



Riverview School District

Emergency Operations Field Guide



EMERGENCY OPERATIONS FIELD GUIDE

October 22, 2014

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INTRODUCTION

The Emergency Operations Field Guide is an annexed document, which details specific procedures and guidelines for responding to an emergency. The Emergency Operations Field Guide outlines an organized method to prepare for and respond to incidents based on the National Incident Management System and corresponding Incident Command System, which is the emergency management doctrine used across the United States to coordinate emergency preparedness and incident management among emergency responders and the public.

National Incident Management System is a comprehensive, national approach to incident management that is applicable at all jurisdictional levels and across functional disciplines.

National Incident Management System enables us to work together to prevent, protect against, respond to, recover from and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

National Incident Management System provides:

- *A standardized approach to incident management that is scalable and flexible.*
- *Enhanced cooperation and interoperability among responders.*
- *Comprehensive all-hazards preparedness.*
- *Efficient resource coordination among jurisdictions or organizations.*
- *Integration of best practices and lessons learned for continuous improvement.*

When to Activate

- *Emergency of such magnitude that resources are required beyond individual school site capacity*
- *The emergency is of a long duration*
- *Major policy decisions will or may be needed*
- *A local or state emergency is declared*

EMERGENCY PROCEDURES

Assess situation and remain calm

Follow standardized emergency procedures as detailed in the emergency procedures flip chart.

When a transition to the Emergency Operations Field Guide is warranted (long duration, large magnitude event) the principal will activate the Incident Command System (ICS).

Principal: Initiate Incident Command System (ICS) by activating post and begin outlined procedures. Assess nature of incident, request resources, delegate tasks to manage incident.

All Teachers:

- Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise.
- Take classroom emergency backpack if evacuating – Leave doors unlocked
- Attendance shall be taken immediately. Report missing students
- Once Incident Command is established commence to unite with Buddy Teacher to release specified staff to take on emergency related tasks

Remaining Supervising Teachers:

- Supervise and reassure students.
- Administer minor first aid as necessary, or send the student(s) to the first aid area once established.
- Keep a record of the location of all students at all times, using the Student Accounting Form.
- Be alert for latent signs of injury/shock in *all* students.

All other staff assume designated Incident Command roles or wait for direction from the Incident Commander

Incident Command provides a flexible management system that is adaptable to incidents involving multi-jurisdictional response. The Incident Command System is the combination of personnel, facilities, equipment, procedures and communications operating within a common organizational framework to manage the resources required to effectively accomplish objectives related to an incident.

The main concepts behind the Incident Command structure are: a) every emergency requires the execution of certain tasks or functions; b) every incident needs a person in charge; c) no one should direct more than seven people; and d) no one should report to more than one person.

Components of the Incident Command System include:

- ❑ Common terms established for organizational functions, resources and facilities;
- ❑ Unified command structure with a common set of objectives and strategies;
- ❑ Modular organization which expands or contracts as the incident progresses;
- ❑ Manageable span of control by one person;
- ❑ Integrated communications;

The Incident Command System is organized into five functional areas for on-scene management of all major incidents: Management, Operations, Planning, Logistics, and Finance/Administration.

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander (IC) who is typically the principal. The Incident Commander is assisted in carrying out this function by an Incident Command Team which includes a Communications Officer, Safety Officer, and Liaison/Aide.

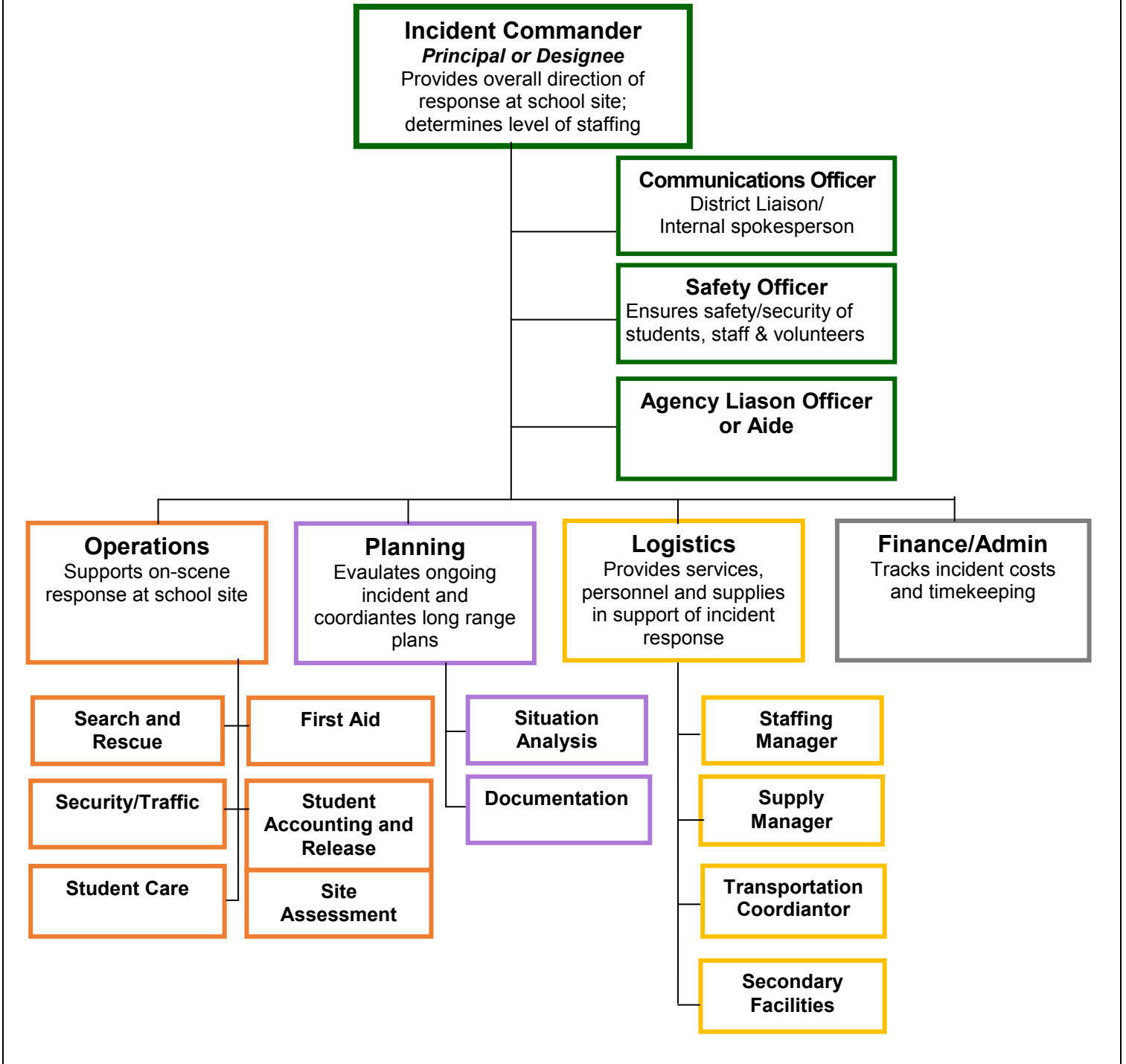
Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents.

Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan an appropriate response.

Logistics: Supports emergency operations by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams.

Finance: Record keeping of financial activities including purchasing of necessary materials, tracking incident costs, timekeeping for staff.

School Site Incident Command Organization



INCIDENT COMMAND SYSTEM PREPLANNING

ORGANIZATIONAL CHART *Date* _____

Incident Commander _____

Back-up _____

Safety Officer _____

Communications Officer _____

Agency Liaison/Aide _____

Operations Chief _____

Back up _____

Search and Rescue Team Leader _____

Search and Rescue Team 1 _____ and _____

Search and Rescue Team 2 _____ and _____

First Aid Team Leader _____

First Aid _____

First Aid _____

Student Care Team Leader _____

Student accounting/reunification Team Leader _____

Student reunification _____

Student reunification _____

Student reunification _____

Student reunification _____

Site Assessment-Maintenance supervisor or trained staff only

Security/Traffic _____

Logistics Chief _____

Supply _____

Transport _____

Staffing _____

Facilities _____

Planning Chief _____

Situation _____

Documentation _____

Finance Chief _____

Date _____

INCIDENT COMMAND SYSTEM

PREPLANNING

BUDDY CLASS LIST

Pair staff with classes to double up on care of students while second teacher reports to command post for assignment

INCIDENT COMMAND SYSTEM RESPONSIBILITIES

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
Management: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement procedures and adapt as needed.
Safety Officer	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Communications Officer	Coordinates internal communication to effectively relay information between the Incident Commander staff/students on scene agencies and District Office.
Liaison Officer/Aide	Aid to Incident Command. Can assist as liaison to outside agencies (Fire, Police, Red Cross etc.)
Operations: Search and Rescue	Searches facility for injured and missing students and staff; provide light fire suppression. Collect details of facility damage
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter
First Aid	Provides triage and medical care, oversees documentation of care given to the injured; distributes medical supplies, establishes morgue,
Student Care	Provides long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students and staff.
Student Accounting/Release	Responsible for up to date student accounting. Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Site Assessment	Initial damage survey and utility shut off. Building inspection and preparation for re-entry to site if usable
Planning: Situation Analysis Documentation	Evaluates on-going incident information and maintains ICS status surveys; collects and archives all incident documents.
Logistics: Supplies/Staffing/ Transportation	Coordinates access to food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment. tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers)
Facilities	Coordinates site evaluation and repairs and use of school facilities; If school not available, responsible for temporary shelters and/or locating another site to use as shelter.
Finance/Administration: Cost Accounting/ Timekeeping,	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident.

INCIDENT COMMAND SYSTEM MOBILE TOOL KITS

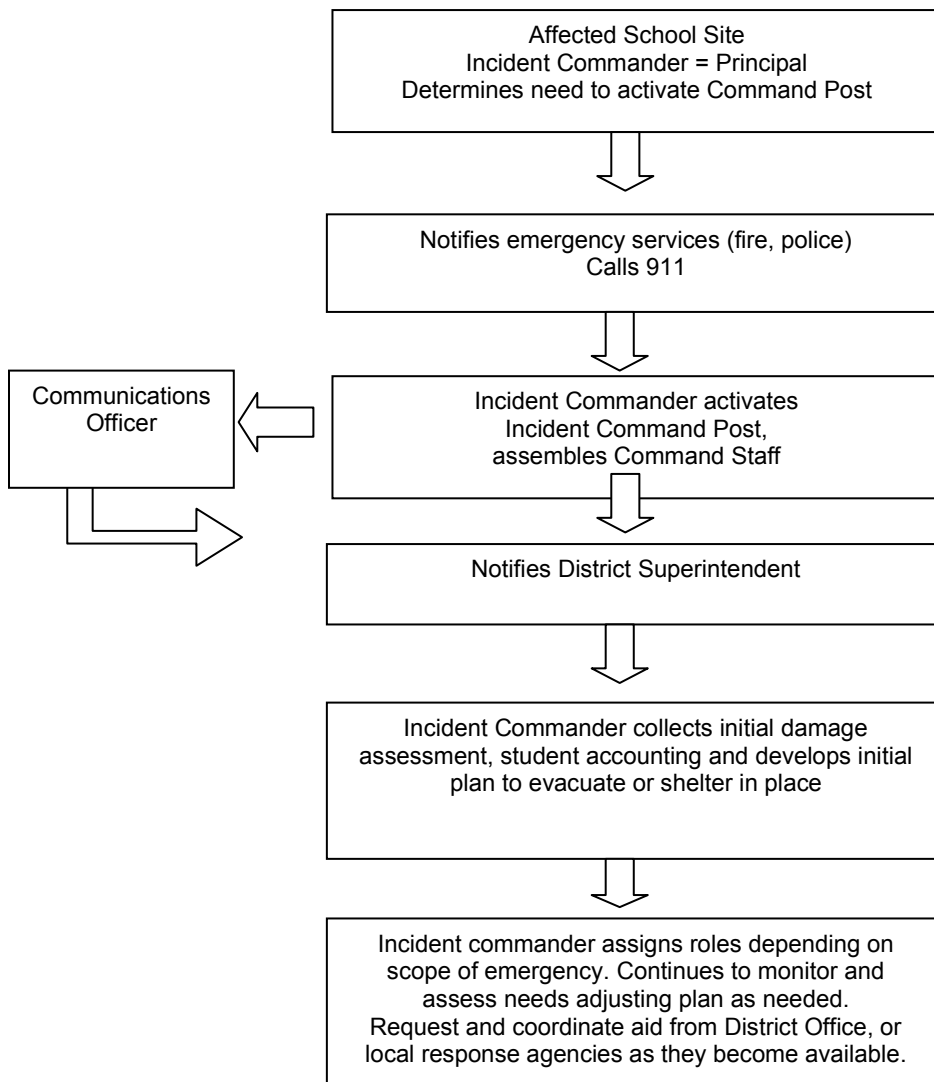
Assemble and update annually a “tool kit” for the Incident Commander and each section chief to be used during an emergency. Items in the toolbox should not be used for any other purpose except emergency preparedness training activities. Store the items in a clear, portable plastic box that is readily accessible. Label the toolbox with the name of the section and the date its contents were last updated (e.g., batteries replaced, phone numbers checked).

Suggested items to include for Mobile Tool Kits:

- ❑ District/School Emergency Operations Field Guide
- ❑ ICS organizational assignments/Buddy Teacher Assignments
- ❑ Map of buildings/site with location of exits, phones, turn-off valves supplies and assembly areas.
- ❑ Floor plans of school buildings, including utilities
- ❑ Map of local streets with evacuation route marked
- ❑ Schools Staff Directory/Telephone Tree
- ❑ Local Emergency Contacts
- ❑ Emergency Procedures and Flip Chart
- ❑ Student Roster (including emergency contacts for parents)
- ❑ Supply Inventory
- ❑ Two-way radios or cellular phones
- ❑ White board with dry erase markers
- ❑ ID Lanyards or nametags
- ❑ Safety vests and hard hats to identify key personnel
- ❑ Black markers, ball point pens and note pads
- ❑ Scissors
- ❑ File folders
- ❑ Post-Its
- ❑ Highlighter pen
- ❑ Memory stick (thumb drive)
- ❑ Stapler, staple remover, staples
- ❑ Clipboards
- ❑ Tape

INCIDENT COMMAND SYSTEM

FLOW CHART



The Incident Commander directs on-scene operations and is responsible for overall management of the incident. It is his/her responsibility to prepare the strategic objectives that, in turn, will be the foundation upon which subsequent incident action planning will be based. Incident Objectives should be broad, measurable and follow an ordered sequence of events.

The Incident Commander at the school leads the Incident Management Team which may include the Communications Officer, the Safety Officer and an Agency Liaison Officer/Aide for the school.

Responsibilities: The Incident Commander (IC) is responsible for on-scene emergency/disaster operations and remains at or near the Incident Command Post to observe and direct all operations.

- ❑ Ensure the safety of students, staff and others on campus
- ❑ Activate and manage the Incident Command Post
- ❑ Coordinate response efforts
- ❑ Monitor action plan and organizational effectiveness
- ❑ Lead by example: the behavior sets tone for staff and students

Start-Up Actions

- ❑ Assess type and scope of emergency
- ❑ Determine threat to human life and structures
- ❑ Activate the appropriate emergency action
 - If evacuation is necessary, verify that the route and assembly area are safe
- ❑ Set up the Incident Command Post
- ❑ Direct the opening of the emergency cache
- ❑ Obtain personal safety equipment
- ❑ Activate organizational roles/functions as needed
- ❑ Contact the Educational Service Center
- ❑ Develop an Incident Action Plan with objectives and a time frame

Operational Actions

- ❑ Determine the need for and request assistance
- ❑ Monitor and assess the total site situation
 - View site map periodically for response team progress
 - Check with section chiefs for periodic updates
- ❑ Revise Incident Action Plan, as needed
- ❑ Report and continue to periodically update status to Educational Service Center
- ❑ Reassign personnel as needed
- ❑ Begin student release, if appropriate, after student accounting is complete.
- ❑ Refer media inquiries to Education Service Center
- ❑ If transfer of command is necessary, e.g., when public safety officials arrive, provide a face-to-face briefing with the following minimum essential information:
 - situation status
 - objectives and priorities
 - current organization and personnel assignments
 - resources en route and/or ordered
 - facilities established

- communications plan
- prognosis, concerns, related issues
- ❑ Release teachers as appropriate per district guidelines.
- ❑ Remain in charge of campus until redirected or released by the Superintendent of Schools.
- ❑ Be prepared for requests by the American Red Cross to use facility as a shelter.

Deactivation

- ❑ Receive briefing from public safety agency to obtain “All Clear”.
- ❑ Contact the Educational Service Center to obtain authorization for deactivation.
- ❑ Authorize deactivation of response teams as they are no longer required.
- ❑ Check with section chiefs to ensure that any open actions will be taken care of before demobilization
 - Logistics: Ensure the return of all equipment and reusable supplies
 - Planning: Close out all logs. Complete other relevant documents and provide to the Documentation Unit for archive
- ❑ Provide input to the After-Action Report
- ❑ Proclaim termination of the emergency.
- ❑ Proceed with recovery operations, if necessary

Command Post Equipment/ Supplies

Mobile Tool Kit

Forms:

- Site Status Report
- Situation/Activity Log
- Command Staffing Chart

News media can play a key role assisting the school in getting emergency or disaster-related information to the public *as soon as it is available*. The Communications Officer working in conjunction with the Incident Commander will compile detailed site information to relay to the District Public Information Officer located at the Education Service Center. The district Public Information Officer is the only person authorized to release appropriate information to the media outlets. All media queries should be referred to the Public Information Officer for Riverview School District.

Responsibilities: The Communications Officer acts as the conduit for information between the command post and various internal operational areas and the Education Service Center.

Start-Up Actions

- ❑ Assist Incident Commander in relaying/collecting operational details and objectives to appropriate areas.
- ❑ Assist Incident Commander in compiling information for site reports and action plans
- ❑ Advise any arriving media that the Education Service Center is where all briefings shall occur.
- ❑ Open and maintain a position log of all communications relayed out of the command post.

Operational Duties

- ❑ Keep up-to-date on the situation.
- ❑ Issue/read internal statements approved by the Incident Commander that reflect:
 - Reassurance — “Everything is going to be OK”;
 - Incident cause and time of origin; size and scope of the incident;
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use;
 - Best routes to school, if known and appropriate;
 - Any information that needs to be relayed to staff and students.
- ❑ Be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc.
- ❑ Remind school site/staff volunteers to refer all questions from media or waiting parents to the Communications Officer or the Education Service Center.
- ❑ Update information periodically with Incident Commander.
- ❑ Monitor news broadcasts about incident. Share any misinformation with district PIO

Closing Down

- ❑ Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Provide logs and other relevant incident documents to the Documentation Unit.
- ❑ **Equipment/Supplies**
 - Safety Vest/Hard hat/ID Lanyard
 - Battery operated AM/FM radio
 - Scotch tape/masking tape
 - Laminated school site map poster board size for display
 - Forms: Communications Log
 - Student/Staff directory
 - Paper/pencils/marketing pens

Responsibilities: The Safety Officer develops and recommends measures for assuring personnel safety and assesses/anticipates hazardous and unsafe conditions. The Safety Officer is a member of the Incident Command Staff. Operating under the Incident Commander, the Safety Officer can exercise emergency authority to stop or prevent unsafe acts.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties

- ❑ Monitor drills, exercises, and emergency response activities for safety.
- ❑ Identify hazardous situations associated with the incident.
- ❑ Initiate appropriate mitigation measures.
- ❑ Stop or modify all unsafe operations.
- ❑ Ensure that responders use appropriate safety equipment.
- ❑ Investigate accidents that have occurred within the incident area.
- ❑ Anticipate situation changes, such as severe aftershocks, in all planning.
- ❑ Keep the Incident Commander advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down

- ❑ When authorized by Incident Commander, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard, paper, pens
- Binoculars
- Two-way radio

The Agency Liaison is a member of the Incident Command Staff. **When there is a district-level emergency, this position is generally staffed at the EOC.** Only one agency liaison is assigned for each incident, including incidents that are multi-jurisdictional. When district-level personal assumes this position the role is then identified as an Aide to the Incident Commander.

Responsibilities: The Agency Liaison serves as the point of contact for representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Determine personal operating location and set up as necessary.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on position identifier, e.g. vest or ID tag.
- ❑ Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties

- ❑ Maintain a list of assisting and cooperating agencies.
- ❑ Keep agencies supporting incident aware of incident status and priorities.
- ❑ Monitor incident operations to identify current or potential inter-organizational problems.
- ❑ Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- ❑ Participate in planning meetings, providing current resource status, including limitations and capabilities of assisting agency resources.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the Agency Liaison position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ Close out all logs. Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/ Supplies

- ID Vest
- Two-way radio, if available
- School Staff Directory
- Copies of vendor contracts
- List of local emergency contacts and resources
- Hard hat
- Clipboard, paper, pens

Responsibilities: Operation Planning Chief manages the on-scene, immediate response to the disaster, which can include the following:

- Site Facility Check/Damage Assessment
- Security and Utilities
- Search and Rescue
- Student Care and Supervision
- Student Accounting/Release
- First Aid and Crisis Intervention

Start-up Actions

- ❑ Check in with Incident Commander or Command Post for situation briefing.
- ❑ Put on personal safety equipment, e.g. hard hat, vest and ID
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Identify an assistant, as needed.
- ❑ Activate and staff necessary units (Search and Rescue, First Aid, Security/traffic...etc.)

Operational Duties

- ❑ Assume the duties of all operations positions until staff is available and assigned.
- ❑ Brief assigned staff on the situation and supervise their activities, utilizing the position checklists.
- ❑ Initiate and coordinate Search and Rescue and First Aid operations, if needed.
- ❑ Notify Logistics If additional supplies or personnel are needed for the Operations Section. As additional staff become available, brief them on the situation, and assign as needed.
- ❑ As information is received from various operations teams, pass it on to the Incident Commander, providing description of tasks and priorities.
- ❑ Student Release requires heavy staffing, so begin preparations early for well-separated and well-marked Parent Request and Student Release gates.
- ❑ Monitor operational activities, ensuring that Operations staff follows standard procedures, utilizes appropriate safety gear, and documents their activities.
- ❑ Schedule breaks and reassign Operations staff within the section as needed.

Closing Down

- ❑ At the Incident Commander's direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by Incident Commander, deactivate the section and close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit in Planning.

Equipment/Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard, paper, pens, tape
- Supply inventory
- ICS organizational assignments/Buddy Teacher Assignments
- Map of buildings/site with location of exits, phones, turn-off valves supplies and assembly areas.
- Floor plan of buildings, including utilities
- Map of local streets with evacuation route marked
 - Forms: Command Staffing Chart, , Situation/Activity Log, Site Status Report
- White board
- Two-way radio
- Job assignments

Objectives: *To be conduct by available first responders.* If none, then volunteers may take on the task of sweeping quickly through the school buildings to identify location of trapped or injured students and staff. Rescue those who are trapped and injured

Safety Rules: Buddy system: 2-3 persons per team; team leader identified. Take no action that might endanger you. Do not work beyond expertise. Use appropriate safety gear (to include sturdy shoes, hard hat, eye protection and radios). Size up the situation first. Follow all operational and standard safety procedures

Start-Up Actions

- ❑ Put on personal safety gear.
- ❑ Obtain all necessary equipment from container (see below).
- ❑ Check at Command Post for assignment.
- ❑ Check flashlight.

Operational Duties

- ❑ Before entering a building, walk around and inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. Do not enter severely damaged buildings.
- ❑ If building is safe to enter, search assigned area (following map) using orderly pattern. Check rooms first that are marked for injured person left behind (e.g., red ribbon on door handle). Systematically check all rooms.

STANDARD SEARCH ASSESSMENT MARKING

A separate and distinct marking system is necessary to conspicuously describe information relating to the location of victims in the areas searched. This will be constructed in two operations, when entering and leaving a room. It is important that the markings are specific to each area of entry (e.g., room) or separate part of the building. Use chalk, painters' tape, or grease pencil for the markings indicated below.



ENTERING A ROOM: Draw a forward slash to indicate that search operations are currently in progress.

- ❑ When injured victim is located, transmit location, number, and condition of injured to Command Post. Do not use names of students or staff. Administer only life-saving disaster first aid. Transport injured to First Aid Station.



EXITING A ROOM: Draw a back slash across the original one, creating an "X" on the door when the primary search is completed.

- ❑ Fill in the four quadrants of the "X" using the standard marking system, which will help professional rescue teams who follow. Working clockwise from the left quadrant, mark information as described on the following page/

Search
Team 

LEFT QUADRANT: Write the SEARCH TEAM INITIALS or identifier.

Date/
Time 

TOP QUADRANT: Write the DATE and TIME that the search team left the room or structure

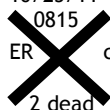
 Hazards

RIGHT QUADRANT: Write any HAZARDS found, e.g., rats, toxic chemicals, broken staircase


injured
dead

BOTTOM QUADRANT: Write number of LIVE and DECEASED victims still inside the structure. 0 = no victims

EXAMPLE:

10/25/11
0815
ER  chlorine
2 dead

- ❑ Report by radio to Incident Command Post when room or area has cleared (example: "Room A-123 is clear"). To diminish radio clutter, consider reporting room clusters as clear.
- ❑ Report gas leaks, fires, or structural damage to Operations Chief immediately upon discovery.
- ❑ Record exact location of damage and triage on map and report information to Operations Chief.
- ❑ Keep radio communication brief and simple. Use common language, no codes.

Closing Down

- ❑ Return equipment to Logistics. Provide maps and logs to the Documentation Unit.

Equipment/Supplies

- | | |
|---|--|
| <ul style="list-style-type: none"> ▪ Orange Vest ▪ Work and latex gloves ▪ S&R backpack ▪ Site Marking Instructions ▪ Site maps ▪ Fire extinguisher ▪ Backpack with tools, flashlight, first aid, face masks, duct tape, grease pencil and painter's tape to mark doors. | <ul style="list-style-type: none"> • Hard hat/eye protection • Whistle with master keys on lanyard • Campus 2-way radio • Caution tape |
|---|--|

*** Remember:** *If you are not acknowledged, you have not been heard. Repeat your broadcast, being aware of other simultaneous transmissions.*

Objectives: Determine integrity of structures and utilities of affected school and surrounding area. Assess hazards related to use of available structures to shelter and care for students.

Personnel: Maintenance Supervisor, if available, is certified to do a “Rapid Visual Screening of Buildings for Potential Seismic Hazards” and “Post-earthquake safety evaluation of Buildings”

Start Up Actions

- ❑ Put on personal safety equipment, e.g. hard hat, vest and ID
- ❑ Take job description clipboard and radio and necessary tools.
- ❑ Check in with Operations Chief or Command Post for situation briefing.
- ❑ Assign personnel to assignments as needed.

Operational Duties

- ❑ Visually inspect site referring to maps and/or known affected area
- ❑ Locate/control/extinguish small fires if possible.
- ❑ Lock facilities and gates
- ❑ If possible turn off affected utilities if it is safe and/or necessary to do so (gas, power, water)
- ❑ Initiate a building survey to note structural damage and/or content damage
- ❑ Post yellow caution tape around damaged areas.
- ❑ Note damage and/or actions taken on survey report
- ❑ Relay details to Command Post
- ❑ Prepare areas for use upon student return (debris clean up and hazard removal)

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- Tools (gas water shutoff)
- Master Keys
- School 2-way radio
- Fire Extinguisher
- Yellow Caution Tape

Objectives: Determine need for traffic control and security of school site/evacuation site

Personnel: staff as assigned.

Start Up Actions

- ❑ Put on personal safety equipment, e.g. hard hat, vest and ID
- ❑ Take job description clipboard and radio and necessary tools.
- ❑ Check in with Operations Chief or Command Post for situation briefing.
- ❑ Assign personnel to assignments as needed.

Operational Duties

- ❑ As incident unfolds be aware of routes to and from affected area/evacuation route
- ❑ Take control of school site by insuring access points are monitored
- ❑ Designate lanes of traffic for incoming emergency vehicles
- ❑ Designate a parent parking location away from emergency operations
- ❑ Coordinate with site assessment staff to lock or secure areas
- ❑ Assist with security of student release process
- ❑ Utilize signs, cones and other methods to direct flow of parents

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- Maps of local streets with evacuation routes marked
- School 2-way radio
- Cones, caution tape

Objectives: Establish the First Aid triage, treatment, and counseling areas as needed. Assign staff to treat patients. Coordinate with the Search and Rescue Team and inform the Operations Chief when the situation requires health or medical services that staff cannot provide.

Personnel: First-aid trained staff and volunteers

Start-Up Actions

- ❑ Set up First Aid Station if directed by Operations Chief.
- ❑ Obtain and put on personal safety equipment including vests and non-latex or nitrile gloves.
- ❑ Check with Medical Team Leader for assignment.

Operational Duties

- ❑ Admit injured students/staff to First Aid Station, listing name on master log.
- ❑ Administer appropriate first aid.
- ❑ Keep accurate records of care given.
- ❑ Continue to assess victims at regular intervals.
- ❑ Report deaths immediately to First Aid Team Leader. Relocate to morgue area
- ❑ If and when transport is available, do final assessment and document on triage tag or patient log. Keep and file records for reference—do not send with victim.
- ❑ A copy of the student's emergency information must accompany student removed from campus to receive advanced medical attention. Include parent contact information.

First Aid Stations

Triage - Locate triage (injury sorting area) at the entry of the First Aid Station. This area is for the injured to be quickly evaluated for severity of injury and directed to the appropriate treatment area.

- **Immediate Care** - For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns and shock. Locate immediate care in an area out of sight of most students and staff but accessible to emergency vehicles.
- **Delayed Care** - For injured individuals who do not require attention within the first hour. Such people may have lacerations, broken bones or need medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.
- **Minor Care** - Avoids overloading first aid station for those needing immediate care. Some can be treated in class lines.

Crisis Counseling - Mild to moderate anxiety is best handled by teachers in class groups.

Severe anxiety warrants special attention in a secluded area away from other First Aid areas, since the sight of injured people may worsen the hysteria. This area should be away from the student population because hysteria can rapidly get out of control. Utilize school counselors to facilitate or oversee when possible.

Closing Down

- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up first aid area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/ First Aid Supplies:

Emergency Supplies Inventory
Safety Vest/ID Lanyard
Paper, pens, clipboards
Two way radio (First Aid Team Leader)
First Aid Status Update
First Aid Report Form
First Aid Patient Log
Triage Tags
First Aid Area Signage
Triage Chart

Personnel: To be assigned by the Operations Chief or may be handled through District staff.

Start-Up Actions

- ❑ Check with Operations Chief for direction.
- ❑ If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area; keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

Operational Duties - After pronouncement or determination of death:

- ❑ Confirm that the person is actually deceased.
- ❑ Do not move the body until directed by Command Post.
- ❑ Do not remove any personal effects from the body. Personal effects must remain with the body at all times.
- ❑ As soon as possible, notify Operations Chief, who will notify the Incident Commander, who will notify 911 of the location and, if known, the identity of the body. The 911 Dispatcher will notify the Coroner.
- ❑ Keep accurate records and make available to law enforcement and/or the Coroner when requested.
- ❑ Write the following information on two tags.
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
- ❑ Attach one tag to body.
- ❑ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to designated morgue area (preferably remote area with access to cool tile or concrete floor with access for coroner vehicle).
- ❑ Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

Closing Down

- ❑ After all bodies have been picked up, close down the Morgue.
- ❑ Return equipment and unused supplies to Logistics.
- ❑ Clean up area. Dispose of hazardous waste safely.
- ❑ Complete all paperwork and turn into the Documentation Unit of Planning.

Equipment/ Supplies

- | | |
|---------------------|----------------------|
| ▪ ID Vest | • Tags |
| ▪ Vicks VapoRub | • Pens/Pencils |
| ▪ Plastic tarps | • Plastic trash bags |
| ▪ Stapler | • Duct tape |
| ▪ Morgue Victim Log | • 2" cloth tape |

Objectives: Ensure for the care and safety of all students/staff on campus except those who are in the First Aid Station.

Personnel: Classroom teachers, substitute teachers, and staff as assigned.

Start Up Actions

- ❑ Identify team leader
- ❑ Put on safety vest or position identifier
- ❑ Assess situation.
- ❑ Take job description clipboard and radio.
- ❑ Check in with Operations Chief for situation briefing.
- ❑ Assign personnel to assignments as needed.
- ❑ If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count students or observe the classrooms as they exit, to make sure that all classes evacuate.

Operational Duties

- ❑ Monitor the safety and well-being of the students and staff in the Assembly Area.
- ❑ Administer minor first aid as needed or refer to First Aid Station
- ❑ When necessary, provide blankets, water and food to students and staff.
- ❑ Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- ❑ Arrange activities and keep students reassured.
- ❑ Update records of the number of students and staff in the assembly area (or in the buildings).
- ❑ Direct all requests for information to the Command Post.
- ❑ Make arrangements to provide shelter for students and staff.

Closing Down

- ❑ Return equipment and reusable supplies to Logistics.
- ❑ When authorized by the Incident Commander, close out all logs.
- ❑ Provide logs and other relevant documents to the Documentation Unit.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard with job description
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- School 2-way radio
- Ground cover, tarps

Objective: Initial and ongoing student accounting. Provide for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.

Personnel: School Secretary, available staff and disaster volunteers. Student Release process is supported by student runners.

Start-Up Actions:

- ❑ Identify team leader.
- ❑ Put on safety vest or position identifier.
- ❑ Check with Operations Chief for assignment to Request Table or Release Table.
- ❑ Obtain necessary equipment and forms (mobile release kit)
- ❑ Secure area against unauthorized access. Mark gates with signs.
- ❑ Set up Request Table at the main student access area. Use alphabetical grouping signs to organize parent requests.
- ❑ Have Student Release Forms available for parents outside at Request Table. Assign volunteers to assist.
- ❑ Set up Release Table at some distance from Request Table.

Operational Duties

- ❑ Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- ❑ Refer all requests for information to the schools Riverview School's Public Information Officer.

Procedures

- ❑ Requesting adult fills out Student Request Form, gives it to staff member, and shows photo identification.
- ❑ Staff verifies identification, pulls Emergency Release Information from file, and verifies that the requester is authorized on the card.
- ❑ Staff instructs the requester to proceed to the Release Table
- ❑ Runner takes the Student Release Form/Emergency Release Information to Student Assembly Area, walks the requested student to the Release Table.
- ❑ Staff matches student to requester, asks parent/requester to sign student Release Form, and requests both to leave the campus area to reduce congestion.
- ❑ If necessary, mark student with sticker or "X" on hand in colored marking pen so security personnel can check that student is authorized to leave campus.

Note: If a parent is hostile or refuses to wait in line, don't argue. Step aside with the agitated parent so that Request Table can continue processing other parent requests. Document.

If student is with class in the Assembly Area:

- ❑ Runner shows Student Release Form to the teacher
- ❑ Teacher marks box, "Sent with Runner."
- ❑ Runner walks student to Release area and hands paperwork to personnel
- ❑ Release staff match student to requester, verify proof of identification
- ❑ Release staff completes/files forms and adds student to release log

If student is not with the class:

- ❑ Teacher makes appropriate notation on Student Log.
- ❑ “Absent” if student was not in school that day.
- ❑ “First Aid” if student is at First Aid Station.
- ❑ “Missing” if student was in school but now cannot be located.
- ❑ Runner takes Request form back to Request Gate.
- ❑ Request gate verifies student location if known and directs runner accordingly.
- ❑ Parent should be notified of missing student status and escorted to Crisis Counselor.
- ❑ If student is in First Aid, parent should be escorted to Medical Treatment Area.
- ❑ If student was marked absent, parent will be notified by a staff member.

Closing Down

- ❑ At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- ❑ Complete all paperwork and turn into the Documentation Unit.

Equipment/Supplies

- Safety Vest/Hard hat/ID Lanyard
- clipboards for Parent Request forms
- Student Emergency Release Information
- Signs marked Request Table and Release Table
- File box with Emergency Release Information (one per student)
- Signs for alphabetical grouping to organize request lines
- Post-it tabs to indicate absent students, missing students, those in First Aid.
- Map with location of Student Release Table and parent parking area
- Forms: Student Release Forms
- Clipboards for staff
- Pens, stapler
- File boxes to serve as out-boxes

Responsibilities: Logistics Section Chief is responsible for arranging facilities, staffing, equipment, and coordination of transport in support of the incident.

Start-up Actions

- ❑ Check in with Incident Commander and Operations Chief for situation briefing.
- ❑ Open supplies container or other storage facility.
- ❑ Put on personal safety equipment, e.g. hard hat, vest and ID
- ❑ Begin distribution of supplies and equipment to initiate operations (or assign to aid)
- ❑ Set up staging manager and area to manage staffing for emergency operations
- ❑ Designate a transport manager to monitor and assess need for relocating students
- ❑ Designate a facilities manager to be responsible for temporary shelter or school site use

Operational Duties

- ❑ Assume the duties of all Logistics positions until staff is available and assigned.
- ❑ As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- ❑ Coordinate supplies, equipment, and personnel needs with the Operations Chief.
- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Oversee staffing, transport, facilities and supply activity and relay status of available resources and/or issues to command post.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

Equipment/Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboards with volunteer sign-in sheets
- File folders
- Storage facility and all emergency supplies stored on campus
- Inventory of equipment on campus
- Forms: Command Staffing Chart, Situation Activity Log
- Two way radio
- Pens, marking pens

Objective: Coordinate the assignment of personnel (staff, students, disaster volunteers) in support of the incident response.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Open three logs to list staff, volunteers, and student runners who are awaiting assignment.
- ❑ Identify Staging Area

Operational Duties

- ❑ Create a list of available personnel/skillset
- ❑ Deploy personnel as requested by the Incident Commander or Operations Chief.
- ❑ Track location of staff and direct them to return to staging when released from assignment.
- ❑ Oversee and manage effective use of available staff. Utilize skilled staff in appropriate locations.
- ❑ Unregistered volunteers should be sent to the community volunteer site, if there is one. If needed on site, verify identity, register volunteer, and consider simple assignments such as parking and crowd control, distribution of Student Request forms to parents.

Closing Down

- ❑ Ask volunteers to sign out.
- ❑ At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
- ❑ Return all equipment and supplies.

Equipment/Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboards with Volunteer Sign-in sheets
- Incident Staffing Log
- 2-way radio
- Paper, Pens

Objectives: Track and disperse equipment, supplies, and materials in support of the incident response. Facilitate and coordinate food supplies, meal preparation, meal/water distribution, sanitation set-up. Request additional resources

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Open supplies container or other storage facility if necessary.
- ❑ Put on safety vest or position identifier.
- ❑ Assist with necessary supplies to set up the Incident Command Post.

Operational Duties

- ❑ Maintain security of cargo container, supplies and equipment.
- ❑ Distribute supplies and equipment as needed.
- ❑ Assist team members in locating supplies and equipment.
- ❑ Track location and status of inventory.
- ❑ Relay status reports of inventory to Command Post
- ❑ Oversee procurement of supplies of necessary

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- Safety Vest/Hard hat/ID Lanyard
- Clipboard
- Cargo container or other storage facility and all emergency supplies stored on campus
- Inventory of supplies
- Forms: Equipment/Supply checkout, Resource Request Log
- 2-way radio
- Paper, pens

Objectives: Provide facilities in support of the incident response. Facilitate and coordinate areas for student care, meal distribution, and sanitation. Set-up and debris removal for existing facilities or building of temporary shelters.

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.
- ❑ Determine location for student care and support areas (sanitation and feeding)

Operational Duties

- ❑ In conjunction with the Incident Commander determine where students shall be cared for until released
- ❑ Create temporary shelter or determine secondary location for students if building unavailable.
- ❑ Set up feeding area, sanitation area and other facilities as needed.
- ❑ Arrange for debris removal.
- ❑ Coordinate site repairs and use of school facilities.

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- | | |
|-------------------------------------|---------------|
| ▪ Safety Vest/Hard hat/ID Lanyard | • 2-way radio |
| ▪ Clipboard with Job description | • Paper, pens |
| ▪ Shelter Supplies stored on campus | Tools |

Objectives: Coordinate transportation of students

Start-Up Actions

- ❑ Check in with Logistics Chief for situation briefing.
- ❑ Put on safety vest or position identifier.

Operational Duties

- ❑ In conjunction with the Incident Commander determine where students will be relocated.
- ❑ Communicate with transporting agency (district, private or outside agency) as to number of students and destination
- ❑ Set up boarding area and check-in to account for students being relocated
- ❑ Monitor status of students transported by ambulance to local hospitals

Closing Down:

- ❑ At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- ❑ Secure all equipment and supplies.

Equipment/Supplies

- | | |
|-----------------------------------|---------------|
| ▪ Safety Vest/Hard hat/ID Lanyard | • 2-way radio |
| ▪ Clipboard | • Paper, pens |
| ▪ Transport Log | |

Objectives: This Planning Section Chief is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status

Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

- ❑ Assume the duties of all Planning positions until staff available and assigned
- ❑ Assign staff to assume duties of situation analysis and documentation as needed.
- ❑ Oversee activities and report to Command Post.
- ❑ Assist Incident Command Staff with long term planning (over 12+ hours)

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- ID Vest
- 2-way radio paper, pens
- Forms: Emergency Time/Situation Report
- Clipboards
- File box

Objectives: Collect, evaluate, document and use information about the development of the incident and the status of resources.

- Maintain accurate site map.
- Provide ongoing student/staff and facilities status data, analysis of situation and resource status.

Start-up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.

Operational Duties

Situation Status (Map)

- ❑ Establish, coordinate and direct verbal and written communications with section chiefs.
- ❑ Collect, organize and analyze incident information.
- ❑ Update situation status boards as new information is received.
- ❑ Use area-wide map to record information on major incidents, road closures, utility outages, etc.
- ❑ Mark site map appropriately as related reports are received. This includes Search and Rescue reports and damage updates, giving a concise picture status of campus.
- ❑ Preserve map as legal document until photographed.
- ❑ Direct media or public inquiries to the Incident Command Post or District Public Information Officer.

Situation Analysis

- ❑ Provide current situation assessments based on analysis of information received.
- ❑ Develop situation reports for the Incident Commander to support the action planning process.
- ❑ Think ahead and anticipate situations and problems before they occur
- ❑ Report only to Incident Commander. Refer all other requests to Public Information Officer.

Closing Down

- ❑ Close out all logs and turn all documents into Documentation.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- | | |
|---------------------------------------|--|
| ▪ Safety Vest/Hard hat/ID Lanyard | • Clipboards |
| ▪ 2-way radio | • Paper, pens, dry-erase pens, tissues |
| ▪ Large site map of campus, laminated | • File box |
| ▪ Map of county and local area | |

Objectives: Collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions

- ❑ Check in with Planning Chief for situation briefing.
- ❑ Obtain necessary equipment and supplies from Logistics.
- ❑ Put on safety vest or position identifier.
- ❑ Determine whether there will be a Finance/Administration Section. If there is none, the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.

Operational Duties

Records

- ❑ Maintain time log of the Incident, noting all actions and reports.
 - ❑ Record content of all radio communication with district Emergency Operations Center.
 - ❑ Record verbal communication for basic content.
 - ❑ Log in all written reports.
 - ❑ File all reports for reference (file box).
- Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—they are legal documents.

Student and Staff Accounting

- ❑ Receive, record, and analyze Student Accounting forms.
- ❑ Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- ❑ Report missing persons and site damage to Incident Commander.
- ❑ Report first aid needs to Medical Team Leader.
- ❑ File forms for reference.

Closing Down

- ❑ Collect and file all paperwork and documentation from deactivating sections.
- ❑ Securely package and store these documents for future use.
- ❑ Return equipment and reusable supplies to Logistics.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- 2-way radio paper, pens
- Clipboards
- File box

Responsibilities: Finance/Administration Chief is responsible for financial tracking, procurement records, and timekeeping related to the disaster. Follow district forms and procedures.

Start-Up Actions

- ❑ Check in with Incident Commander for situation briefing.
- ❑ Put on position identifier, such as vest.
- ❑ Locate and set up work space.

Operational Duties.

- ❑ Collect any receipts and or financial records that pertain to purchases made during the emergency
- ❑ Track and record hours of staff members during emergency operations
- ❑ Support Logistics in making any purchases that have been approved by the Incident Commander.

Closing Down

- ❑ At the Incident Commander's direction, deactivate the section and close out all logs.
- ❑ Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.

Equipment/ Supplies

- Safety Vest/Hard hat/ID Lanyard
- Paper, pens
- Calculator
- Accounting and timekeeping logs
- Clipboard
- File folders

Appendix A - Emergency Procedures Flip Chart

Earthquakes

Classroom Procedures: Earthquake procedures are initiated to protect students and staff from immediate dangers which may include falling objects and collapsed buildings due to violent shaking of the earth.

PREPAREDNESS

- Maintain printed copy of current class list and note any student absences. Keep the list in a safe, easily accessible place.
- Keep the classroom emergency kit up to date, watch supply expiration dates. Keep the kit in a safe, easily accessible place, near the door.
- Participate fully in all earthquake drills.
- If you have an assignment as part of the ICS team, make sure you have a “buddy teacher” to take care of your students.
- Provide instruction to your students in advance of the earthquake, explaining why we should **Drop, Cover and Hold**, and what to do when the ground shaking stops.
- If you have any special needs students, test any special procedures that will be needed during and after the earthquake. These special procedures should be part of regular scheduled drills.
- Conduct a routine hazard hunt to ensure items are properly secured, heavy objects are kept low, etc.

RESPONSE

- Drop, Cover and Hold** at first sign of the ground shaking. Hold on to the leg of the desk or table until the shaking stops.
- If cover is not available, drop near interior weight bearing wall.
- Stay away from windows, light fixtures and suspended objects.
- If outside, move away from buildings or any overhead objects and **Drop, Cover and Hold**.
- If an evacuation is ordered, take students out of the building, with emergency class list, and supplies.
- Be alert as you lead students down stairwells or corridors to anything (dangling lights and ceiling struts, broken glass, slippery floors, etc.) that could hurt them or you. Be ready to Drop, Cover and Hold if an aftershock occurs.
- Prepare to follow Emergency Operations Plan to assist in care and reunification of students with guardians.

RECOVERY

- Follow the school emergency preparedness plan.
- Know the procedures for getting first aid or other help to students who need it.
- Take roll.
- Report missing or unaccounted for students.
- Calm frightened students.
- Be prepared for aftershocks, **Drop, Cover and Hold**, until the shaking stops.

Fire or Fire Alarm (Including Drills)

Fire Drills, as required by law, are held three times per year. Students should be instructed as soon as possible, within the first week of school, regarding fire drill procedures and practice escape routes and possible complications.

Response Actions

1. Upon detection of smoke or fire, sound fire alarm immediately. Call 911. If alarm is activated from an unknown source, always proceed as if there was an actual fire.

2. Evacuate building using the following Fire Evacuation Plan:

- Upon hearing the alarm, each teacher with their attendance records and emergency backpack will lead class out the pre-designated exit if not blocked by smoke and fire. Use alternate route if necessary to safely evacuate.
- Assist handicapped or hearing impaired students with evacuation
- All windows and doors to classroom should be closed and the lights turned off if time permits.
- The restrooms should be checked and cleared of all students by assigned staff members.
- Classes will line up quietly at the designated assembly area and face away from the school.
- **There is absolutely no talking in the fire drill line.**
- Teachers should immediately take roll and use red or green card to indicate if students are either missing (RED) or all accounted for (GREEN). Report missing students to administration.
- After initial accounting the Check-In Leader will collect formal attendance sheets
- Classes will remain in the designated location until they are dismissed by the principal or designee. If safe to continue with classes students will walk quietly back to the building. Staff will enter first followed by students.

3. Designated Staff Duties:

- **Custodian on duty:** Will monitor the alarm and if false, or unplanned alarm, s/he will help locate source or reason. If evacuating the area they will secure all exterior doors.
- **Communications Officer:** Stays in the office (if safe) to manage the communications with Security/Fire Dept./District Office, etc. Turns off the alarm when "all clear" signal is given by the Principal.
- **Attendance Secretary:** Take attendance of **Students, Staff** and account for **Visitors**

4. Implement Emergency Operations Field Guide-Establish Incident Command Post:

5. Notify Education Service Center

6. Make recommendation on cancellation or resumption of routine school operations.

Shelter-in-Place

Classroom Procedures:

“Shelter-in-place” is initiated to protect students and staff from chemical, radiological, or biological contaminants released into the environment. To “shelter-in-place” means to take immediate shelter where you are and isolate your inside environment from the outside environment.

PREPAREDNESS

- Explain to students the reasons for “shelter-in-place” – answer questions and reassure students.
- Review “shelter-in-place” procedures at least annually with your students
- Inventory classroom emergency equipment, including Emergency backpacks and duct tape to seal rooms.
- Assess your classrooms or office to determine which spaces are appropriate for sheltering use.

RESPONSE

- RESPOND TO SHELTER-IN-PLACE ALERT.**

“SHELTER IN PLACE. THIS IS NOT A DRILL.”

- MOVE** to your assigned shelter location with your students.
- SWEEP** any students staff or visitors in the hallway into your shelter room.
- LOCK** all exterior doors (lock exterior doors near your room).
- CLOSE** windows. **SEAL** windows, vents and door frames with duct tape if directed to do so.
- TURN OFF** any classroom heating or ventilation.
- INSTRUCT** students to stay calm. Share developmentally appropriate information.
- DO NOT USE** the telephone system to request information (follow protocols for email).
- ASSESS SITUATION.**
 - Inventory any injuries or other problems (panic, medical emergencies).
 - Take a complete written roll of all students and visitors/staff in your classroom.
 - Report accounting of all staff/students/visitors to main office/command post
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Provide** first aid if needed. **Calm** and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
 - Allow students to use cell phones to contact parents (will reduce anxiety).
 - Use caution if allowing students to watch TV newscasts.
 - Try to keep students occupied to reduce anxiety.
 - Construct bathroom area with trash cans/plastic liners in as private area as possible
- WAIT FOR INSTRUCTIONS.**
 - Close window shades or blinds if instructed that explosion is a possibility
 - Monitor e-mail (if available) for updates from administration.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Follow any instructions on exiting or ventilating the building.

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve planning/response cycle
- Re-stock emergency supplies as needed.

ASSAULTS

- Diffuse the situation, keep assailant/victim calm. Keep others away from the location. Avoid the risk of physical injury to anyone.
- Administer first aid if necessary.
- Call **911** if a weapon is present, if an injury requires medical attention, or if there is a threat of future violence.
- Do not leave assailants or victims by themselves. They may be in shock or try to leave.
- Contact building administrator/main office.
- Office will notify the parent/guardian if students are involved.
- Document the situation, including names of bystanders or witnesses. Designate a staff member to do this if building administrator must leave the scene.
- Office will notify the Superintendent's Office if **911** are called. (Ext. 4504)

BOMB THREATS

- Call **911 immediately**.
- Keep caller on the phone and obtain as much information as possible, including:
 1. Time set for detonation
 2. Exact location of bomb
 3. Description of the bomb
 4. Type of explosive used
- Note other pertinent details, such as:
 1. Time of call
 2. Exact words used
 3. Sex of caller
 4. Estimated age
 5. Identifiable accent/voice description
 6. Identifiable background noise
- Contact Building Administrator/Main office (do not use walk talkies).
- Building administrator and law enforcement officers will decide whether to evacuate the building. If the building is evacuated, normal fire drill procedures should be used. **DO NOT announce specific reasons for evacuation.** Every precaution should be taken to avoid panic, which could result in injury to students and staff.
- Building administrator may conduct a room-to-room search using available police, fire fighters, and staff.
- Office will notify Superintendent's Office. (Ext. 4504)

Device found:

1. **DO NOT TOUCH** the device!
2. Evacuate and seal off the area.
3. Call **911 immediately**.
4. Wait for trained bomb squad to arrive.

Lockdown

Classroom Procedures:

Lockdown is initiated to isolate students and staff from immediate dangers which may include armed intruders, violent behaviors, suspicious trespassers, on-campus shootings, bomb threat, sniper, or proximal police activity.

PREPAREDNESS

- Review lockdown procedures annually with your students; participate in mandatory drills
- Inventory classroom emergency equipment, advise administration of needed equipment or supplies.
- Prepare window blackout materials (for windows without blinds).
- Carry your keys at all times.

RESPONSE

- Contact the main office to report a perceived danger.
- Administrator or law enforcement will make the decision to lock down the school.
- RESPOND TO LOCKDOWN ALERT:**
 - “OUR SCHOOL IS IN LOCKDOWN. THIS IS NOT A DRILL.”**
 - MOVE** students in outdoor areas to indoors if safe to do so.
 - SWEEP** any students in the hallway into your room.
 - LOCK** all doors (lock exterior doors near your room).
 - CLOSE** windows and blinds, **COVER** exposed windows (secondary students can assist).
 - TURN OFF** lights and **SILENCE PHONES**
 - INSTRUCT** students to stay calm, stay quiet, stay low, and stay out of sight.
 - DO NOT OPEN** your door for any reason until an “all clear” is received.
 - DO NOT USE** the telephone system to request information (follow protocols for email).
 - COMMUNICATE** known threats to the office by email or radio (e.g., “intruder north hall”).
- ASSESS SITUATION.**
 - Inventory any injuries or other problems (panic, medical emergencies, intruders).
 - Take roll of all students in your supervision.
 - Write your needs or problems on card if possible (e.g. “two minor injuries”).
 - Take a complete written roll of all students in your classroom.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Provide** First Aid. **Calm** and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Do not open doors or look out windows until “All Clear” is communicated (responders will have keys).

RECOVERY

- Assess the need for aftercare or counseling by students in your care.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Allow students time for physical activity or verbal stress relief.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions; provide feedback to administration to improve response.

Secure and Hold

Classroom Procedures:

Secure and Hold is initiated to isolate students and staff inside the school from potential hazards outside the school. Secure and Hold is typically used when threats in the vicinity of the school may escalate and pose a threat to students in or near the campus.

PREPAREDNESS

- Review Secure and Hold procedures at least annually with your students.
- Inventory classroom emergency equipment, advise Emergency Response Team of needed supplies
- Prepare window blackout materials (for windows without blinds).
- Carry your keys at all times.

RESPONSE

- Contact the main office to report a perceived danger.
- Administrator or other authorized person will make the decision to initiate Secure and Hold.
- RESPOND TO SECURE AND HOLD.**
 - “OUR SCHOOL IS INITIATING SECURE AND HOLD. THIS IS NOT A DRILL.”**
 - RETURN** to building from any outside areas **if safe to do so.**
 - DIRECT** all students in hallways to return to their assigned room.
 - LOCK** all exterior doors (lock exterior doors near your room).
 - CLOSE** windows and blinds, **COVER** exposed windows (secondary students can assist).
 - FOLLOW** instructions from main office regarding protocols / allowable activities.
 - REASSURE** students by keeping calm and continuing allowed activities.
 - SUPERVISE** student movements between rooms, limit other hall traffic.
 - DO NOT OPEN** exterior doors for any reason until an “all clear” is received.
 - DO NOT USE** the telephone system to request information (follow protocols for email).
 - COMMUNICATE** known threats to office.
- ASSESS SITUATION.**
 - Communicate problems (panic, medical emergencies, intruders).
 - Report any problems or needs to the main office.
- CARE FOR THE STUDENTS IN YOUR SUPERVISION.**
 - Calm and re-assure upset students.
 - Use supplies in your emergency kit as needed or necessary.
- WAIT FOR “ALL CLEAR” SIGNAL** or communications from command post or responders. Do not open exterior doors or look out windows until “All Clear” is communicated.

RECOVERY

- Assess the need for aftercare or counseling by students in your care. Allow students time for physical activity or verbal stress relief. Allow traumatized students to contact parents if desired.
- Contact front office with names/numbers of students who need counseling or aftercare.
- Resume normal operations as soon as possible.
- Communicate only confirmed information to students (expect an e-mail from administrators).
- Participate in debriefing sessions. Provide feedback to administration to improve response.
- Re-stock emergency supplies as needed.

STUDENT THREATS

Intro: Each school has a crisis team in place to assess various issues such as threat assessment. Depending on the urgency and severity of a situation, the principal (schools), program manager (programs), or team lead (district office) will convene the team. Depending on the situation the principal or team will follow the steps outlined below:

Threat reported to principal/program manager/team lead:

Step 1. Evaluate threat.

- Obtain a specific account of the threat by interviewing the student who made threat, the recipient of threat, and other witnesses.
- Write down the exact content of the threat and statements made by each party.
- Consider the circumstances in which the threat was made and the student's intentions.

Step 2. Decide whether threat is clearly transient or substantive.

- Consider criteria for transient versus substantive threats.
- Consider student's age, credibility, and previous discipline history.

Step 3. Respond to transient threat.

Typical responses may include reprimand, parental notification, or other disciplinary action. Student may be required to make amends and attend mediation or counseling.

Step 4. Decide whether the substantive threat is serious or very serious.

A *serious* threat might involve a threat to assault someone ("I'm **going to** beat that kid up"). A *very serious* threat involves use of a weapon or is a threat to kill, rape, or inflict severe injury.

Step 5. Respond to serious substantive threat.

- Take immediate precautions to protect potential victims, including notifying intended victim and victim's parents.
- Notify student's parents.
- Consider contacting law enforcement.
- Refer student for counseling, dispute mediation, or other appropriate intervention **if appropriate**.
- Discipline student as appropriate to severity and chronic **nature** of the situation.
- Office will notify the Superintendent's Office. (Ext. 4504)

Step 6. Conduct safety evaluation.

- Take immediate precautions to protect potential victims, including notifying the victim and victim's parents.
- Consult with law enforcement.
- Notify student's parents.
- Begin a mental health evaluation of the student **if appropriate**.
- Discipline student as appropriate. Threat is serious. Threat is clearly transient. Threat is substantive or threat meaning not clear. Threat is very serious.

Step 7. Implement a safety plan.

- Complete a written plan.
- Maintain contact with the student.
- Revise plan as needed.

WEAPONS

If someone on campus is carrying or is suspected of carrying a dangerous weapon on campus, **assess safety risk**. In no case should staff endanger self or others.

Immediate Danger!

- Call **911**.
- Contact building administrator/main office **immediately**.
- Suspect will be brought to the office until police arrive.
- Follow lockdown procedures if necessary. (see next tab).
- Office will contact the Superintendent's Office as soon as possible. (Ext. 4504)

IMPORTANT PHONE NUMBERS

EMERGENCIES

911

FIRE AND POLICE BUSINESS NUMBERS

- DUVALL POLICE DEPARTMENT 425-788-1519
- KING COUNTY SHERIFF 206-263-9133
- KING COUNTY FIRE DIST. 10 CARNATION 425-333-4129
- KING COUNTY FIRE DIST. 45 DUVALL 425-788-1625
- WASHINGTON STATE PATROL 425-649-4370

HOSPITALS

- CHILDREN'S HOSPITAL (SEATTLE) 206-987-2000
- EVERGREEN HOSPITAL (KIRKLAND) 425-899-1000
- GROUP HEALTH HOSPITAL (CENTRAL) 206-326-3000
- GROUP HEALTH HOSPITAL (EASTSIDE) 425-883-5151
- OVERLAKE HOSPITAL (BELLEVUE) 425-688-5000
- VALLEY GENERAL HOSPITAL (MONROE) 360-794-7497

MISCELLANEOUS

- CHILDRENS' PROTECTIVE SERVICES (WEEKDAYS) 800-962-0073 (24HRS) 1-800-562-5624
- ENCOMPASS NORTHWEST 425-888-2777
- CRISIS CLINIC 1-866-427-4747
- DEPARTMENT OF FISH & WILDLIFE 425-775-1311
- KING COUNTY ANIMAL CONTROL 206-296-7387
- POISON CENTER 1-800-222-1222

UTILITIES

- CARNATION WATER DIST. 425-333-4484
- CITY OF CARNATION 425-333-4192
- CITY OF DUVALL 425-788-1185
- PUGET SOUND ENERGY (POWER OUTS/NATURAL GAS LEAKS) 1-888-225-5773
- UNDERGROUND UTILITIES LOCATOR 1-800-424-5555
- WATER DIST. 119- STILLWATER 425-788-2885

DISTRICT NUMBERS

- ESC MAIN OFFICE NUMBER 425-844-4500
- SUPERINTENDENT'S OFFICE 425-844-4504

Appendix B - Forms

Command Staffing Chart – to be utilized by the Incident Commander and Section Chiefs and Staffing Manager to track key assignments

Site Status Report – to be utilized by Incident Commander and Operations Chief to log updated site information to be relayed to outside agencies or the Educational Service Center

Situation Activity Log – To be utilized used by Incident Commander and Section Chiefs to log situations and corresponding activities

Resource Request Log – To be utilized by Supply Manager to track requested resources and relay to command post

Communications Log –To be utilized by Communications Officer to track incoming and outgoing communications

Morgue Victim Log – To be utilized by Morgue Manager to log deceased individuals

Equipment/Supply Checkout- To be utilized by Supply Manager to track outgoing inventory

Incident Staffing Log- To be filled by Staffing Manager to fill secondary assignments as needed utilizing on-hand staff or spontaneous volunteers

Transport Log - To be utilized by Transport Manager to log movement of students to other locations

First Aid Report Form – To be filled out by medical personnel caring for the injured

First Aid Patient Log –To be utilized by First Aid Team Leader to log all patients in the patient care area

First Aid Status Update – To be utilized by the First Aid Team Leader to update the Command Post or Operations Chief of ongoing patient status

Command Staffing Chart

Incident Commander:	Command Post:
Staffing Manager:	Date/Time:

Area	Position/Name
Command	Incident Commander
	Safety Officer
	Communications Officer
	Agency Liaison/Aide
Operations	Operations Chief
	First Aid Team Lead
	Morgue
	Student Care Team Lead
	Water/Food
	Sanitation
	Search and Rescue Team Lead
	Site Assessment
	Student Accounting Team Lead
	Security/Traffic

Site Status Report

Incident Commander:	
Cell Phone:	
Command Post Name/Location:	
School:	

Student Accounting:

	Absent	Injured	Sent to hosp./med	Deceased	Missing	Released to Parents	Student Care Area
Students							
Site Staff							
Others							

Structural Damage Reporting - indicate on attached map areas of collapse or structural damage. Include state of school grounds, status of roads, downed power lines, water main rupture etc.

✓	Damage/Problem	Status	Location(s)
	Structural Damage		
	Water Leak		
	Fire		
	Electrical		
	Communications		
	Heating/Cooling		
	Other:		

Site Status Report (cont'd)

Operational Areas Status:

✓	Area	Location(s)
	Sanitation	
	First Aid	
	Morgue	
	Student Assembly	
	Student Release	
	Crisis Counseling	
	Staging Area	

First Aid Status:

Type of patients in treatment area	Total
Red-Most critical injuries-urgent transport priority	
Yellow-Serious injuries-practical transport priority	
Green-Walking wounded-low priority transport	
Black-Expectant/Deceased	

Search and Rescue Status: Map details on location of trapped individuals. Include map detailing areas searched and cleared and any inaccessible areas.

Completed by: _____ Date: _____ Time: _____

First Aid Status Update

Date _____ Time _____

Location _____

Total number of patients in treatment area	
Red-Most critical injuries-urgent transport priority	
Yellow-Serious injuries-practical transport priority	
Green-Walking wounded-low priority transport	
Black-Expectant/Deceased	
Total number of patients transported	
Hospital/clinic via Ambulance	
Hospital/clinic via private vehicle	
Released to parent/guardian (home)	
Taken to secondary emergency medical site	

Status of resources available for patient care:

Request for Resources:

Staffing-

Supplies-

Completed by _____