada nivel de su hogar, especialmente cerca de los dormitorios.
- Conduzca una búsqueda casera por el peligro.
- Abastezca provisiones comunes para una emergencia y junte un juego de materiales
- Tome un curso de primeros auxilios y de CPR con la Cruz Roja.
- Determine las mejores rutas de escape de su hogar. Encuentre dos maneras para salir
- Encuentre los puntos seguros en su hogar para cada tipo de desastre.

## Numeros Importantes

**Emergencia: 911**  
**Red Cross: 424-4824**  
**Distrito Escolar de Soledad 678-3987**

## *Provisiones de Emergencia*

Mantenga suficientes provisiones en su hogar para satisfacer sus necesidades durante por lo menos tres días. Haga un juego de materiales para el caso de un desastre con los artículos que usted puede necesitar en una evacuación. Almacene estos materiales en envases que sean resistentes y fáciles de cargar, tales como mochilas, bolsos de duffle o botes para la basura con tapas.

- Tenga una fuente con agua para tres días (un galón por persona por día) y alimento que no se echará a perder.
- Tenga un cambio de ropa y calzado por persona y una cobija o saco de dormir por persona.
- Tenga un botiquín de primeros auxilios que incluya las medicaciones de prescripción de su familia.
- Tenga herramientas para emergencia incluyendo una radio, una linterna y un montón de pilas adicionales.
- Tenga un juego adicional de llaves del coche y una tarjeta de crédito, dinero en efectivo o cheques de viajero.
- Tenga provisiones para la higiene personal.
- Tenga artículos especiales para los infantes, mayores o lisiados de la familia.
- Tenga un par adicional de lentes.
- Mantenga los documentos importantes de la familia en un envase impermeable. Mantenga un kit más pequeño en la cajuela de su coche.

## *Practique y mantenga su plan*

- ❖ Hágales preguntas a sus niños cada seis meses para que recuerden que hacer.
- ❖ Realice ejercicios de evacuación de incendio y de emergencia.
- ❖ Substituya el agua almacenada cada tres meses y el alimento almacenado cada seis meses.
- ❖ Pruebe y recargue su extinguidor(s) de fuego según las instrucciones del fabricante. Llévelo al cuerpo de bomberos.
- ❖ Pruebe sus detectores de humo mensualmente y cargue las pilas por lo menos una vez al año.



## **COMMUNICATION WITH SCHOOLS AND FACILITIES**

In the event the threat is immediate or imminent, personnel should be directed to follow emergency procedures established in this plan.

Notification of potential or actual emergency situations to outlying schools and facilities will be accomplished through the established communications systems at each school site. All school sites are equipped with NEXTEL phones. Each site has a Communications Crisis Team which is charged with all communications and also producing announcements which are approved by the site administrator.

If the emergency develops after normal working hours, the Principal or a designee should activate their staff phone tree and personally contact specific key personnel. In most cases, Crisis Teams will be called to action. Generally, other forms of communications can be:

- Amateur Radio (contact Monterey OES @ 796-1916)
- Intercom
- Runner/Messenger (both verbal and written)
- Megaphone/battery-powered bull-horn
- Media (contact Office of Emergency Services Director @ 769-8886)
- Telecommunications/Computer Modem
- Visual Signals

Because of the potential need to communicate with people who cannot speak English, or speak it poorly, it is important to keep a list of bilingual personnel in the ICS. These personnel can be contacted and assigned to assist in these types of communications.

The magnitude of a particular emergency situation will determine the degree to which communications systems are utilized. Any break in a communications system (power outage, telephone lines down, etc.) will cripple a large portion of that particular system and require the utilization of another form as a temporary or primary means of maintaining contact.

It is important to remember that all District busses have radio systems installed in them. They can be used for mobile communications centers, public information, on-site damage assessment teams, evacuation communications, shelter and care operations, alternate communications for school facilities, and many other uses, as determined by the District Incident Commander.

### **Legal Authorities**

Legal References: Homeland Security Presidential Directive 5 (HSPD-5) 2003. The California Administrative Code, Title 5, Section 550 and 560; Chapter 8 of Division 4 of Title I, Government Code, 3100. Educational Code 32000-32004, 32040, 32200, 35295-35297, 39834, 40041.5(b) (7), 463-46392.

California Administrative Code, Title 5, Section 550: Fire Drills and Fire Safety

California Administrative Code, Title 5, Section 560: Civil Defense and Disaster Preparedness Plans

Government Code, Chapter 8 of Division 4 of Title 1, 3100: All District and School Staff Are Considered Disaster Service Workers And Subject To All Disaster Service Activities And Assignments.

Education Code 32000-32004: Requirements for Uniform Fire Signals

Education Code 32040: Duty to Equip Schools with First-aid Kits

Education Code 32200: Liability Issues of Employees (Shall Not Be Held Personally Liable Unless Negligence or Willful Act Is Proven)

Education Code 35295-35297: Earthquake Emergency Procedures

Education Code 39834: Operating An Overloaded Bus During An Emergency

Education Code 40041.5(b)(7): School Requirements To Act As A Mass Care And Welfare Shelter

Education Code 46390-46392: Emergency Average Daily Attendance In Case Of A Disaster.

Federal Code Homeland Security Directive- 5: Authorizes the Secretary of Homeland Security to develop the National Incident Management System, or NIMS. NIMS provides for interoperability and compatibility among all responders.

## **GOVERNMENT CODE**

### **SECTION 3100-3109**

- 3100.** It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.
3101. For the purpose of this chapter the term "disaster service worker" includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.
3102. (a) All disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath or affirmation required by this chapter.  
(b) In the case of intermittent, temporary, emergency or successive employments, then in the discretion of the employing agency, an oath taken and subscribed as required by this chapter shall be effective for the purposes of this chapter for all successive periods of employment which commence within one calendar year from the date of that subscription.  
(c) Notwithstanding subdivision (b), the oath taken and subscribed by a person who is a member of an emergency organization sanctioned by a state agency or an accredited disaster council, whose members are duly enrolled or registered with the Office of Emergency Services, or any accredited disaster council of any political subdivision, shall be effective for the period the person remains a member with that organization.
3103. The oath or affirmation required by this chapter is the oath or affirmation set forth in Section 3 of Article XX of the Constitution of California.
3104. The oath or affirmation may be taken before any officer authorized to administer oaths. The oath or affirmation of any disaster service worker may be taken before his appointing power or before any person authorized in writing by his appointing power. No fee shall be charged by any person before whom the oath or affirmation is taken and subscribed.
3105. (a) The oath or affirmation of any disaster service worker of the state shall be filed as prescribed by State Personnel Board rule within 30 days of the date on which it is taken and subscribed.  
(b) The oath or affirmation of any disaster service worker of any county shall be filed in the office of the county clerk of the county or in the official department personnel file of the county employee who is designated as a disaster service worker.  
(c) The oath or affirmation of any disaster service worker of any city shall be filed in the office of the city clerk of the city.

(d) The oath or affirmation of any disaster service worker of any other public agency, including any district, shall be filed with any officer or employee of the agency that may be designated by the agency.

(e) The oath or affirmation of any disaster service worker may be destroyed without duplication five years after the termination of the disaster service worker's service or, in the case of a public employee, five years after the termination of the employee's employment.

3106. Compliance with this chapter shall, as to state employees, be deemed full compliance with Chapter 4, Part 1, Division 5, Title 2 of this **code**, requiring taking of oaths by state employees.
3107. No compensation nor reimbursement for expenses incurred shall be paid to any disaster service worker by any public agency unless such disaster service worker has taken and subscribed to the oath or affirmation required by this chapter. It shall be the duty of the person certifying to public payrolls to ascertain and certify that such disaster service worker has taken such oath or affirmation. Whenever there is more than one officer certifying to public payrolls the governing body of a city or county or school district may designate and make it the duty of a certain officer or officers to ascertain and certify that such disaster service worker has taken such oath or affirmation. The governing body of a city or county or school district may designate and make it the duty of a local disaster service officer to ascertain and certify that each volunteer disaster service worker has taken such oath or affirmation. Nothing in this chapter, however, shall prevent the correction of any technical error or deficiency in an oath taken pursuant to this chapter; provided, such correction is made before the disaster service worker is actually paid or reimbursed.
3108. Every person who, while taking and subscribing to the oath or affirmation required by this chapter, states as true any material matter which he knows to be false, is guilty of perjury, and is punishable by imprisonment in the state prison not less than one nor more than 14 years.
3109. Every person having taken and subscribed to the oath or affirmation required by this chapter, who, while in the employ of, or service with, the state or any county, city, city and county, state agency, public district, or disaster council or emergency organization advocates or becomes a member of any party or organization, political or otherwise, that advocates the overthrow of the **government** of the United States by force or violence or other unlawful means, is guilty of a felony, and is punishable by imprisonment in the state prison.



# COUNTY AND CITY HAZARD ASSESSMENT

## **Situation Statement and Site Description**

Located in the central Salinas Valley of Monterey County, the City of Soledad is approximately 130 miles south of San Francisco, 40 miles southeast of the Monterey Peninsula, 25 miles south of Salinas and 25 miles north of King City. Soledad is currently the fastest growing city within California, increasing at an average annual rate of 8% over the last five years. Our current population is 26,203, including the two nearby state correctional facilities, which is a part of the City. (Source Soledad City website homepage March 27, 2009)

*The following are excerpts from the County of Monterey Multi-Jurisdictional Hazard Mitigation Plan (MJHMP) February 2007, provided by Fire Chief of Soledad Rich Foster (831) 223-5103*

### **Dam Failure**

Failure of the San Antonio and Nacimiento dams pose a risk within the western portion of the City. Exposed within the inundation zones are 3,333 people, 612 residential buildings (worth \$115.1 million), 30 nonresidential buildings (worth \$48.4 million), and 12 critical facilities (worth \$97.2 million). 1.2 miles of highway, 1.5 miles of railroad tracks, and 4 bridges are also located in this hazard area.

### **Earthquake**

All of the City of Soledad is located in a moderate shaking hazard area. As such, 11,534 people, 2,156 residential buildings (worth \$381.9 million), 40 nonresidential buildings (worth \$52.2 million), and 26 critical facilities (worth \$110.7 million) are vulnerable to a moderate shaking event. 2.0 miles of highway, 1.7 miles of railroad tracks, and 4 bridges are located in this hazard area.

### **Flood**

The SFHA of Salinas River is located in the southern portion of the City. Exposed within this hazard area are 29 people, 7 residential buildings (worth \$1.4 million), and 1 critical facility (worth \$78.6 million).

### **Hazardous Materials Event**

Within the 1-mile buffer around the transportation facilities, over 75 percent of Soledad's population is exposed to a hazardous materials transport event. This includes 8,951 people, 1,607 residential buildings (worth \$285.9 million), 38 nonresidential buildings (worth \$50.9 million), and 16 critical facilities (worth \$23.0 million). These figures are for the entirety of the transportation corridors and, therefore, overstate the exposure since a hazmat event along the corridors is unlikely to affect all of the area within the 1-mile buffer.

## **Wildland Fire**

Nearly 80 percent of the City resides in a moderate wildland hazard area. Within this area of exposure are 9,218 people, 1,715 residential buildings (worth \$309.3 million), 39 nonresidential buildings (worth \$51.4 million) and 16 critical facilities (worth \$21.4 million).

Only 1 person and 1 residential building are located in the high wildland fire hazard area. The remaining 2,315 people reside in areas of low wildland fire hazard areas, which are not included in this analysis.

## **Windstorm**

Windstorms created by prevailing northwest sustained surfaced are common throughout the central and southern Salinas Valley. As such, all of Soledad's residents, buildings, and facilities are susceptible to windstorms.

### **Identification and Screening of Hazards**

<b>Hazard Type</b>	<b>Explanation</b>
Coastal Erosion	Several participating jurisdictions and areas of the unincorporated county are located along the Pacific Coast.
Coastal Storm	Several participating jurisdictions and areas of the unincorporated county are located along the Pacific Coast. This hazard will be addressed in the flood hazard profile.
Dam Failure	Several State-sized dams are located within Monterey County.
Drought	Existing local plans and policies, including water conservation activities of the Monterey Peninsula Water Management District Law, landscaping plans, and existing development and new construction water conservation requirements, help diminish the effects of this hazard.
Earthquake	Several active faults, including the San Andreas Fault, run through Monterey County.
Extreme Heat	While extreme temperatures are known to occur, prolonged heat waves are rare.
Flood	History of flooding is associated with coastal storms and heavy rainfall.
Land Subsidence	No historic events have occurred in Monterey County.
Landslide	Monterey County is vulnerable to slope instability in the Santa Lucia Mountain Range and fault zones, especially after prolonged rainfalls.
Severe Winter Storm	No significant historic events have occurred in Monterey County.
Tsunami	Several participating jurisdictions and areas of the unincorporated county are located along the Pacific Coast.
Wildland Fires	The terrain, vegetation, and weather conditions in the region are favorable for the ignition and rapid spread of wildland fires.
Windstorm	Sustained inland sea breezes occur annually from March to October.
Other: Hazardous Materials	Hazardous materials facilities and major transportation routes are located throughout Monterey County.

## GENERAL HAZARDS IDENTIFIED FOR LOCAL AREA

A District hazard analysis has indicated that the Soledad Unified School District may be at risk due to numerous hazards associated with natural disasters, technological incidents, terrorist activities, civil disturbances, and war-related situations. These hazards are identified below as “GENERAL HAZARDS IDENTIFIED FOR THE AREA.”

Based on the location of the District Offices and School sites and the activities of District personnel, there are at least 21 identified major hazards that can impact the School District.

<i><b>IDENTIFIED HAZARD</b></i>	<i><b>POTENTIAL OCCURRENCE</b></i>	<i><b>POTENTIAL INJURY / DAMAGE</b></i>
Hazardous Material	Low	Low
Earthquake	Moderate	High
Flood/Dam failure	High	Moderate
Transportation Accident	Moderate	Moderate
Fire	Moderate	High
Aircraft Disaster	Low	Low
Explosion, Bomb Threat	Low	Moderate
Hostile Intruder	Low	Low
Civil Disturbances	Low	Low
Severe Weather	High	Low
Major System Failure	Moderate	Moderate
Medical Emergency	Moderate	Moderate
Child Abuse	Moderate	Low
Crime in Progress	Moderate	Moderate
Drive-By Shooting	Moderate	Moderate
Hostage Situation	Low	Moderate
Missing Child/Kidnapping	Moderate	Moderate

Suicide Attempt or Threat	Low	Moderate
Suspicious Package	Low	High
Traumatic Event (death)	Moderate	Low
Weapons on Campus	Low	Low
Nuclear Attack /War- Related Emergency	Very Low	Very High

## **GENERAL HAZARDS FOR OFFICES, WORK AREAS AND SCHOOL SITES**

On a regular basis, school sites and offices should assess these hazards and make plans for mitigating the risks. Many potential dangers in district offices, work areas and school sites can be easily identified. Foresight and common sense are all that are needed to recognize these hazards. While many hazards exist, most will be identified by planning for earthquake and fire type disasters. Observing and examining the following areas can help identify potential dangers that, if mitigated, could help to reduce injuries and increase the probability of survival in a major disaster.

- Shattered glass is a serious hazard, particularly in the dark. Be aware of the windows around desks and work areas.
- Unsecured tall cabinets and heavy objects on high shelves can cause serious injuries if they fall over.
- Office equipment and other furnishings may bounce or slide off desks and cabinets if they are not secured in place, injuring employees. Equipment normally kept on rolling carts may move or tip over.
- Light fixtures and ceiling tiles may fall during an explosion or earthquake. An entire hung ceiling may drop if not properly braced.

- Potted plants, pictures, are objects, books and binders are only some of the smaller objects that will cause injury if they fly around during an earthquake due to un-latched cabinet doors, and placement on high shelves in populated surroundings.

# CHECKLIST OF POTENTIAL OFFICE AND CLASSROOM HAZARDS

## Classroom/Office Hazard Assessment

This checklist can be used by administrators, teachers, or staff to assess classroom/office hazards that can be eliminated at little or no cost. Complete this form for each classroom/office surveyed. Use the information gathered during the classroom/office hazard assessment to determine the scope of classrooms/office hazards throughout the school and develop a plan and schedule to reduce the hazards.

Room: \_\_\_\_\_ Date Surveyed: \_\_\_\_\_ Surveyed By: \_\_\_\_\_

Hazard	Comments
<input type="checkbox"/> Free-standing cabinets, bookcases, and wall shelves	
<input type="checkbox"/> Heavy objects on high shelves	
<input type="checkbox"/> Aquariums and other potentially hazardous displays located near seating areas	
<input type="checkbox"/> Unsecured TV monitors	
<input type="checkbox"/> Unsecured wall-mounted objects	
<input type="checkbox"/> Hanging plants near the seating areas	
<input type="checkbox"/> Incompatible chemicals stored in close proximity (e.g., window cleaner and ammonia)	
<input type="checkbox"/> Paper or other combustibles (e.g., greasy rags) stored near heat sources	
<input type="checkbox"/> Other hazards (list):	

## **PLAN ACTIVATION**

This plan shall be activated under any of the following conditions:

- On the order of the Manager of Emergency Operations or designated representative when the existence, the threatened existence, or the perceived existence of an emergency or disaster is present in the District.
- When local governmental authorities proclaim a Local Emergency and the District is affected.
- When the Governor has proclaimed a State of Emergency that impacts the District.
- By Presidential declaration of a National Emergency that impacts the District.

## **ALERTING, WARNING AND COMMUNICATION**

This vital process alerts and warns District personnel and the public of a perceived, potential, or actual threat to life and public safety of people participating in District activities or programs. Dependent upon the nature of the threat and the population group at risk, warning can originate at any level of District personnel. Success in saving lives and property is dependent upon timely dissemination of warning and emergency information to persons in the threatened areas.

## COMMUNICATION WITH DISTRICT OFFICE AND STAFF

As there is no bell or established alert system at the District Office, alerting or warning of staff and persons inside the buildings will be done by word of mouth, telephones, and/or other established communications methods.

In the event the threat is immediate or imminent, personnel should be directed to follow emergency procedures established in this plan. If the emergency develops after normal working hours, the Superintendent or designee should contact key personnel.

### **At minimum, the District should have ready to operate on short notice:**

- A telephone system
- A portable AM/FM radio with extra batteries. (Don't forget the radios in parked autos.)
- A two-way UHF radio, with battery power, to contact the County Office of Education or County Communications.
- A two-way radio system phones to contact schools and busses in the District.
- A standby UHF system, with the same capabilities as the main system, at the alternate Emergency Coordination Center site.
- Prepared message logs at all potential communication sites.
- Established telephone list of emergency communications numbers and notification numbers of identified key District employees and a priority staff release list.

Those assigned to communications should monitor emergency communications at all times. This not only includes the systems that are set up and being used in the District, but also the local media or radio stations. This may be coordinated with Public Information, having either or both groups fulfilling this vital task. The County Office of Emergency Services may be able to provide emergency communications and public information. (See Emergency Contact Numbers).



## **COMMUNICATION WITH SCHOOLS AND FACILITIES**

In the event the threat is immediate or imminent, personnel should be directed to follow emergency procedures established in this plan.

Notification of potential or actual emergency situations to outlying schools and facilities will be accomplished through the established communications systems at each school site. All school sites are equipped with two-way radio system. Each site has a Communications Crisis Team which is charged with all communications and also producing announcements which are approved by the site administrator.

If the emergency develops after normal working hours, the Principal or a designee should activate their staff phone tree and personally contact specific key personnel. In most cases, Crisis Teams will be called to action. (See Section 4.2 Incident Command Post Positions/Duties: Public Information Section Chief). Generally, other forms of communications can be:

- Amateur Radio (contact Monterey OES @ (831-796-1901/831-320-7373))
- Intercom
- Runner/Messenger (both verbal and written)
- Megaphone/battery-powered bull-horn
- Media (contact Office of Emergency Services Director @ (831-796-1901/831-320-7373))
- Telecommunications/Computer Modem
- Visual Signals

Because of the potential need to communicate with people who cannot speak English, or speak it poorly, it is important to keep a list of bilingual personnel in the ICS. These personnel can be contacted and assigned to assist in these types of communications.

The magnitude of a particular emergency situation will determine the degree to which communications systems are utilized. Any break in a communications system (power outage, telephone lines down, etc.) will cripple a large portion of that particular system and require the utilization of another form as a temporary or primary means of maintaining contact.

It is important to remember that all District busses have radio systems installed in them. They can be used for mobile communications centers, public information, on-site damage assessment teams, evacuation communications, shelter and care operations, alternate communications for school facilities, and many other uses, as determined by the District Incident Commander.

### **Amateur Radio**

Radio Amateur Civil Emergency Service (RACES) operates on radio amateur frequencies by authority of the FCC in support of emergency communications. RACES can augment existing systems, substitute for damaged or inoperable systems, and establish communications with otherwise inaccessible disaster sites.

RACES handle all forms of communications needs from personal contact with field units to television and other media communications with Emergency Service Agencies.

If this communication resource is desired, a request should be made to the Monterey County Office of Emergency Services. All RACES personnel will be assigned by this office. The Monterey County Office of Emergency Services can be contacted by calling 911. The direct number is 831 796-1901. The Director of Operations is currently Paul Ireland.

Agreements can be made with the RACES Emergency Coordinator for a pre-arranged assignment of RACES personnel in the event of certain disaster situations (e.g., an earthquake). This must be coordinated with the local Monterey County Office of Emergency Services. The current contact information for RACES is Bob Spencer, Auxiliary Communications Support Officer and Chief RACES Radio Officer. His contact information is: Phone 831 796-1916 Fax (831) 796 1911. Address: County Office of Emergency Services 1322 Natividad Road Salinas California 93906. Email [295-acso@co.monterey.ca.us](mailto:295-acso@co.monterey.ca.us) or [chiefdoc7@earthlink.net](mailto:chiefdoc7@earthlink.net)

# Soledad Unified School District

## Emergency Operations Quick Guide Flip Chart



Revised 7/2009

## GENERAL EMERGENCY PROCEDURES

### BEFORE EMERGENCY STRIKES:

- ❖ Plan ahead for the needs of students and co-workers with disabilities; make sure that every special needs student or staff person is assigned to an evacuation assistant.
- ❖ Think through alternate evacuation routes in case they become necessary.
- ❖ Identify alternate means of communication for circumstances precluding use of primary phone lines or radio communications (e.g., cell phones should NOT be used in bomb situations or when gas leaks are possible).
- ❖ Post evacuation route maps and emergency procedures near each door, in an easily accessible spot.
- ❖ Review your work area periodically for potential hazards, and take steps to remove or mitigate them.
- ❖ Review emergency procedures with students every trimester.

### DURING AN EMERGENCY:

#### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger.

Emergency situations that generally call for **EVACUATION** include fires, bomb threats or explosions, aircraft disasters, gas leaks, serious building damage resulting from an earthquake, and other circumstances where remaining in the school building poses a hazard to students' health and safety.

In questionable circumstances, the Incident Commander (Principal or designee) will determine the need for relocation or partial or total evacuation.

Emergency situations that generally call for taking **SHELTER IN PLACE** may include severe weather (storms) or other natural disasters, hazardous material spills or transportation incidents near campus. Changes in circumstances may necessitate alternative action (e.g., evacuation or lockdown) following a shelter-in-place order.

Emergency situations that may require **LOCKDOWN** include hostile intruder on campus, riot, threat of kidnapping, war-related emergency, shooting or police action near campus, or other acts of violence. When a disaster strikes without warning, the most prudent action is often to **DUCK, Cover and Hold**. This is the appropriate initial response to events such as earthquakes, explosions, shootings, and riots. Often, this action will be followed by an order to evacuate. Specific procedural guidelines for these emergency actions are provided on the next page.

# EVACUATE GENERAL EMERGENCY PROCEDURES

# LOCKDOWN

1. Leave the building in
2. a calm, orderly manner. Follow established evacuation routes to designated evacuation area, unless otherwise directed by emergency personnel.
3. If outdoors, proceed to nearest classroom or office.
4. Teachers are to take classroom emergency backpack and attendance book.
5. Remain indoors, and keep all students in class unless otherwise directed by emergency personnel.
6. Stay with students, keeping them in a group. Account for all students, staff by taking roll.
7. Use RED / GREEN cards or flags to signal "Need Help"/"OK" .
8. Administer First Aid as needed.
9. Wait for ALL CLEAR signal to exit building.

1. Quickly guide all students to nearest classroom / office. Cafeteria may be used as refuge at lunch or recess.
2. Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
3. Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. **No students are to be released from or admitted to class for any reason.**
4. If gunshot or an explosion is heard, take cover. If no cover is available, have everyone lie down on the floor.
5. **DROP** to the floor, take cover under a nearby desk or table and face away from the windows.
6. **COVER** your eyes by leaning your face against your arms/ or your head in an earthquake. Calmly reassure students that everything is being handled.
7. **HOLD** onto the table or desk legs and Administer First Aid as needed.
8. Assist Red/Green Card or flag assistance. "Need Help" or "OK" **Do NOT send communications by runner.**
9. Wait for further instructions
10. Wait for ALL CLEAR signal before exiting building.

## SHELTER IN PLACE

## DROP

## AIRCRAFT DISASTER

Soledad Unified School District lies within the flight path of the Salinas Municipal Airport and the Monterey Municipal Airport which handle thousands of aircraft flights every year. The Salinas Airport also hosts the California International Air Show each fall. Aerobatic flight performances and rehearsals for this show typically occur during school hours, posing a potential hazard to SUSD students, staff and property.

Specific Hazards: Aircraft incidents could include items falling from passing aircraft or entire aircraft crashing onto or near school property. Falling debris or aircraft may cause injuries to students/staff, or damage to buildings/grounds. There is a risk of explosion and/or fire resulting from spilled fuel or cargo. Fumes from such combustion may be harmful, particularly to those with respiratory ailments.

Note: Accidents or incidents involving planes approaching or leaving the Salinas Municipal Airport fall under the jurisdiction of the first responders (police, fire, ambulance) who serve the city as a whole, not Airport security, which handles only those incidents that occur on Airport property.

***IN THE EVENT OF AN AIRCRAFT EMERGENCY, ADMINISTRATION WILL CALL 911.***

Be prepared for potential for explosions, hazardous fumes  
or fire hazards related to aircraft incidents.

## ***AIRCRAFT DISASTER***

### **Classroom Teachers**

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- **NOTIFY ADMINISTRATION**, who will determine to what extent evacuation is indicated and/or summon emergency personnel.
- If evacuation is necessary, **CHECK CLASSROOM DOOR** for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit to **EVACUATE**. Note that off-site evacuation may be necessary. **Do not run. Take Emergency Backpack.**
- **ADMINISTER FIRST AID** as necessary.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so**
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- **Be alert to the possibility of explosion or fire** resulting from the aircraft disaster.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. **Keep students at a safe distance** from debris or fires, and away from emergency equipment and fire lanes.
- When **ALL CLEAR** has been signaled, lead students back to the classroom.

### **Site Administration**

#### INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision to dismiss classes. Contact the MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Work with **School Psychologist** or **Director of Special Projects** to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

#### STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

#### FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

#### FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

#### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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### **District Administration**

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

# **BIOLOGICAL AND CHEMICAL THREATS**

## **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

**Biological Threats** A biological attack is the deliberate release of germs or other biological substances that can make you sick. Most of these must be inhaled, enter through a cut in the skin or be eaten to make you sick. Some biological agents, such as anthrax, do not cause contagious diseases. Others, like the smallpox virus, can result in diseases you can catch from other people.

Unlike an explosion, a biological attack may or may not be immediately obvious. While it is possible that you will see signs of a biological attack, as was sometimes the case with the anthrax mailings, it is perhaps more likely that local healthcare workers will report a pattern of unusual illness or there will be a wave of sick people seeking emergency medical attention. You will probably learn of the danger through an emergency radio or TV broadcast, or some other signal used in your community. You might get a telephone call or emergency response workers may come to the school site.

**Chemical Threat/Attack**: A chemical attack is the deliberate release of a toxic gas, liquid or solid that can poison people and the environment. Signs of a chemical threat include: many people suffering from watery eyes, twitching, choking, having trouble breathing or losing coordination. Other signs include many sick or dead birds. Fish or small animals are also cause for suspicion.

**See also “HAZARDOUS MATERIALS / TOXIC SPILL”, “WAR-RELATED EMERGENCY”**



# BIOLOGICAL AND CHEMICAL THREATS

## Classroom Teachers

### IN CASE OF A BIOLOGICAL THREAT

(or if you detect a strange and suspicious substance)

- Quickly get students away from the substance and away from air currents that may spread particles.
- Protect yourself and students. **Cover your mouth and nose** with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels ).
- **Wash** exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- **NOTIFY ADMINISTRATION** and seek emergency **medical attention**.

### IN CASE OF A CHEMICAL ATTACK:

- **Find clean air** quickly.
- Determine what area is affected, and identify the source of the chemicals, if possible.
- **NOTIFY ADMINISTRATION** and seek emergency medical attention / **ADMINISTER FIRST AID** as necessary. (See *FIRST AID GUIDELINES* in appendix, below.)
- Take immediate action to **get away from toxic chemicals**.
  - If the chemical is inside a building where you are, **EVACUATE** the building without passing through the contaminated area, if possible. If you can't evacuate the building or find clean air without passing through the area where you see signs of a chemical attack, it may be better to move as far away as possible and **SHELTER IN PLACE**.
  - If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to **SHELTER IN PLACE**.

### IF YOU THINK YOU OR YOUR STUDENTS HAVE BEEN EXPOSED TO A CHEMICAL:

Note: If your eyes are watering, your skin is stinging, and you are having trouble breathing, you may have been exposed to a chemical. People exposed should **immediately strip off their clothes** and **wash**. Look for a hose, fountain, or any source of **water**, and wash with **soap** if possible; be sure you **do NOT scrub the chemical into your skin**.

## Site Administration

### INCIDENT COMMANDER (OR DESIGNEE):

- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.
- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

### COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following,:
  - Are you in the group or area that authorities consider in danger?
  - What are the signs and symptoms of the disease?
  - Are medications or vaccines being distributed?
  - Where? Who should get them?
- Communicate findings to Incident Commander.

### FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

### FACILITIES TEAM:

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response personnel to erect barricades and/or post guards a safe distance away from contaminated areas to prevent unauthorized access.

### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

## District Administration

- Decide whether to close school or only some areas. Handle all media inquires/communication. Coordinate financing of recovery operations.
- Give instructions to staff on how to Shelter In Place.
- Plan for necessary evacuations.

# ***BOMB EMERGENCY***

## **(EXPLOSION, BOMB THREAT)**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

A ***BOMB THREAT*** exists when a suspected bomb or explosive device has been reported, but not located. A ***BOMB EMERGENCY*** exists if a bomb has been located, or an explosion has occurred. Both situations require prompt action in order to avoid or minimize injuries and property damage.

**During any situation involving bombs, DO NOT USE RADIOS OR CELL PHONES. These may detonate the bomb. Use only land-line phones or runners to communicate.** If a bomb threat is made in writing, the note should be turned over as soon as possible to investigators.

If deemed credible, the threat should be reported immediately by calling 911.

**If a bomb threat is made by phone, the caller should be kept on the line as long as possible.**

**Be respectful and attentive, and try to get the following information from the caller:**

- detonation time
- location of bomb(s)
- number & type of bomb(s)
- reason(s) for the bomb threat.

**Have another person call 911, telling the dispatcher: "This is (name of caller) from (name of school). We are receiving a bomb threat on another line. The number of that line is \_\_\_\_\_.**

**Please trace the call." (This must happen quickly, as a call cannot be traced once the caller has hung up.)**

Take note of the caller's voice/speech characteristics (e.g., accent, tone of voice, choice of words) and any background noises that may help investigators identify the caller or his/her location. The person receiving the call (or receiving the note) should complete a Bomb Threat Report form as soon as possible, detailing as much information as possible about the bomb(s) and the person making the threat. See next pages:

The bomb threat caller is the best source of information about the bomb. When a bomb threat is called in:

- Keep the caller on the line as long as possible. Ask him/her to repeat the message. Record every word spoken by the person.
- If the caller does not indicate the location of the bomb or the time of possible detonation, ask him/her for this information.
- Inform the caller that the building is occupied and the detonation of a bomb could result in death or serious injury to many innocent people.
- Pay particular attention to background noises, such as motors running, music playing, and any other noise which may give a clue as to the location of the caller.
- Listen closely to the voice (male, female), voice quality (calm, excited), accents, and speech impediments. Immediately after the caller hangs up, report the threat to the person designated by management to receive such information.
- Report the information immediately to the police department, fire department, ATF, FBI, and other appropriate agencies. The sequence of notification should be established in the bomb incident plan.

Detach and place by each telephone. Duplicate as necessary.

## ATF BOMB THREAT CHECKLIST

Exact time of call \_\_\_\_\_

Exact words of caller \_\_\_\_\_

\_\_\_\_\_

### QUESTIONS TO ASK

1. When is bomb going to explode? \_\_\_\_\_

2. Where is the bomb? \_\_\_\_\_

3. What does it look like? \_\_\_\_\_

4. What kind of bomb is it? \_\_\_\_\_

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

6. Did you place the bomb? \_\_\_\_\_

7. Why? \_\_\_\_\_

8. Where are you calling from? \_\_\_\_\_

9. What is your address? \_\_\_\_\_

10. What is your name? \_\_\_\_\_

### CALLER'S VOICE (circle)

Calm	Disguised	Nasal	Angry	Broken
Stutter	Slow	Sincere	Lisp	Rapid
Giggling	Deep	Crying	Squeaky	Excited
Stressed	Accent	Loud	Slurred	Normal

If voice is familiar, whom did it sound like? \_\_\_\_\_

Were there any background noises? \_\_\_\_\_

Remarks: \_\_\_\_\_

Person receiving call: \_\_\_\_\_

Telephone number call received at: \_\_\_\_\_

Date: \_\_\_\_\_

Report call immediately to: \_\_\_\_\_

(Refer to bomb incident plan)

# ***BOMB EMERGENCY***

## **Classroom Teachers**

### **IN THE EVENT OF A BOMB EXPLOSION:**

- Direct students to **DROP** and take cover during explosion(s).
- **EVACUATE** the area surrounding the explosion and all damaged buildings, as directed by authorities (or if immediate danger...) ***Do not run. Take Emergency Backpack.***
- **ADMINISTER FIRST AID** as necessary. (*See FIRST AID GUIDELINES*)
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN** signal system or by sending runners to the Office when it is safe to do so.
- Be alert to possibility of subsequent explosions, fire, or potential additional explosive devices. Stay away from explosion area and buildings or vehicles. Open areas are best location for gathering/accounting procedures.
- Consider alternate evacuation routes and/or off-site evacuation.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, & ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the explosion site, and away from emergency equipment and fire lanes.
- Return to the buildings only when the **ALL CLEAR** signal is given.

### **IN THE EVENT OF A BOMB THREAT:**

- If no apparent danger exists, teachers are to remain with the students in the classroom (or present location) until directed otherwise by the Incident Commander or emergency service providers. Be prepared to evacuate if necessary.
- If directed to **EVACUATE**, quickly move students to designated assembly area, maintaining a maximum safe distance from the buildings and/or location of suspected bomb. ***Do not run. Take Emergency Backpack.***
- Do NOT use 2-way radios or cell phones, which may ignite an explosive device. ***Only use land-line phones or runners for communication.***
- **Do NOT touch, move, or in any way handle a suspected explosive device.**
- Stay clear of buildings, trash cans, vehicles and lockers; warn others to do the same.

## **Site Administration**

### **INCIDENT COMMANDER (OR DESIGNEE):**

- Issue order to **EVACUATE**.
- **Call 911.** Dispatcher will ask for information about your location, the type of device in question, etc. Police will dispatch officers and emergency services to the scene.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

### **STUDENT/STAFF SAFETY TEAM:**

- Coordinate Search & Rescue operations as needed.

### **FACILITIES TEAM:**

- When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

### **FIRST AID / BASIC NEEDS TEAM:**

- Establish first aid station and administer aid as needed.

### **STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## **District Administration**

- Declare school closure(s) as warranted and communicate with parents and community.
- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

# ***CHILD ABUSE***

## **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

SUSD Administrative Regulation defines abuse, identifies mandated reporters, outlines reporting procedures, and describes the reporting of child abuse or neglect in greater detail than is possible in this document

All SUSD employees are mandated to report child abuse. Mandated reporters have absolute immunity and are not civilly or criminally liable for filing a required or authorized report of known or suspected child abuse. Conversely, a mandated reporter who fails to report an instance of child abuse, which he/she knows to exist or reasonably should know to exist, is guilty of a misdemeanor and is punishable by up to a six-month jail term, a fine of up to \$1,000, or both. The mandated reporter may also be held civilly liable for damages for any injury to the child after a failure to report.

Reports must be both verbal (immediately upon discovering evidence or suspicion of abuse) and in writing (within 36 hours) using a standardized form authorized by the Department of Justice, and must be submitted to the Monterey County Department of Social Services, 1352 Natividad Road, Salinas 758-3464. Detailed instructions for completion of the report are provided on the back sheet of the form. The first step is to make the verbal report – use the written form to help answer the questions. **Call 755-4661 to make the initial verbal report.**

Reporters may request assistance from the site administrator in completing and mailing the form; however, the mandated reporter is still responsible for ensuring that the written report is correctly filed. A single report may be made whenever two or more people know of a known or suspected case of child abuse, and with mutual consent of those present, one person can write and sign the written report, except that if that person does not do so, one of the other persons shall make the report.

The major responsibilities of mandated reporters are to (1) identify incidents of suspected child abuse, and (2) comply with laws requiring reporting of suspected abuse to the proper authorities. Determining whether or not the suspected abuse actually occurred is not the responsibility of the school employee. Such determination and follow-up investigation will be made by a child protective agency. Likewise, it is up to the Department of Social Services and law enforcement personnel whether and when the child should be placed in protective custody.

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse, the Superintendent and/or principal ***shall not notify the parent or guardian as required in other instances of removal of a child from school, but rather shall provide the peace officer with the address and telephone number of the child's parent or guardian.*** It is the responsibility of the peace officer to notify the parent or guardian of the situation. Peace officers will be asked to sign an appropriate release or acceptance of responsibility form.

## ***CHILD ABUSE***

### **Classroom Teachers / Mandated Reporters**

- **NOTIFY ADMINISTRATION** promptly, in a manner that protects the child's privacy.
- Make a **VERBAL REPORT** to the Department of Social Services **Call 755-4661** immediately or as soon as practically possible. Be prepared to include the following information:
  - The name of the person making the report.
  - The name of the child.
  - The present location of the child.
  - The nature and extent of any injury.
  - Any other information requested by the child protective agency, including the information that led the mandated reporter to suspect abuse.
- Make note of the name of the official contacted, the date and time contacted, and any instructions or advice received.
- Submit a **FORMAL WRITTEN REPORT** within thirty-six hours using the required standard Department of Justice form (DOJ SS 8572). Forms can be obtained in the school office.

### **Site Administration**

- Notify superintendent's office upon submission of child abuse report form.
- In the event that the Department of Social Services staff determines that the child is to be taken into custody, formally release student from the school's care by having the child protective agency representative(s) sign the appropriate release form(s).
- Do NOT notify the child's parents/guardians; instead, provide the custodial officer with their names and contact numbers for notification.

# CIVIL DISTURBANCE / RIOT / DEMONSTRATION

## REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Campus unrest may result when students move about in large groups, challenging authority, committing acts of vandalism, gang activity, etc., to the point where the principal determines that the safety of students and staff is jeopardized. The goal is to protect students and all school personnel from injury or harassment until proper help can be summoned, and to keep property losses and damages to a minimum.

Three general categories of events can be considered civil disturbances: peaceful *demonstrations* and *disputes* between individuals or small groups (which have the potential to turn violent), and large scale *riots* or acts of civil disobedience. Instances of civil disturbance pose a risk for both property damage (broken windows, fences or play structures knocked over or torn down, vandalized cars, trash bins set afire, etc.), and personal injuries (either accidental or intentional). In any situation, staff should be watchful for potential violence, and be prepared to usher uninvolved bystanders to safety. If a LOCKDOWN is required, all staff will be notified by the Incident Commander (Principal or designee).



## ***IN CASE OF DEMONSTRATION OR HOSTILE DISPUTE:***

### **Classroom Teachers**

- Isolate the people involved in the dispute, apart from other students if possible. Attempt to defuse tensions by:
  - Identifying key players and their concerns,
  - Isolating key players in a neutral area,
  - Conferencing with players, and
  - Listening to student concerns.

### **IF THE DISPUTE BECOMES VIOLENT:**

- **NOTIFY ADMINISTRATION** immediately.
- Keep the people involved in the dispute separate from one another and under adult supervision
- **ADMINISTER FIRST AID** as necessary.

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- If necessary, **CALL 911** to notify law enforcement and request assistance.
- Notify parents of students involved in any violent conflict; solicit their support in disciplining students, and resolving disputes.
- When incident has subsided, complete & submit incident report form.

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### **District Administration**

- Handle all media inquires/communication.
- Make decisions about evacuations/shelters.
- Make decisions about discipline and follow up
- Release staff by priority of release

## **CRIME IN PROGRESS / POLICE ACTION**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

SUSD students and staff may have occasion to witness acts of vandalism, assault, robbery, rape, automobile theft, and other crimes in progress, on or near the school campus. Your first priority should be to ensure student and staff safety, then to protect property. If you are in the area of a crime in progress, do NOT attempt to apprehend or interfere with the criminal except for self-protection. On occasion, law enforcement officials engage in potentially hazardous police actions (e.g., search and seizure, arrest or questioning of suspects, response to reported assaults) in communities near SUSD campuses. Typically, the school will be notified immediately prior to the commencement of such actions, and a LOCKDOWN will be requested to ensure the safety of students and staff. As during other lockdown situations, students should remain in the classrooms until the ALL CLEAR signal has been given. Students and staff should follow the directions of law enforcement personnel at all times.

See also “HOSTILE INTRUDER” and “WEAPON ON CAMPUS”

# ***CRIME IN PROGRESS / POLICE ACTION***

## **Site Administration**

- **CALL 911** to notify law enforcement and request assistance.
- Assess situation. Initiate **LOCKDOWN** if appropriate.
- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Notify Superintendent's Office.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- When incident has subsided, complete & submit incident report form.

### **FIRST AID / BASIC NEEDS TEAM:**

- Establish First Aid station and administer aid as needed.

## **District Administration**

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Maintain integrity of crime scene.

## **Classroom Teachers**

- Do NOT attempt to apprehend the assailant or intervene in the crime except for self-protection.
- If the assailant has a weapon and students are present, direct students to **DROP and remain motionless**. If the assailant does not have a weapon, **move students away from the scene of the crime** in an orderly fashion.
- As soon as possible **NOTIFY ADMINISTRATION** of the incident.
- If gunfire is heard, everyone should **DROP and lie flat on the ground**.
- As soon as the situation permits, make written note of as many details as possible to be shared with the police, such as:
  - Information about the vehicle(s)
    - License plate number
    - Type of vehicle
    - Color of vehicle
    - Damage to vehicle
    - Occupants (number, ethnicity, identity if known)
    - Weapons (type and number)
  - Information about the person(s)
    - Identity, if known
    - Height
    - Weight
    - Color of Hair
    - Clothing (type and color)
    - Weapons (type)
    - Ethnicity
- Follow the directions of law enforcement personnel at all times.

In case of shock,

- Ensure that the victim's airway is clear.
- Have the victim lie down and stay down.
- Raise his/her legs if it will not aggravate other injuries. When in doubt, keep the victims lying flat.
- Keep the victim warm, quiet and comfortable

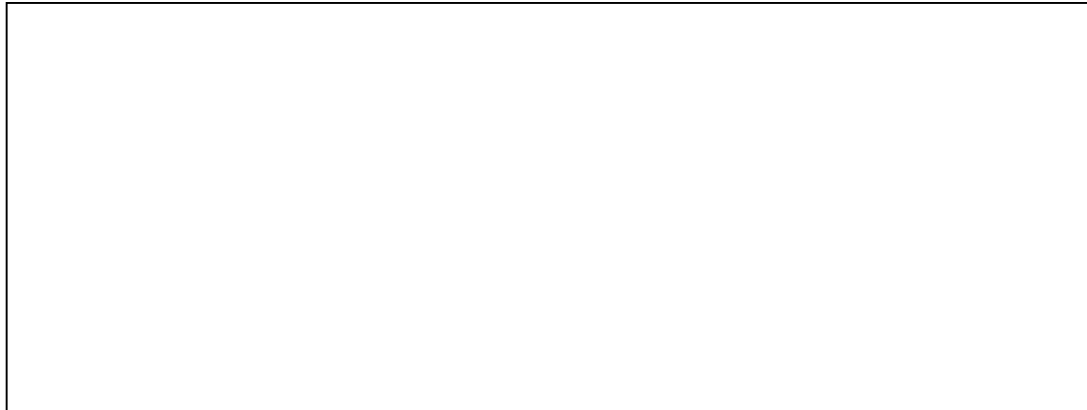
## **DRIVE-BY SHOOTING**

### **REMAIN CALM - EVALUATE THE SITUATION - TAKE ACTION**

*Note:* Drive-by shootings usually happen very quickly. Unlike hostage situations, the perpetrators of drive-by shootings usually leave the scene immediately. Staff members, who witness such incidents, without putting themselves into danger, should attempt to get the license plate number and an accurate description of the vehicle, and an accurate description of the shooter(s).

In addition to being shot, students and staff are at risk of being struck by shattered glass or a stray or ricocheted bullet. Though unlikely, a drive-by shooting could also ignite a fire, or rupture gas, electrical or plumbing lines. Witnesses or victims of drive-by shootings will often suffer from shock. Symptoms of shock include:

- |   |                       |             |
|---|-----------------------|-------------|
| • dull, lack-luster or sunken eyes        | • dilated pupils      | • anxiety   |
| • shallow, irregular or labored breathing | • rapid or weak pulse | • thirst    |
| • pale or bluish face                     | • vacant expression   | • agitation |
| • clammy cold skin                        | • nausea or vomiting  | • collapse  |



**Call 911**

# ***DRIVE –BY SHOOTING***

## **Classroom Teachers**

### **IF YOU ARE INSIDE SCHOOL BUILDING:**

- Secure classrooms and have students **DROP** until **ALL CLEAR** signal sounds.
- **CLOSE AND LOCK ALL WINDOWS AND DOORS.** Draw blinds. Turn off lights. Stay away from windows and doorways.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked.  
***NO students are to be released from or admitted to class for any reason.***
- If gunshot or an explosion is heard, take cover. If no cover is available, have everyone lie down on the floor.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN** signal system.  
***Do NOT send communications by runner during a Lockdown.***
- Wait for **ALL CLEAR** signal before exiting building.

### **IF YOU ARE OUTSIDE:**

- As quickly as possible, guide all students to nearest classroom, office or other type of shelter. Initiate DROP and COVER if it is not possible to safely reach enclosed areas.

### **IN ANY LOCATION:**

- **ADMINISTER FIRST AID** as necessary. (*See FIRST AID GUIDELINES in appendix, below.*)
- Calmly reassure students that everything is being done to return the situation to normal.
- Watch for signs of shock among witnesses and victims, and provide supportive treatment as appropriate (see previous page for symptoms and recommendations).

## **Site Administration**

### **INCIDENT COMMANDER (OR DESIGNEE):**

- Initiate **LOCKDOWN** of facility until it can be determined that risk of injury has passed.
- **CALL 911** to report incident and request assistance as needed.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- Work with **School Psychologist** or **Director of Special Education** to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- When incident has subsided, complete & submit incident report form.

### **FIRST AID / BASIC NEEDS TEAM:**

- Establish first aid station and administer aid as needed.

### **FACILITIES TEAM:**

- When it is safe to do so, assess damage to facilities. Report to Incident Commander & District Command Center.

### **STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

## **District Administration**

- Provide support necessary to the site's incident commander.
- Handle all media inquires/communication.
- Maintain integrity of the crime scene.

# Earthquake

## REMAIN CALM– EVALUATE THE SITUATION – TAKE ACTION

Earthquakes usually strike without warning. Therefore, **earthquake drills** should be conducted at least on a quarterly schedule.

During a major or moderate earthquake, the greatest immediate hazard to people in or near school buildings will be the danger of being hit by falling objects. Though less likely, injury or property damage can also occur from fires, floods, explosions or toxic materials spilled during an earthquake or an aftershock.

If an earthquake occurs during school hours, follow the procedures described on the next page.

If an earthquake occurs outside of school hours, school buildings and grounds should be inspected by Custodial / Maintenance staff before resuming normal operations. When damage is apparent, the principal is to contact the superintendent to determine the advisability of closing the school.

# Earthquake

## Classroom Teachers

### IF YOU ARE INSIDE SCHOOL BUILDING:

- Implement **DROP AND COVER** until shaking stops. Instruct students to take shelter under desks, tables, door frames, etc.
- Stay away from windows, bricks, shelves, hanging light fixtures and other items that may fall during a quake or aftershock.
- **EVACUATE** as necessary, but only after determining that designated evacuation route is safe. **Do not run. Take Emergency Backpack.**

### IF YOU ARE OUTSIDE OF SCHOOL BUILDING:

- Do not enter buildings.
- Implement **DROP AND COVER** until shaking stops.
- Be alert to dangers that may demand a move to a safer location.
- Remain with students in the open, at least 50 feet away from potential falling objects (e.g.; trees, portable backstops, power lines, buildings, etc.) until the earthquake is over and you are instructed by authorities to return to buildings.

### IN ANY LOCATION:

- Advise students not to touch exposed electrical wires.
- Avoid using matches and lighters until the area has been declared safe.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- **ADMINISTER FIRST AID** as necessary.
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Be alert for aftershocks, gas leaks or power failures, fires or explosions. The risk of flooding is small, but could result from the failure of upstream dams,
- Be prepared for transportation disruptions, and/or the possibility of authorities establishing extended shelter operations
- Resume normal operations after the ALL CLEAR signal has been given.

## Site Administration

### INCIDENT COMMANDER (OR DESIGNEE):

- Activate Incident Command Center. Deploy Emergency Response Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.

### STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

### FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

### FACILITIES TEAM:

- Check all utilities and shut off electric, water or gas systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

### COMMUNICATIONS TEAM:

- Begin monitoring the Emergency Broadcast System for information about post-earthquake hazards and community emergency response.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquires to District Info Officer.

### STUDENT RELEASE/CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

# FIRE

## REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

Fires usually strike without warning. During a fire, the greatest immediate hazards to people in or near school buildings are the danger of smoke inhalation, and of becoming trapped in a burning building. Immediate and efficient evacuation is of the utmost importance. Therefore, **fire drills** should be conducted at least **once a month**.

Fire drills should *always* be regarded as actual alarms and treated seriously by all staff and students. The main objective in a drill is to enable all students and staff to evacuate the building in an orderly manner so that this level of discipline can be relied upon in the event of an actual emergency.



Before a fire strikes, all SUSD staff should know where **fire extinguishers** are located, as well as when and how to use them. Everyone in the school should know where **fire alarms** are located, and how to activate them. Some small fires may be extinguishable through prompt action before fire fighters arrive. If it is safe to do, fight small fires as appropriate with fire extinguishers. Under no circumstances, however, should this be done at the expense of the safety of SUSD students.

### **STOP! DROP! ROLL!**

If your clothes catch fire, **DO NOT RUN!** Drop to the ground and roll until the fire is out.

Before a fire strikes, know both primary and alternate **evacuation routes** and designated **assembly areas**. Smoke and fumes from combustion may be harmful, particularly to those with respiratory ailments. When evacuating, choose an assembly area up-wind from the fire if at all possible. Do not use elevators for evacuation.



# ***FIRE***

## **Classroom Teachers**

### **IF YOU SEE FIRE, OR SEE OR SMELL SMOKE:**

- Remove any persons from the area who may be in immediate danger.
- Sound the alarm by voice and/or activating electronic fire alarm. Notify Administration (or have an assistant do this while you handle the fire). Administration will determine to what extent evacuation is indicated.
- If it can be done without endangering life, fight the fire as appropriate with fire extinguishers.

### **IF THE FIRE ALARM SOUNDS:**

- **CHECK CLASSROOM DOOR** for signs of fire (hot to touch, visible smoke or flames) to determine whether planned evacuation route is passable.
- If possible, **EVACUATE** the building according to plan. If the primary evacuation route is unsafe or impassable, proceed to the nearest available alternate exit. **Do not run. Take Emergency Backpack.**
- Rooms should be left with the lights out and the door closed but not locked to confine the fire and smoke.
- Once outside students and staff should remain at least 50 feet away from the building until given further instructions.
- **ADMINISTER FIRST AID** as necessary.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- Inform students that they are to remain with you. If a student leaves, record the student's name, destination and the time he/she leaves.
- Remain with students until you are instructed by authorities to release them.
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to use various routes to gain access to threatened buildings and/or injured individuals. Keep students at a safe distance from the fire, and away from emergency equipment and fire lanes.
- When ALL CLEAR has been signaled, lead students back to the classroom.

## **Site Administration**

### **INCIDENT COMMANDER (OR DESIGNEE):**

- Call 911 to report emergency.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Determine the need for evacuation and sound alarm.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

### **STUDENT/STAFF SAFETY TEAM**

- Coordinate Search & Rescue operations as needed.

### **FIRST AID / BASIC NEEDS TEAM:**

- Establish First Aid station and administer aid as needed.

### **FACILITIES TEAM:**

- Check all utilities and shut off systems as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

### **COMMUNICATIONS TEAM:**

- Call 911- to report ALL fires to the Fire Department.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.

### **STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## **District Administration**

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

## **FLOODING**

During heavy rainstorms (including those in the areas downstream from the canyons), the Communications Team should monitor public media, weather reports and/or the Emergency Broadcast System for notice of flood warnings or flood watches. Staff should be promptly notified through district communications channels of potential flood hazards.

If warning of an impending flood has been given, and time allows, the following steps should be taken to mitigate damage to property and prevent injury to students and staff:

- Maintenance staff should be authorized to procure sandbags, sand, construction materials and equipment that may be needed to divert and/or repair damage caused by flood waters, and to ensure their proper placement and/or storage.
- Obtain/replenish drinking water and first aid supplies.
- Move or remove material subject to water damage (e.g., computer equipment, school records/vital documents, inventory of foodstuff, office supplies, etc.) to higher, dryer ground.
- Be alert for potential contamination of water supply lines.
- No one should be allowed to drink from faucets on ruptured lines.

# FLOODING

## Classroom Teachers

### In the event of sudden flooding:

Immediately **NOTIFY ADMINISTRATION** of ruptured pipes, other sources of sudden flooding.

- **EVACUATE** impacted facilities as directed by school authorities or emergency response personnel. **Do not run. Take Emergency Backpack.**
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- **ADMINISTER FIRST AID** as necessary.
- Instruct students **not to play or come into contact with standing water** (*which may have been contaminated by sewage*) **or flowing water** (*which may have been contaminated, or may indicate flash flooding*).
- Remain with students until you are instructed by authorities to release them or return to buildings.
- Be prepared for the possibility of flash flooding, school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe flooding.

## Site Administration

### INCIDENT COMMANDER (OR DESIGNEE):

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify all staff immediately of the need to discontinue use of ruptured or contaminated plumbing lines.
- Initiate other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

### STUDENT/STAFF SAFETY TEAM:

- Coordinate Search & Rescue operations as needed.

### FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

### FACILITIES TEAM:

- Shut off electricity to flooded areas.
- Place sandbags at threatened facilities. Monitor and reinforce as needed.
- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.

### COMMUNICATIONS TEAM:

- Monitor Emergency Broadcast System for flood-related warnings and information.
- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes.
- Refer media inquiries to District Info Officer.

### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquiries/communication.
- Coordinate financing of recovery operations.

## **HAZARDOUS MATERIAL / TOXIC SPILL**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

Industrial and residential chemical spills can pose a serious threat to individual and community health. Traffic accidents involving vehicles transporting gasoline, fertilizers, or pesticides may cause contamination from spilled chemicals. Inattentive use of cleaning supplies or construction materials may result in the release of toxic gasses. Natural disasters, industrial accidents or hostile acts, whether on campus or in the surrounding community, may precipitate the release of hazardous airborne materials that threaten SUSD students and staff. In case of hazardous material spills, *time is of the essence*.

**MOVE FAST! It's very important that spills or leaks be cleaned up quickly--and correctly.**

The various toxic materials can pose different threats, and require different measures for control and clean-up. Make sure you know the name, properties and precautions that pertain to any chemicals with which you work (including but not limited to: cleaning supplies, solvents, adhesives, lubricants, paints and fertilizers).

When hazardous materials contaminate the environment, students and staff have the option of **SHELTERING IN PLACE** or **EVACUATING**. The specific circumstances of the hazardous material incident, and the good judgment of civil authorities and school personnel, will determine the appropriate response for each unique situation. Note that Shelter-In-Place operations may require an extended period of confinement, and that provisions may need to be made for alternative sanitation facilities, food/snacks and/or drinking water for those being sheltered.

First priority should be given to student and staff safety,  
then to protecting the environment, then to protecting property.

#### **General Guidelines for Avoiding or Minimizing Contamination**

- Flush a chemical burn to the skin or eyes with large amounts of clear, cool water.
- Close all doors and windows, and shut off ventilation (fans, air conditioning system, vents) to stop fumes from spreading.
- Cover and seal all openings to outdoors (*vents, air ducts, etc.*) with plastic and tape.
- Seal gaps around windows & doors (*use wet towels to seal bottom of doors*).
- In the event of a chemical or biological attack, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings.
- Monitor the Emergency Broadcast System on radio and/or television, and/or monitor print media for updated information and directions.

**If toxic material may have been ingested, contact  
POISON CONTROL 1-800-222-1222.**

# HAZARDOUS MATERIAL / TOXIC SPILL

## Classroom Teachers

### IF THE SPILL IS INSIDE SCHOOL BUILDING:

- **EVACUATE** the affected class room(s) immediately; avoid the area where the chemical accident occurred and any fumes which are present. Modify assembly area if needed so that students and staff are up-wind, up-hill, and up-stream from the location of the spill. **Do not run. Take Emergency Backpack**
- Contain toxic material if possible, by shutting doors and windows when leaving the room.
- Keep exposed students separate from others, to minimize cross-contamination and to facilitate administration of first aid.
- When **ALL CLEAR** has been signaled, lead students to a predestinated safe area.

### IF THE SPILL IS OUTSIDE SCHOOL BUILDINGS:

- Instruct students to immediately take shelter indoors.
- Secure windows, vents and doors to prevent harmful vapors from entering the classrooms.
- Shut down recirculating air conditioning systems.

### IN ALL INCIDENTS INVOLVING TOXIC CHEMICALS:

- **NOTIFY ADMINISTRATION immediately.**
- Check students & staff for medical symptoms (loss of breath, fainting, burns, etc.) **ADMINISTER FIRST AID** as indicated.  
(See *FIRST AID GUIDELINES* in appendix, below.)  
Remove clothes contaminated with chemicals and place them in a plastic bag or other container, wash exposed skin with cool clear water (avoid scrubbing chemicals into the skin).
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- Remain with students and wait to be instructed by authorities. Follow all directions given by emergency personnel.

## Site Administration

### INCIDENT COMMANDER (OR DESIGNEE):

- Check the Material Safety Data Sheet (MSDS) to identify properties of spilled chemicals, to determine the urgency of situation.
- Call 911 to request emergency assistance (ambulance and/or Haz-Mat teams). **Report the name / type of chemical spilled, if known.**
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Notify all staff and instruct them to **EVACUATE** or **SHELTER IN PLACE**, as appropriate.
- Notify Superintendent
- Initiate any other action(s) deemed necessary, or **ALL CLEAR** to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

### FACILITIES TEAM:

- Post guards a safe distance away from building entrances to prevent access to evacuated buildings.

### STUDENT/STAFF SAFETY TEAM

- Ensure evacuation of designated areas
- Coordinate Search & Rescue operations as needed.

### FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station, and administer aid as needed.

### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

# HOSTAGE SITUATION

## REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

If any site becomes involved in a hostage situation, the primary concern must be the safety of students and staff. Individuals who take hostages are frequently emotionally disturbed, and the key to dealing with them is to make every attempt to **avoid antagonizing them**. Communication must be handled in a **non-threatening, non-joking** manner, always remembering that it may take very little to cause such people to become violent.

See also “HOSTILE INTRUDER,” “WEAPONS ON CAMPUS” and “TRAUMATIC EVENT”

# HOSTAGE SITUATION

## Classroom Teachers

IF A HOSTAGE SITUATION OCCURS IN YOUR AREA OF SUPERVISION:

- **Do not panic.**
  - Remain calm and under control.
  - Help students to keep calm.
  - Avoid quick movements.
- **Follow instruction of the captor (hostage taker),** and inform students to do so as well.
- Do not try to be a hero/heroine by attacking or trying to disarm the attacker - the same is true for students.
- Do NOT attempt to bargain or negotiate with the hostage taker.
- **Keep your grade book and seating chart - know or make a list of who is absent from your class.**
- **Follow any instructions from law enforcement.**
  - Trust the negotiators. Do not criticize their actions.
  - Accommodate the captor - Ask permission to speak -  
Face captor while speaking - Don't crowd his/her space -  
Be respectful - Never argue.
- **Stay alert.**
  - Attempt escape only if the hostage taker(s) fall(s) asleep.
  - Evacuate students first.
- **If shooting begins**
  - Tell students to **DROP** to floor and lie still.
  - Take cover under or behind equipment or structures.
  - If it can be done safely, clear the immediate area of students and staff and **NOTIFY ADMINISTRATION**

IF YOU OBSERVE A HOSTAGE SITUATION DEVELOPING ELSEWHERE:

- Make no personal intervention into the situation.
- Quietly remove yourself from the area.
- **NOTIFY ADMINISTRATION**, who shall call 911.
- Remain out of sight of the hostage taker(s).
- Remain in the proximity to the hostage area and prevent other staff and students from entering the area. Enlist other staff to help secure area.

## Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Determine the seriousness of the situation.
- **CALL 911** to report emergency & request assistance.
- **Initiate LOCKDOWN.**
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Identify liaison /contact person to work with police. Have floor plans of the building available for the police.
- Gather facts from appropriate reliable sources, particularly any victims or witnesses, while maintaining confidentiality.
- Make announcements to students in classrooms - not in an assembly.
- Refer all media questions to the Public Information Officer as designated by the Superintendent. Do not allow media to speak directly to students or staff.
- Work with **School Psychologist** or **Director of Special Education** to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Identify any victims and obtain assistance for victims.
- Isolate the area of the disturbance by relocating students to a safe area
- FIRST AID / BASIC NEEDS TEAM:
- Establish First Aid station and administer aid as needed.

COMMUNICATIONS TEAM:

- Upon direction by the Incident Commander, notify the families of the people involved, particularly victims.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## District Administration

- Coordinate evacuations/shelter
- Coordinate priority release of staffing
- Provide support necessary to the site's incident commander.
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication. Be sure to coordinate media announcements with law enforcement personnel.

## **HOSTILE INTRUDER ON CAMPUS / UNAUTHORIZED VISITOR**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

**Hostile Intruder**: A hostile intruder is someone who enters the school campus and demonstrates suspicious behavior, including carrying or displaying a weapon.

**Unauthorized Visitor**: An unauthorized visitor is someone who is not a student or staff member and does not have a visitor badge identifying him/herself visibly worn on his/her clothing.

A dangerous person might appear to be someone with a legitimate purpose on campus.

If any stranger on campus is not readily identifiable, or begins to exhibit erratic or dangerous behavior, immediately **contact the administration** without alerting or alarming students or the suspect **and move students to a safe location.**

Always err on the side of caution. To reduce the possibility of dangerous persons on campus, all visitors not wearing a visitor's badge (whether parents, volunteers, or strangers) should be directed to the school office for registration.



## ***UNAUTHORIZED VISITORS***

### **Classroom Teachers**

- **NOTIFY ADMINISTRATION** and give description and location of the subject.
- Keep the subject in view until emergency personnel arrive.
- If possible direct the subject away from students and buildings.
- Initiate **SHELTER IN PLACE** procedures: Direct students to nearest safe classroom. Keep all students in class unless otherwise directed by emergency personnel. Close all doors and windows. If possible, remain near door to monitor situation and/or initiate lockdown if required.
- Remain calm, stay in classroom until **ALL CLEAR** signal is given, regardless of how long it takes.
- Turn down all radios/cell phones and be alert for new developments and/or instructions from the Incident Commander.

### **Site Administration**

INCIDENT COMMANDER (OR DESIGNEE):

- Advise subjects who resist registering and declaring their business on campus that they are trespassing and need to leave the school property directly.

# HOSTILE INTRUDERS

## Classroom Teachers

**NOTIFY ADMINISTRATION** immediately, and have them call 911 for assistance. Give description and location of the subject.

- Immediately direct students to nearest safe classroom. When so directed, follow **LOCKDOWN** procedures: Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
- Remain indoors, and keep all students in class unless otherwise directed by emergency personnel. Doors must remain closed and locked. *No students are to be released from or admitted to locked down rooms for any reason.*
- If gunshots are heard, direct students to **DROP** and take cover until the situation has been resolved, or until otherwise directed by Incident Commander or emergency personnel.
- Await further instructions from the Incident Commander or emergency personnel.
- Remain calm, stay in classroom until **ALL CLEAR** signal is given, regardless of how long it takes.
- Turn down all radios/cell phones and be alert for new developments and/or instructions from the Incident Commander.

## Site Administration

INCIDENT COMMANDER (OR DESIGNEE):

- Advise subject that they are trespassing and need to leave the school property.
- CALL 911.** Be prepared to describe the subject's location and appearance (and identity, if known), and any weapons seen or suspected. Tell dispatcher whether the subject has been isolated, or if students or staff are in proximity to the subject.
- Assess the situation and initiate **LOCKDOWN** procedures as indicated
  - Keep the subject in view until police or law enforcement personnel arrive.
  - Take measures to keep subject away from students and buildings.
  - Activate Incident Command Center. Deploy Crisis Teams as indicated.
  - Initiate any other action(s) deemed necessary, or announce **ALL CLEAR** to direct staff to return to normal routine.
  - Work with **School Psychologist** or **Director of Special Projects** to determine need for, and if necessary, activate Crisis Counseling Team to provide psychological support to students, staff, and/or families.
  - When incident has subsided, complete & submit Dangerous Stranger and/or Incident Report Form.

## District Administration

- Notify administrators at other school sites of the intruder description, and direct them to be alert for a similar incident.
- Coordinate evacuations/sheltering
- Coordinate priority release of staffing



## **MAJOR SYSTEMS FAILURE:**

### **GAS, HEAT, POWER, WATER**

#### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

In the event of a utility system failure, the incident must be REPORTED, INVESTIGATED and RECTIFIED. Failures may be localized in a school building or classroom, or they may affect the whole school and/or the surrounding community. Different types of failures call for different responses. For example, outage as a result of severe weather conditions may require remaining in the building whereas outage resulting from electrical problems may require evacuation. Determine why the power is out, and respond accordingly. If conditions are unsafe (for example, if a natural gas odor is detected, or a circuit/fuse box is sparking or smoldering), EVACUATE students to a safer location. ***In case of a GAS LEAK, DO NOT USE CELLULAR PHONES.*** Cell phone use is acceptable during other types of outages.

**PLANNED OUTAGES:** Advanced notice regarding loss of service may be provided by utility companies. Often these outages will be of short duration and require no special action other than notifying staff of the pending interruption of service. If disruption in service will severely hamper school operation, students and staff should be notified by appropriate means. If a school or department is notified directly by the utility company of a planned loss of service, the Principal or designee should inform the District Office (in advance if possible) of the date, time and expected duration of the outage, and alternative means of communication should be agreed upon to ensure contact between the District and the school site. For information on sustained outages, the Communications Team can get general information from:

AT&T (telephone) 1-800-288-2020

PG&E 1-800-743-5000

# MAJOR SYSTEMS FAILURE GAS, HEAT, POWER, WATER

## Classroom Teachers

- During normal business hours, **NOTIFY ADMINISTRATION** of systems failures.
- If school is to be closed, teachers will be notified by administration.

### POWER FAILURE

- **NOTIFY ADMINISTRATION** office using radio, cell phone or messenger.
- Keep students together, remain in classrooms; follow normal schedule.

### EXPOSED ELECTRICAL HAZARDS

- Remove students and staff to a safe distance away from downed power lines. **Assume all power lines are carrying a live current.** Refrain, and instruct students to refrain, from touching / approaching exposed wires.
- **NOTIFY ADMINISTRATION** using radio, phone or messenger.

### BURST WATER PIPES

- Remove students and staff to a safe distance from the source, and keep them away from spilled water or sewage.
- **NOTIFY ADMINISTRATION** using radio, phone or messenger.
- Direct students to alternate sanitation facilities if required.

### NATURAL GAS LEAK

- Immediately **EVACUATE** the area. **Do not run. Take Emergency Backpack.**
  - **USE LAND LINE PHONE** to **NOTIFY ADMINISTRATION.**
- DO NOT USE CELLULAR PHONES, which may ignite leaking gas.**

### Any type of incident

- **ADMINISTER FIRST AID** as necessary.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN** signal system or by sending runners to the Office when it is safe to do so.
- When **ALL CLEAR** has been signaled, lead students back to the classroom.

## Site Administration

### INCIDENT COMMANDER (OR DESIGNEE):

- At onset of power outage, contact MOT
- Consult with the Superintendent's and MOT to determine the extent of the outage.
- Activate Incident Command Center. Deploy Crisis Teams
- Contact the Superintendent to make the final decision about whether to dismiss classes/close the school.
- Contact the MOT immediately if school is dismissed or closed, to ensure coordination of student transportation.
- When incident has subsided, complete & submit incident report form.

### FACILITIES TEAM:

- Get keys from office to gain access and turn off the main power, water or gas line(s) as needed.
- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from building entrances to prevent access to damaged buildings.
- For prolonged water/sewage interruptions, establish and maintain alternate sanitation facilities as directed.

### COMMUNICATIONS TEAM:

- Notify appropriate utility company and/or emergency response agencies of breaks or suspected breaks in utility lines or pipes

### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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## District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

## **MISSING CHILD / KIDNAPPING**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

Treat custody dispute problems as potential kidnappings.

#### ***To avoid Kidnappings:***

- Do not release a child to anyone other than the properly identified parent or guardian as designated in the student file.
- Do not accept substitutes for the designated parent (including the non-custodial parent) without proof of prior approval from the parent/guardian and the school office. Proper identification is required. Make copies or note all names, addresses and other identifying information.
- Designated parents/guardians of their authorized substitutes must have a visitor's badge to show that the office is aware that they are here to pick up the child.
- It is the school's responsibility to know the parents' plan for custody / pick-up from school

## ***MISSING CHILD***

### **Classroom Teachers**

- **NOTIFY ADMINISTRATION IMMEDIATELY**, and provide the following information:
  - Child's name & sex
  - Physical and clothing description
  - Medical status if applicable
  - Time last seen

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- Notify Child's parent / guardian
- When it has been confirmed that a missing student is not on campus, **CALL 911** to notify law enforcement & provide requested information & description.
- Notify Superintendent's office
- When incident has subsided, complete & submit incident report form.

#### **STUDENT/STAFF SAFETY TEAM:**

- Conduct immediate search of school building and grounds. Report all findings to Incident Commander.

### **District Administration**

- Handle all media inquires/communication.
- Establish protocol for working with Police

## ***KIDNAPPING***

### **Classroom Teachers**

#### **IF A KIDNAPPING HAS BEEN THREATENED:**

- **NOTIFY ADMINISTRATION IMMEDIATELY**, and provide the following information:
  - Child's name
  - Physical and clothing description
  - Time and location the child was last seen
- IF so directed, follow **LOCKDOWN** procedures: Close and lock all windows and doors. Draw blinds. Turn off lights. Stay away from windows and doorways.
- Reassure students that everything is being done to return the situation to normal.

#### **IF A CHILD HAS BEEN KIDNAPPED:**

- **NOTIFY ADMINISTRATION IMMEDIATELY**, and provide the following information:
  - Child's name & sex
  - Physical and clothing description
  - Medical status if applicable
  - Time and location the child was last seen

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- **CALL 911** and provide them with child's description and time/place last seen.
- Notify Parent Patrol & Security staff.
- Assess situation. Initiate **LOCKDOWN** if appropriate.
- Notify child's parent / guardian.
- Notify Superintendent's office.
- Discreetly inform staff members of the kidnapping, so as not to alarm other students.
- When incident has subsided, complete & submit incident report form.

### **District Administration**

- Coordinate evacuations/shelter
- Coordinate priority release of staffing after police have the information they need.
- Handle all media communication.

# PANDEMIC FLU (Influenza)

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

## Influenza Case Definition

The Centers for Disease Control and Prevention defines an influenza-like illness as having the following symptoms:

Fever of 101.5° degrees Fahrenheit or higher

AND ONE OF THE FOLLOWING

- Cough
- Sore throat
- Headache
- Muscle ache

A student with flu-like symptoms must be sent to the office for screening (symptom check and/or taking temperature). If student meets the case definition as described above, he/she must be excluded from school until symptom free. Enter name of student on tracking log and report on the daily/weekly report form. Germs are spread through human contact. Wear a mask if you have one, wash hands frequently with soap and avoid touching door knobs, phones and other items that may be infected.

In the event of serious threat of a deadly influenza, instructions will be provided by local public health and safety officials on personal protection, decontamination and health warnings via the Emergency Broadcast System, transmitted over radio and television as well as through print media.

## Public Health Instructions During a Pandemic Flu

Throughout a pandemic flu, people may be asked or required to do things to help hold back the spread of the disease in our community.

Here are some examples of what Health Services may ask people to do:

### STAY HOME

People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit the spread of the disease.

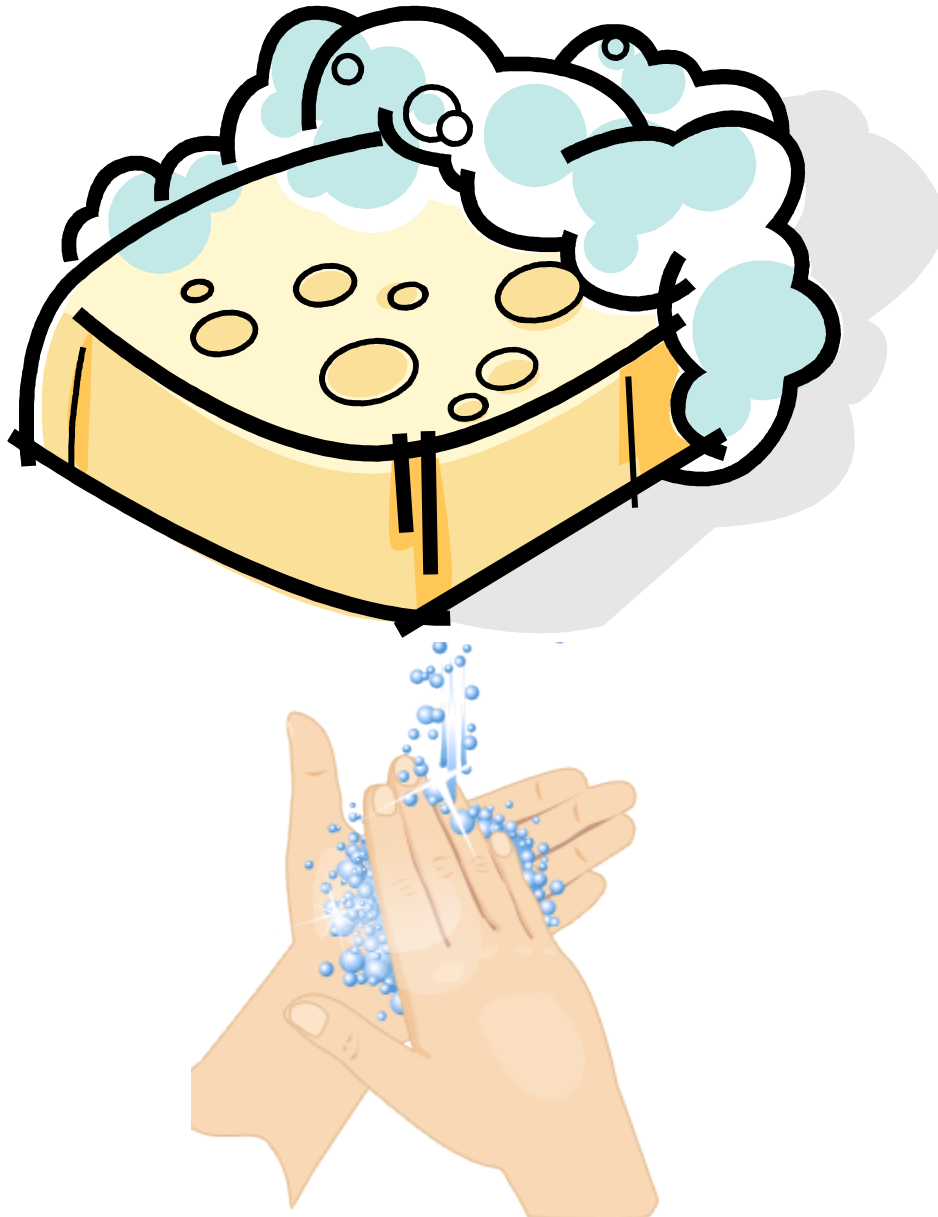
### AVOID LARGE GROUPS

People – even those who are well – should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu these kinds of events could be cancelled because large gatherings of people help spread the flu virus. Isolation and Quarantine are public health actions used to contain the spread of a contagious disease. If asked, it will be important to follow Isolation and/or Quarantine instructions.

**ISOLATION** is for people who are already ill. When someone is isolated, they are separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

**QUARANTINE** is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, they are also separated from others. Even though the person is not sick at the moment, they were exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

Some functions such as payroll staff and E.O.C Chiefs may not be able to stay home during a major emergency, as these may be essential functions. A plan for “essential functions” must include safety guidelines for staff so that they do not infect each other. Such as: three feet boundaries and use of masks and gloves.





# ***PANDEMIC FLU (Influenza)***

## **Classroom Teachers**

### ***IN CASE OF A SERIOUS ILLNESS THREAT***

- Quickly get students away from the sick person and away from air currents and objects that may spread germs-such as door knobs.
- Protect yourself and students. **Cover your mouth and nose** with a filtration mask, or with layers of fabric that can filter the air but still allow breathing (e.g., 2 -3 layers of cotton such as a t-shirt, handkerchief, towel, several layers of tissue or paper towels ).
- **Wash** exposed skin with soap and water. Use common sense: practice good hygiene and cleanliness to avoid spreading germs.
- **NOTIFY ADMINISTRATION** and seek medical attention for the infected person.
  - If the affected person can be safely quarantined make sure that you can supervise the person from a distance, it may be better to move as far away as possible.
  - If you are outside, quickly decide what the fastest way to find clean air is: getting out of the affected area or going inside the closest building to **SHELTER IN PLACE.**
- **WASH HANDS WITH SOAP**
- **MAKE SURE STUDENTS UNDERSTAND HOW TO DO PROPER HYGIENE**
- **Keep accurate records of symptoms of illness and absences**
- **Distribute educational materials:**  
<http://pandemicflu.gov/planguide>
- **Review the needs of vulnerable students with support staff as some of those students will need additional support during a school closure.**
- **Take care of yourself in order to effectively take care of others.**

## **Site Administration**

### **INCIDENT COMMANDER (OR DESIGNEE):**

- Follow instructions of doctors and other public health officials and ensure that they are communicated appropriately to staff (particularly First Aid / Basic Needs Team), students and parents.
- Make arrangements to refer families to specific sites for medical evaluation and treatment.
- Contact the Superintendent to make the final decision whether to dismiss classes / close the school. Contact MOT immediately in the event that school is dismissed or closed, to ensure coordination of student transportation.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

### **COMMUNICATIONS TEAM:**

- Monitor Emergency Broadcast System for official updates from public health officials to determine the following:
  - Are you in the group or area that authorities consider in danger?
  - What are the signs and symptoms of the disease?
  - Are medications or vaccines being distributed?
  - Where? Who should get them?
- Communicate findings to Incident Commander.

### **FIRST AID / BASIC NEEDS TEAM:**

- Establish first aid station and administer aid as needed.

### **FACILITIES TEAM:**

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- Work with emergency response STUDENT RELEASE / CROWD CONTROL TEAM:
- Implement student release procedures upon direction. (Limit release to authorized adults; keep record of students released.)

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## **District Administration**

- Decide whether to close school or only some areas.

Dr. Nancy Kotowski, Monterey County Superintendent of Schools urges schools child care agencies and providers, and parents to increase their efforts to teach flu prevention strategies. She is working with local school districts and to review and update their school safety plans in light of the current swine flu outbreak.

"My office is working closely with the Monterey County Health Department to monitor suspected and identified cases of swine flu throughout California. The health and safety of our students is our prime concern, and we continue to prepare for any potential impact influenza may have on the education of our students," Dr. Kotowski said.

"This is a rapidly changing situation that deserves our heightened attention. Precaution and prevention are our best courses of action to stop the spread of the swine flu or any other illness at school.

"Students should wash hands often with soap, cover their coughs and sneezes, and avoid contact with students who appear ill. Also, if parents suspect their child is ill, they should keep the child at home and take the appropriate medical care."

The following are resources available to schools, both public and private, and the community regarding influenza and infectious disease.

For information on developing school safety plans; and checklists for child care agencies, preschools, and local educational agencies; please visit <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>

The Monterey County Health Department  
<http://www.co.monterey.ca.us/Health>

The United States Center for Disease Control  
<http://www.cdc.gov/>

Información en Español  
[http://www.cdc.gov/swineflu/espanol/swine\\_espanol.htm](http://www.cdc.gov/swineflu/espanol/swine_espanol.htm)

Pandemic Flu.gov  
<http://www.pandemicflu.gov/index.html>

- Handle all media inquiries/communication.
- Coordinate evacuations/sheltering and quarantine areas
- Coordinate priority release of staffing
- Designate staff to continue essential duties such as payroll and record keeping of absences. Make sure you have all precautions in place: Keep a 3 foot distance between staff and provide masks and disinfectant as needed.

**First Aid Flow Chart**

**PLAYGROUND OR OCCUPATIONAL INJURY**

REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

**START HERE:**  
Assess the *Scene*.  
Is it safe to rescue the victim?

If NO...

Call 911 for emergency assistance.

If YES...

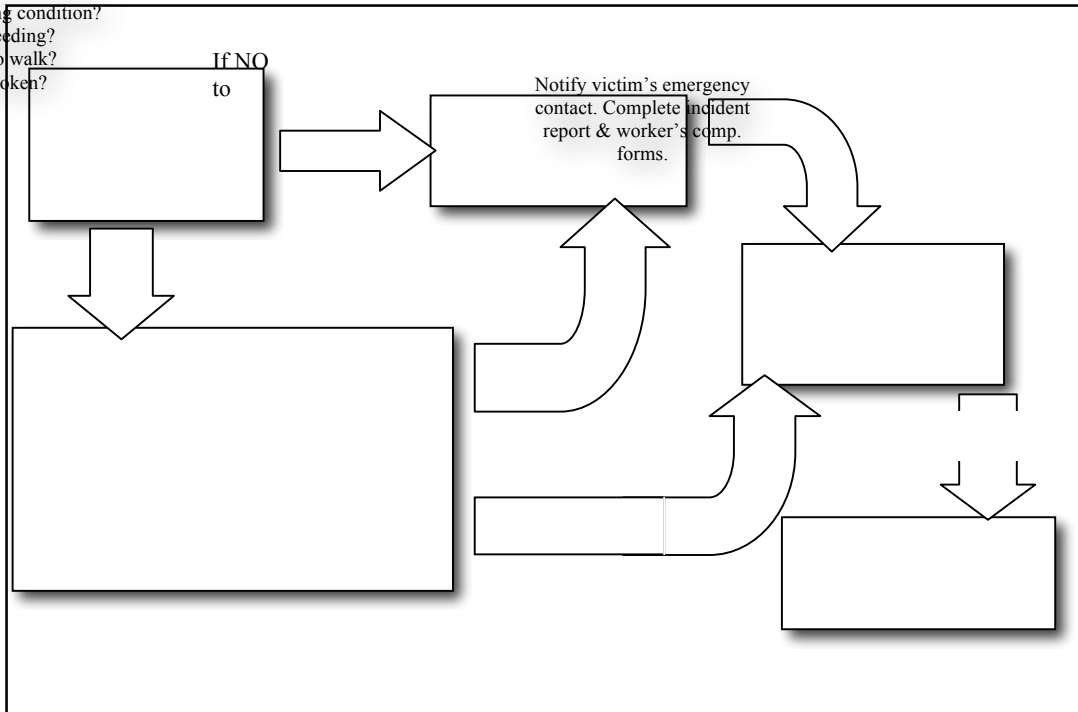
Summon first-aid-trained staff to the scene and injuries from fall

Various medical emergencies may occur on school property, including (but not limited to): physical trauma, sudden illness or exacerbation of existing medical conditions, choking, loss of consciousness, etc. Medical emergencies will also often accompany a larger emergency event (e.g., injuries from falling objects during an earthquake, or burns sustained in an explosion). Most medical emergencies will be isolated, affecting only one or two individuals, and will not require the activation of an Incident Command Center or the First Aid/Basic Needs Team. In these cases, whoever responds first should assess the victims' status, call for emergency assistance and/or administer first aid as needed.

Assess the *Victim*.  
Is there any problem with A B C?  
Airway? Breathing? Circulation?

THEN...

Is there a life-threatening condition?  
Is there severe bleeding?  
Is victim unable to walk?  
Are any limbs broken?



## ***PLAYGROUND OR OCCUPATIONAL INJURY***

### **Classroom Teachers**

- **ASSESS THE SITUATION.** Determine type and extent of injuries sustained. Get as much information about the victim and his/her condition as possible. Check for Medic Alert emblems on unconscious victims.
- **NOTIFY ADMINISTRATION** and request an ambulance and/or first-aid trained personnel, as needed.
- Summon persons trained in first aid and/or CPR
- **ADMINISTER FIRST AID** as necessary.
- Remove others from the area of the victim(s) to allow access by first-aid providers.
- ***Do NOT move the victim***, unless s/he is in imminent danger.
  
- Keep the victim comfortable and under supervision pending arrival of emergency medical assistance.
- Refer to the section on TRAUMATIC EVENT, below, for suggestions on helping students who witnessed the injury or accident.

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- Call 911 for paramedics / ambulance services as needed.
- Activate Incident Command Center if necessary; deploy First Aid / Basic Needs Team, Facilities Team, and/or Student / Staff Safety Team as needed.
- Contact parents/guardians of injured students and/or emergency contacts of injured staff members to inform them of the incident and where the victim can be found.
- When incident has subsided, complete & submit incident report form and/or worker's compensation injury report form.

#### **FIRST AID / BASIC NEEDS TEAM:**

- Establish First Aid station and administer aid as needed.

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### **District Administration**

- Handle all media inquires/communication.
- Collect reports of injuries and treatment.
- Coordinate financing of recovery operations.

## SEVERE WEATHER (STORMS)



Severe weather is not unusual in the Soledad area, but the following guidelines can be helpful in the event of an unusually strong storm. During severe *windstorms*, the safest places to be are interior halls, against interior walls (away from windows) and lower floors of buildings. When directing students to shelter, be alert to potential hazard exposed by flying debris, broken windows or doors, and/or damaged buildings. Avoid seeking shelter in the auditorium/cafeteria/multipurpose room, or near windows, particularly areas exposed to the windward force of the storm. During severe *rain- or thunderstorms*, be alert to the potential for flooding (seek higher ground), as well as structural damage caused by wind or lightning strikes. Power outages are likely during severe weather. Normal communications systems may be impaired. Please see section below on Major Systems Failure, for guidelines for responding to power failures.

- 1. Stay away from areas prone to flooding.**
- 2. Stay away from downed power lines.**
- 3. Stay away from windows.**
- 4. Stay away from trees and shingled roofing.**

## ***SEVERE WEATHER (STORMS)***

### **Classroom Teachers**

#### **IF YOU ARE INSIDE SCHOOL BUILDING:**

- Remain indoors. Do not leave building unless absolutely necessary. (e.g., exit in case of fire, or upon direction of emergency authorities)
- Stay away from open doors and windows, metal objects, electrical appliances and plumbing until storm has passed.
- Keep telephone use to a minimum.
- Do not handle flammable liquids in open containers (e.g., paint, cleaning supplies).

#### **IF YOU ARE OUTSIDE OF SCHOOL BUILDING:**

- **Get into a building as quickly as possible.** Move from high ground and assume a crouching position if open areas cannot be avoided.
- **Do not** seek shelter under isolated trees, or close to metal fences, small sheds, playground equipment or other exposed locations. Keep at a distance of twice an object's height if you must remain outdoors around tall trees or objects during a storm.
- **Avoid overhead power lines.**
- **Do not** use metal objects, which may contact damaged electrical lines or serve as a lightning rod.
- Remove shoes with metal cleats.

#### **IN ANY LOCATION:**

- **ADMINISTER FIRST AID** as necessary.
- **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- Remain with students until you are instructed by authorities to release them.
- Be prepared for the possibility of school closure, transportation disruptions, and/or the possibility of authorities establishing extended shelter operations on site in the event of severe storm damage in the community.

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.

#### **STUDENT/STAFF SAFETY TEAM:**

- Coordinate Search & Rescue operations as needed.

#### **FIRST AID / BASIC NEEDS TEAM:**

- Establish First Aid station and administer aid as needed.
- Coordinate mass shelter operations as needed.

#### **FACILITIES TEAM:**

- Assess damage to facilities. Report to Incident Commander & District Command Center.
- If feasible, post guards a safe distance away from damaged structures or vehicles to prevent unauthorized access.

#### **STUDENT RELEASE / CROWD CONTROL TEAM:**

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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#### **District Administration**

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Coordinate financing of recovery operations.

# **SUICIDE ATTEMPT OR THREAT**

## **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

If any SUSD employee suspects that a student is considering or planning to commit suicide, he or she shall immediately report their reasons for suspecting the risk of suicide to an administrator and parents/guardians. Any suicide threat or suicidal thoughts must be taken seriously and responded to immediately. The District Psychologist should be contacted as soon as possible. The Police Department must also be contacted. The Police Department will insist on a home visit so be ready to provide them with all necessary home contact information including address, phone numbers and names. Don't wait make phone calls immediately. **CALL 911 Suicide Prevention Service, 24 hour Suicide Crisis Line ... 1-877-663-5433**

## **PROVIDE FOR SUPERVISION OF AN ADULT AT ALL TIMES**

Do not leave the person alone. Keep 100% supervision on the person and call for help. Call the District Psychologist and the Police. The school psychologist is responsible for determining the seriousness of the suicide threat. The student and the staff members involved must understand that information about the situation communicated to the school psychologist will not be held confidential but will be shared with the student's parent(s). In determining the seriousness of the suicide threat the school psychologist shall consider the following:

- The student's feelings of hopelessness and the length of time such feelings have existed.
- The student's thoughts about killing himself/herself and the persistence and intensity of such thoughts.
- The existence and lethality of any suicide plan, the details of the plan, and whether any preliminary actions have been taken by the student.

## ***Do's and Don'ts Regarding Suicidal Ideation***

**DO LISTEN to what the student is saying and take the suicidal threat seriously.**

**DO GET HELP by contacting a school counselor, psychologist, principal or other appropriate resource. Never attempt to handle a potential suicide by yourself.**

**DO OBSERVE the student's nonverbal behavior. Facial expressions, body language, and other concrete signs often are often more telling than what the student says.**

**DO ASK whether the student is thinking about suicide. If the indication is "yes," ask how she/he plans to do it and what steps have already been taken. This will help you determine how serious the threat is (if risk is imminent take immediate action).**

**DO ASSURE the person that you care and you will find help that will keep him/her safe.**

**DO STAY with the student, and if possible, assist with transfer to appropriate mental health professional.**

**The student has placed trust in you, so you must help transfer that trust to another person.**

**DON'T leave the student alone for even a minute.**

**DON'T act shocked, allow yourself to be sworn to secrecy, or brush aside a threat.**

**DON'T let the student convince you that the crisis is over. Often the most dangerous time is precisely when the person seems to be feeling better. Sometimes the student may appear happy and relaxed simply because they have come to a decision (even if that decision is suicide).**

**DON'T take too much upon yourself. Your responsibility to the student in a crisis is limited to listening, being supportive and getting her/him to a trained mental health professional/therapist.**

## **GUIDELINES FOR ADMINISTRATORS**

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff will need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.
- Get approved communications (letter templates) from the District Office.

*Additional suggestions are provided in a DVD training video prepared by the Monterey County Health Department's Behavioral Health Division, contact Monterey County Behavioral Health Crisis Team at (831) 755-4111 for more information.*



## ***SUICIDE ATTEMPT OR THREAT***

### **Classroom Teachers**

#### ***IN THE EVENT OF A SUICIDE ATTEMPT:***

- **CHECK FOR VITAL SIGNS:** Airway, Breathing, and Circulation. **ADMINISTER FIRST AID as necessary.**
- **NOTIFY ADMINISTRATION** promptly if any student makes threats of suicide, makes suicide attempts or engages in other self-injurious behavior, or shows signs of serious depression or hopelessness.
- If a suicide attempt includes **poisoning/drug overdose**, try to determine what substances were used and in what quantity and **CONTACT POISON CONTROL HOTLINE** for guidance.
- **REMAIN WITH STUDENT AT ALL TIMES** until the student can be seen by the school psychologist, who will develop an action plan, make necessary referrals, and see that the student receives necessary help. When appropriate, ask the student to sign a No-Harm Contract.
- **CLEAR THE AREA** of all students. If possible, block the area off from public view and access.
- Reassure other students without divulging personal aspects of the suicidal student's situation, and return the class to normal operations as quickly as possible.

#### ***IN THE EVENT OF A COMPLETED SUICIDE:***

- In the event of a death, a staff member should remain with the body until it is transported to the morgue or funeral home.

### **Site Administration**

#### **INCIDENT COMMANDER (OR DESIGNEE):**

- **CALL 911** for assistance.
- Notify victim's emergency contact person (parent/guardian, spouse, etc), and inform them of victim's condition, where he/she can be located, and whom to contact for more information. The person notifying the parent(s) must make document this notification, including who was notified, when notification was made and the response of the parent(s) notified.
- If family members attend school or are employed in the school system, they should be informed privately and prior to any general announcement, preferably by a family member or someone designated by the family.
- Communicate with other schools in the district affected by the death (e.g., sites where the victim's family members attend or work).
- Work with **School Psychologist** or **Coordinator of Special Education** to determine need for, and if necessary, activate Crisis Counseling Team to provide psycho-logical support to students, staff, and/or families.
- Release the student from school care only into the custody of a parent/guardian, law enforcement official or emergency medical provider.
- Follow up to be sure that some contact has been made for help. Obtain permission from the parent or guardian for the release of information as appropriate.
- Direct all inquiries from the media to the Superintendent's designated media contact person.
- When incident has subsided, complete & submit incident report form.

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### **District Administration**

- Determine whether public relations efforts are appropriate and coordinate Public Information / Media Relations functions.
- Contact Grief Busters or/and Behavioral Health Dept. for follow ups with affected staff, students and family members.
- Ensure that there is on-going follow up for affected staff, students and family members on or near the anniversaries of the death.

# **SUSPICIOUS PACKAGES, BOXES, MAIL**

## **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

The likelihood of your ever receiving a bomb in the mail is remote. Unfortunately, however, a small number of explosive devices have been mailed over the years resulting in death, injury, and destruction of property. Likewise, the chances of receiving letters or packages containing harmful chemicals or biological agents (e.g., Anthrax) are small, but there are steps that can be taken to reduce the risk of illness or injury.

### **How to Identify Suspicious Packages and Letters**

Some characteristics of suspicious packages and letters include the following...

- Excessive postage
- Handwritten or poorly typed addresses
- Incorrect titles
- Title, but no name
- Misspellings of common words
- Oily stains, discolorations or odor
- No return address
- Excessive weight
- Lopsided or uneven envelope
- Protruding wires or aluminum foil
- Excessive security material such as masking tape, string, etc.
- Visual distractions
- Ticking sound
- Marked with restrictive endorsements, such as “Personal” or “Confidential”
- Shows a city or state in the postmark that does not match the return address

## ***SUSPICIOUS PACKAGES, BOXES, MAIL***

Classroom Teachers / Staff

*IF YOU RECEIVE A LETTER OR PACKAGE THAT YOU SUSPECT IS A BOMB:*

- DO NOT OPEN.
- Isolate the mailing and EVACUATE the immediate area.
- Do NOT put the letter / package in water or a confined space such as a desk drawer or filing cabinet.
- If possible, OPEN WINDOWS in the immediate area to assist in venting potential explosive gases.
- If you have any reason to believe a letter or package is suspicious, do not take a chance or worry about possible embarrassment if the item turns out to be innocent. Instead, NOTIFY ADMINISTRATION who will follow up with appropriate authorities.

*IF YOU RECEIVE A LETTER OR PACKAGE MARKED WITH A THREATENING MESSAGE SUCH AS "ANTHRAX"*

- Do NOT shake, sniff or empty a suspicious envelope / package.
- Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- Then EVACUATE the area. Close the door or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
- NOTIFY ADMINISTRATION immediately, and request that they call 911 to request emergency assistance.
- Make a list of all people who were in the room or area when this suspicious letter or package was recognized. Give this list to the local health authorities and law enforcement officials for follow-up.

### **Site Administration**

INCIDENT COMMANDER (OR DESIGNEE):

- Contact the local police department and Postal Inspector for professional assistance in determining the risk of a suspicious package or letter. **CALL 911** to request emergency assistance.
- NOTIFY SUPERINTENDENT'S Office
- Assess the situation. Activate Incident Command Center and deploy Crisis Teams as indicated.

FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)
- When incident has subsided, complete & submit incident report form.

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### **District Administration**

- Provide support necessary to the site's incident commander.
- Plan for evacuations/shelter in place
- Maintain integrity of crime scene
- Plan for priority release of staff once the police have all the information they require.
- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.

***IF YOU RECEIVE A PACKAGE OR LETTER THAT CONTAINS OR SPILLS SUSPICIOUS POWDER:***

- DO NOT try to clean up the powder. Cover the spilled contents immediately with anything (e.g., clothing, towel, paper, trash can, etc.) and do NOT remove this cover!
- Then EVACUATE the area. Close the door or section off the area to prevent others from entering (i.e., keep others away).
- WASH your hands with soap and water to prevent spreading any powder to your face.
- NOTIFY ADMINISTRATION immediately, and request that they call 911 to request emergency assistance.
- REMOVE contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. This clothing bag should be given to the emergency responders for proper handling.
- SHOWER with soap and water as soon as possible.  
*Do Not Use Bleach Or Other Disinfectant On Your Skin.*
- Make a list of all people who were in the room or area, especially those who had actual contact with the powder. Give this list to the local law enforcement and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

## ***TRANSPORTATION ACCIDENT***

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

Transportation accidents may involve one or more motor vehicles, pedestrians, bicyclists and/or public or private property. Risks from this type of incident include personal injury due to collision/impact, flying debris, and evasive maneuvers. In addition, there is a risk of hazardous material spills, leaks or explosions of automotive fluids and/or cargo. **Separate procedures apply to transportation accidents involving SUSD school busses; refer to state-mandated procedures (carried on all school busses). Report all accidents to the SUSD Superintendent.**



## **TRANSPORTATION ACCIDENT**

### **Classroom Teachers**

- Immediately remove all people who may be in immediate danger away from the area of impact, and away from debris or damaged buildings.
- Assess injuries to people, and damage to vehicles and/or property.
- Do **not** move any victim unless he/she is in imminent danger (e.g., burning car) as this could cause additional injuries.
- **ADMINISTER FIRST AID** as necessary.
- **NOTIFY ADMINISTRATION** using radio, phone or messenger, and request emergency personnel and/or equipment as needed.
- **Be alert to the possibility of explosion or fire** resulting from the accident
- Be aware that emergency response personnel and equipment (firefighters, paramedics, and ambulance) may need to gain access to damaged buildings and/or injured individuals. **Keep students at a safe distance** from debris or fires, and away from emergency equipment.
- If possible, **TAKE ROLL** to account for all students and staff. Report missing or injured individuals by using **RED / GREEN signal system or by sending runners to command center when it is safe to do so.**
- When ALL CLEAR has been signaled, lead students back to the classroom

### **Site Administration**

INCIDENT COMMANDER (OR DESIGNEE):

- Call 911 to request police and/or emergency medical aid and/or to report accident to police.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- Initiate any other action(s) deemed necessary, or announce ALL CLEAR to direct staff to return to normal routine.
- When incident has subsided, complete & submit incident report form.

STUDENT/STAFF SAFETY TEAM:

- Initiate search and rescue operations as needed.

FACILITIES TEAM

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.
- Post guards a safe distance away from the accident to prevent access to damaged buildings and/or vehicle wreckage.

FIRST AID / BASIC NEEDS TEAM:

- Establish first aid station and administer aid as needed.

STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

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### **District Administration**

- Declare school closure(s) as warranted and communicate with parents and community.
- Handle all media inquires/communication.
- Collect all appropriate reports
- Conduct appropriate follow up with staff and families
- Coordinate financing of recovery operations.

## **TRAUMATIC EVENT**

**(e.g., Mass Casualties, Death of Family Member or Fellow Student)**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

A traumatic event is an extraordinary situation that is potentially damaging to individuals and/or the educational environment. A stress reaction can develop in response to a traumatic event or unexpected death or injury to students, staff, family members, community persons or well known national figures. Examples include, but are not limited to: death of a classmate or teacher, witnessing violence on or near the school grounds suicide attempts or completions, hostage situations, drive-by shootings, sexual assaults, or natural disasters. The following principles are intended to assist school personnel in responding to a tragic event. The overall direction for these guidelines is the maintenance of a calm, orderly school atmosphere that reflects professional sensitivity in coping with the trauma of a tragic event. This plan can be used to address traumatic events affecting a single classroom, a group of students or an entire school population. Remember that people may respond in various ways during and after an emergency. If you become aware of any development that may potentially affect your campus population, notify your administrator(s).

### **GUIDELINES FOR TEACHERS TO HELP STUDENTS COPE WITH TRAUMA**

- Develop an environment in which students feel safe to ask questions, and confident of receiving an honest answer.
- Use correct terminology related to death. (i.e. avoid euphemisms such as “passed away”)
- Listen and empathize. Make sure you hear what is said and not what you think the student ought to say.
- Allow the students to express as much grief as they are able or willing to share with you.
- Share your own feelings and memories of the student but don’t idealize the dead student.
- Say “I don’t know” when you don’t know.
- Recognize that classroom routines and management may be disrupted. This is natural – be flexible.
- Maintain a sympathetic attitude toward the student’s age-appropriate responses. (Be prepared for a strong reaction.)
- Organize activities to allow students to tangibly express their grief (e.g., memorials, letters, etc.)
- Don’t force a child to participate in a discussion about death.
- Never link suffering and death with guilt, punishment and sin.
- Don’t be judgmental; don’t lecture. It’s all too tempting to make a point or moralize.
- Don’t say “I know how you feel” unless you truly do.
- Don’t force others to look for something positive in the situation.
- Don’t expect “adult responses” from children or youth. Their grief responses may seem inappropriate to you. (i.e. giggling).
- Don’t force a “regular day” upon grieving students, but at the same time don’t allow the class to be totally unstructured. Offer choices of activities, e.g., letters, journals, and discussions. Return to as normal a schedule as possible, while being empathetic to the emotional needs of students and staff.

## **GUIDELINES FOR ADMINISTRATORS**

- Keep things calm and orderly. The principal, with the support of emergency response personnel, should provide leadership to minimize anxiety and create an atmosphere of sympathetic calm.
- Focus on accurate data. All pertinent facts must be verified with parents/guardians, police and other reliable sources. Rumor is not an acceptable source of information.
- Keep staff informed. Staff will need an overall understanding of the grieving process and their role in the tragic events plan. Parents must be kept informed about the situation and the information being provided to their children. Stress is increased if individuals are not informed of the pertinent details.
- Get approved communications (letter templates) from the District Office.

*Additional suggestions are provided in a DVD training video created by Liz Santiago of the Monterey County Health Department's Behavioral Health Division. Contact Liz Santiago at 831-784-2168 or 831 682-1854 for more information.*



## DURING A TRAUMATIC EVENT:

### Classroom Teachers

- If your class is not a part of the incident, remain calm, and wait for instructions from the Incident Commander or emergency personnel.
- If your class is witness to or victim of a traumatic event, first refer to the emergency protocol for that specific emergency (weapons, drive by shooting, hostage, etc.). *Remember:* Implementing the **DROP** protocol may be called for to ensure student safety until help arrives.
- Cooperate with emergency response personnel.

### FOLLOWING A TRAUMATIC EVENT:

- Don't hesitate to ask for help. It's not necessary to handle this alone.
- Consult the district-approved resources and the list on the previous page for specific tips on helping students cope with traumatic events.
- Identify and monitor at-risk students and staff (siblings, boy/girl friends, close friends, and students/staff who have experienced other recent trauma) and who may be in particular need of support. Consider assigning aides or other students to attend these students for a period of time.

### Site Administration

#### INCIDENT COMMANDER (OR DESIGNEE):

- **CALL 911**
- Assess the situation and implement emergency response procedures (e.g., lockdown, evacuation, shelter in place, etc.) as needed.
- Notify Superintendent's office
- Work with **School Psychologist** or **Director of Special Education** to determine need for support to students, staff, and/or families.
- If needed, identify / arrange for location where support services will be available for students and staff.
- Determine the need for any substitute or supplemental staff. (In the event of the death of a teacher, another teacher known to students should take the deceased teacher's classes, not a substitute.)
- If any other school may be impacted by the death/trauma (e.g., siblings, boy/girl friends, etc) establish contact with that school to coordinate efforts.
- At the soonest opportunity, hold a staff meeting (or communicate by telephone/email) to convey the following information to staff:
  - Facts related to the death/traumatic situation.
  - School's planned response.
  - Location of the emergency center, when and how to refer students/staff for support.
  - How the death/traumatic situation will be announced to students. Encourage staff to have a discussion with students following the announcement.
  - Time(s) of future staff meetings.
  - How staff will be kept informed.
  - Support services available to staff.
  - Allow staff to grieve, offer support to one another.
- Inform students and staff of any memorial services or community assemblies to commemorate the incident.
- When incident has subsided, complete & submit incident report form.

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### **District Administration**

- Provide support necessary to the site's incident commander.
- Coordinate evacuations/sheltering
- Coordinate priority release of staffing after police have all the information they need.
- Collect all necessary reports
- Provide resources to affected students, staff, families, etc.
- Handle all media inquires/communication.

## **WAR-RELATED EMERGENCY: NUCLEAR BLAST; RADIATION THREAT**

### **REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION**

A war related emergency is defined as an enemy attack including but not limited to: a biological threat, a chemical threat, an explosion, a nuclear blast or a radiation threat. Refer to the specific emergency procedures for bomb emergency, fire, chemical or biological threats in addition to following procedures below for dealing with a nuclear blast or radiation threats (or “dirty bombs”). **Nuclear Blast:** A nuclear blast is an explosion with intense light and heat, a damaging pressure wave and widespread radioactive material that can contaminate the air, water and ground surfaces for miles around. **During a nuclear incident, it is important to avoid radioactive material, if possible.** While experts may predict at this time that a nuclear attack is less likely than other types of attack, terrorism by its nature is unpredictable. If there is a significant radiation threat, health care authorities may or may not advise you to take **potassium iodide**. Potassium iodide is the same mineral added to table salt to make it iodized. It may or provide some protection for your thyroid gland, which is particularly vulnerable to radioactive iodine exposure. **Radiation Threat:** A radiation threat (also referred to as a "dirty bomb" or "radiological dispersion device (RDD)") is the use of common explosives to spread radioactive materials over a targeted area. It is not a nuclear blast. The force of the explosion and radioactive contamination will be more localized than a nuclear blast. While the blast will be immediately obvious, the presence of radiation will not be clearly defined until trained personnel with specialized equipment are on the scene. As with any radiation, you want to try to **limit exposure**. It is important to **avoid breathing radiological dust** that may be released in the air. **As with any emergency, local authorities may not be able to immediately provide information on what is happening and what you should do. However, you should monitor television, radio or the Internet for official news from the Emergency Broadcast System as it becomes available.**

## WAR-RELATED EMERGENCY

### Classroom Teachers

#### ***IF THERE IS ADVANCED WARNING OF AN ATTACK:***

- **Take cover** immediately, as far below ground as possible, though any shield or shelter will help protect you from the immediate effects of the blast and the pressure wave.
- Instruct students to **DROP and take cover** under desks.

#### ***IF THERE IS NO WARNING:***

- Quickly assess the situation.
- Consider whether you can get out of the area, or if it would be better to go inside a building to limit your exposure to radioactive material.
- If you take shelter, go as far below ground as possible. Close windows and doors, turn off air conditioners, heaters or other ventilation systems. Stay in one location.
- Monitor television, radio or the Internet for official news from the Emergency Broadcast System as it becomes available.
- *Remember* To limit the amount of radiation exposure, think about shielding, distance and time.
- **Shielding:** If you have a thick shield between yourself and the radioactive materials more of the radiation will be absorbed, and you will be exposed to less.
- **Distance:** The farther away you are away from the blast and the fallout the lower your exposure.
- **Time:** Minimizing time spent exposed will also reduce your risk.

### Site Administration

#### INCIDENT COMMANDER (OR DESIGNEE):

- Use available information to assess the situation.
- Activate Incident Command Center. Deploy Crisis Teams as indicated.
- When incident has subsided, complete & submit incident report form.

#### STUDENT RELEASE / CROWD CONTROL TEAM:

- Implement student release procedures upon direction by Incident Commander. (Limit release to authorized adults; keep record of students released.)

#### STUDENT/STAFF SAFETY TEAM

- Coordinate Search & Rescue operations as needed.

#### FIRST AID / BASIC NEEDS TEAM:

- Establish First Aid station and administer aid as needed.

#### FACILITIES TEAM:

- Assess damage to facilities. Report to Site Incident Commander & District Command Center.

#### COMMUNICATIONS TEAM:

- Monitor TV, radio or the Internet for news from the Emergency Broadcast System as it becomes available.

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### District Administration

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing
- Declare school closure(s) as warranted and communicate with parents and community.

## WEAPONS ON CAMPUS

### REMAIN CALM – EVALUATE THE SITUATION – TAKE ACTION

While weapons of any kind are prohibited on SUSD campuses, students or visitors (authorized or unauthorized) may violate this policy, either inadvertently or with the intent to intimidate or cause harm to members of the school community. Your first priority is the safety of students. Do what you can safely do to remove or keep them away from danger. If you feel your life or the lives of others are in jeopardy, do NOT attempt to forcefully relieve a suspect of his/her weapon. Notify authorities and do what you can to ensure the safety of your students and co-workers. Be alert for the possibility of a hostage situation, gang involvement, accomplices / other students with weapons.

If a student is suspected follow all procedures for investigation and possible expulsion process.  
Do not search a student unless you have been properly trained and have a witness available.  
Document all details immediately.



## ***WEAPONS ON CAMPUS***

### **Classroom Teachers**

- **NOTIFY ADMINISTRATION IMMEDIATELY** without alerting student(s) and/or suspect(s) (if at all possible). Notification should include the following:
  - type or description of weapon
  - whether weapon has been observed/confirmed, or is only suspected
  - identity and description of subject in possession of weapon
  - last known location of subject and/or weapon
  - information about any threats made, including: intended victim(s) and stated or suspected reason for threat
- **Clear the area** of all bystanders/students, and prevent others from approaching suspect or weapon
- If warranted, request a **LOCKDOWN** of the school building.
- If the weapon is on an individual, **isolate** the individual; if the weapon is in a locker or in a backpack, **prevent access**.
- Follow the suspect's directions.
- Remain calm, and avoid sudden moves or gestures
- Do not attempt to disarm the individual
- Using a calm and clear voice instruct the subject to put the weapon down
- Use the individual's name when addressing the subject.
- Try not to raise your voice—but, if this becomes necessary, do so decisively and with clarity
- If a student reported the weapon, isolate him/her from other students/suspects.
- Do not discuss the incident with the public unless authorized to do so by SUSD authorities. Refer media requests to Public Information Officer at Emergency Command Center (District Office).
- When **ALL CLEAR** has been signaled, lead students back to the classroom.

### **Site Administration**

- Assess the situation and **CALL 911** to request assistance if necessary.
- Declare a **LOCKDOWN** as warranted.
- Proceed to the location of the weapon, accompanied by at least one other staff member.
- If a weapon is found, and if it is safe to do so, an administrator should take possession of and secure the weapon.
- If weapon cannot be safely taken from suspect, leave that to emergency response personnel. Do not put yourself or others at unnecessary risk.
- Treat any firearm as if it is loaded. Point muzzle down and in a safe direction. Confiscated firearms should be secured in a safe place until they can be turned over to Police
- Secure a detailed written statement from the suspect and from any other witnesses, including involved staff members.
- When incident has subsided, complete incident report form and expulsion forms as needed.

#### If the suspect is a student:

- While one administrator escorts the suspect to a private area, the other should carry all of his/her belongings at a safe distance. At no time should the student be allowed to put his/her hands in pockets or approach his/her belongings.
- The student should be thoroughly searched by an administrator with a reliable adult witness present.
- An administrator should search student's belongings, including but not limited to book bags, purses, lockers and autos.
- Notify the student's parent/guardian and follow discipline steps as outlined in the school handbook.

### **District Administration**

- Coordinate evacuations/sheltering
- Coordinate priority release of staffing after police have all the information they need.
- Plan for follow up services, policies and resources.
- Handle all media inquires/communication.

## Appendix

**Add forms such as student emergency release forms, child abuse reporting forms, emergency cards and other useful forms and resources to this section as needed.**

*Soledad Unified School District*

***EMERGENCY  
PUPIL RELEASE FORM***

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class/ Room No.: \_\_\_\_\_

Student being release to:  
\_\_\_\_\_

\_\_\_\_\_  
*Office Staff Signature*

WHITE: *Teacher*    YELLOW: *Office*

*Soledad Unified School District*

***EMERGENCY  
PUPIL RELEASE FORM***

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Student Name: \_\_\_\_\_

Teacher: \_\_\_\_\_

Class/ Room No.: \_\_\_\_\_

Student being release to:  
\_\_\_\_\_

\_\_\_\_\_  
*Office Staff Signature*

WHITE: *Teacher*    YELLOW: *Office*



