

# **CALIFORNIA EMERGENCY MANAGEMENT FOR SCHOOLS:**

## A Guide for Districts and Sites



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Disclaimer: The recommendations and suggestions included in this document are intended to improve emergency preparedness and response. However, the contents do not guarantee the safety of any individual, structure, or facility in a disaster. The State of California does not assume liability for any injury, death, or property damage that occurs in connection with a disaster.

## Record of Changes

The most current copy of this toolkit, including any changed pages, is available through the Planning and Preparedness Branch of the California Governor's Office of Emergency Services at 3650 Schriever Avenue, Mather, CA 95655. Copies are also available on the [Planning and Preparedness Branch web page](#).

Change #	Date	Summary of Changes

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## A Message to School Districts and Sites

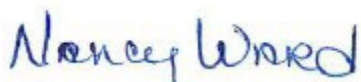
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On behalf of the California Governor's Office of Emergency Services (Cal OES), the California Department of Education (CDE), and other contributing partners, we are pleased to announce the implementation of the *California Emergency Management for Schools: A Guide for Districts and Sites*. This guidance is a collaborative Cal OES and CDE effort to emphasize disaster preparedness for our school districts and sites and is a tool to assist in implementing comprehensive school safety planning. School disaster preparedness is a top priority within the state, and providing relevant information, resources, and tools for educational administrators, faculty, and staff is an essential part of this effort.

This guidance is part of a core effort to strengthen relationships, the Whole Community Planning approach between school districts and sites, and local emergency management and first response agencies. This guidance includes comprehensive resources and lessons learned from previous disasters such as the Tubbs and Camp Fires, the COVID-19 pandemic, and the Ridgecrest Earthquake to better mitigate, prepare for, respond to, and recover from disasters. This guidance promotes disaster preparedness and equity within our educational community, will create a culture of disaster resiliency for our districts and sites, and helps planning efforts to protect the health and safety of California students.

Cal OES and the CDE are committed to providing the most accurate and useful information and resources possible with the collaborative support of our partners.

Please consider incorporating the *California Emergency Management for Schools: A Guide for Districts and Sites* as part of your emergency response plan to enhance your district and school disaster preparedness efforts.



NANCY WARD  
Director



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State Superintendent of Public Instruction

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## Preface

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At the California Governor's Office of Emergency Services (Cal OES), we believe that "schools are the heart of our community". This is where our children learn and grow and where our communities gather for events. This document is intended to assist school personnel to understand emergency management systems in California and where schools/districts fit into these systems.

The California Department of Education (CDE) is responsible for outlining requirements for Comprehensive School Safety Plans (CSSP) to ensure the safety of students. Cal OES is responsible for maintaining the State Emergency Plan (SEP), which provides a consistent, statewide framework to enable state, local, tribal, and federal governments, and the private sector to work together to mitigate, prepare for, respond to, and recover from emergencies and disasters.

As schools plan for and execute response and recovery activities through their school safety plans, the concepts and principles outlined in the SEP provide a standardized approach for incident management, regardless of the hazard, size, location, or complexity. By using and understanding these systems during an incident, schools will be better prepared to work with the responders in their communities more effectively to ensure a coordinated response to incidents involving schools.

In this guide we will cover applicable emergency laws, California's Standardized Emergency Management System (SEMS) and its role in schools, the four phases of emergency management (mitigation, preparedness, response, and recovery), and finally resources and best practices that may assist a school district or site in being better prepared for emergencies or disasters.

Cal OES encourages school officials to take steps now to prepare for disasters. This includes making plans and communicating them to staff, attending or participating in trainings offered by local, state, and federal partners, and discussing and coordinating those plans with local government, law, and fire officials as well as the students and their parents/guardians.

### **For Private Schools**

Most of this document is written with public schools in mind and based on applicable laws. Although not subject to many of the laws and regulations outlined in this guide for public schools, private schools may still benefit by adopting this framework and utilizing the information provided.

The themes and messages outlined in this guide can help any school build or improve its current school safety plans.

Cal OES and the CDE encourage private schools to work with neighboring schools, district emergency planners and school administrators, local emergency managers, and first responders in their communities. This collaboration will better prepare private schools for all hazards and continuously look for ways to improve their school safety plans to protect students, faculty, and staff.

### **Whole Community Planning**

The state is committed to improving inclusion and equity in planning for disasters. We encourage school administrators to look outside of their own school and involve the whole community to ensure emergency plans consider their students' and communities' culturally diverse needs.

When planning for emergencies, school and district emergency planners and school administrators should include representatives from a wide range of school personnel, including, but not limited to the following: educators, aides, school psychologists, nurses, facilities managers, transportation managers, food personnel, and family services as part of the planning process. Include local law enforcement officers, emergency medical services (EMS) personnel, school resource officers, fire officials, public and behavioral health practitioners, and local emergency managers. Also, consider including student and parent representatives, individuals and organizations that serve and represent the interests of students with disabilities, students, and families with Limited English Proficiency (LEP), and others with access or functional needs, as well as racial minorities and faith-based organizations, so that specific considerations are included in the early stages of planning.

This wide range of expertise will bring a multitude of perspectives for a more inclusive and robust emergency management program. When disasters affect a school, they most likely affect the community as well.

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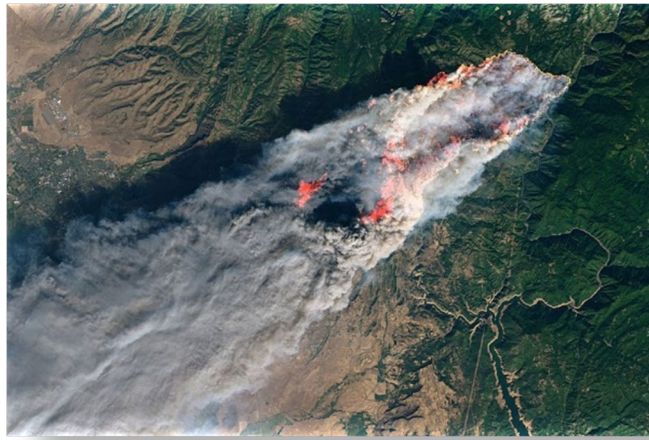
## Section 1. Introduction to Emergency Management

### Background

California is one of the most diverse states when it comes to our people, terrain, natural resources, and weather. That also means we have some of the most diverse types of natural hazards including wildfires, floods, earthquakes, tsunamis, and yes, even volcanoes. These hazards can pose ongoing threats in our communities and significantly impact our lives when disaster strikes.

For many communities, 2017 through 2021 were devastating years. Disasters included drought, floods, wildfires, mudslides, earthquakes, power shutoffs, and the worldwide COVID-19 pandemic.

In 2017, after six years of unprecedented drought conditions, California experienced record rainfalls that resulted in the evacuation of over 188,000 people due to failure of the Oroville Dam emergency spillway. Each year wildfires continue to increase in size, severity, and acres burned. In 2018, wildfires in California killed over 120 people, destroyed more than 22,700 structures, and burned over 1.8 million acres. California's deadliest wildfire nearly leveled the entire town of Paradise, killing 86 people.



*Satellite Photo of the 2018 Camp Fire, courtesy of NASA Earth Observatory image by Joshua Stevens, using Landsat data from the U.S. Geological Survey, and MODIS data from NASA EOSDIS/LANCE and GIBS/Worldview*

In addition to fires, in July 2019, a 6.4 magnitude foreshock and 7.1 magnitude earthquake struck near Ridgecrest—the most powerful earthquake in California in nearly 20 years. Luckily, school was not in session, but several sites throughout the region were damaged.

In 2020, six of the 20 largest wildfires in California history occurred destroying over 2.6 million acres. We also began experiencing the largest public health crisis since the Spanish flu of 1918 due to the international outbreak of the Novel Coronavirus (COVID-19).

This public health emergency strained all facets of life to include economic growth and healthcare services. Although this disaster did not result in widespread destruction like earthquakes and wildfires, the economic and social effects were seen everywhere.

### **Purpose**

Disaster/emergency planning is one of many components of the state mandated Comprehensive School Safety Plan (CSSP) [California Education Code (Ed. Code) Sections [32280 - 32289.5](#)]. With the volume and variety of California disasters and their impacts on school sites and districts, it is important to be prepared for any hazards that may occur. For more information on the CSSP, visit the CDE's [CSSP Best Practices Resources](#) website for reviewing and approving plans.

The intent of this guide is to provide an informational framework for sites and districts to better prepare for disasters that compliments the required school safety plans. This guide will provide information on how to incorporate the concepts of SEMS, the National Incident Management System (NIMS), and the Incident Command System (ICS) into school emergency planning.

School administrators have the responsibility to ensure the safety of their students, faculty, and staff in an emergency, whether it's an earthquake, flood, wildfire, or an act of terrorism. School sites and districts should work with their local first responders and emergency management officials to build and maintain emergency plans that can be applied to all types of hazards.

## Section 2. Standardized Emergency Management System

### What is SEMS?

SEMS is the cornerstone of California's emergency response system and the fundamental structure for the response phase of emergency management. SEMS was created because of shortfalls and coordination failures in emergency response agencies stemming from the Tunnel Fire in Oakland in 1991. The state government recognized the need to unify all elements of California's emergency management community into a single integrated system and standardize key elements of emergency response.

***"SEMS is a hierarchy of mutual support"***

SEMS is required by the California Emergency Services Act for managing multiagency and multijurisdictional responses to emergencies in California. SEMS is based on several concepts: 1) a management tool called the Incident Command System (ICS); 2) the Master Mutual Aid Agreement and mutual aid program; 3) Multi-Agency Coordination (MAC), under which diverse organizations work together and communicate with each other; and 4) the Operational Area Concept. As stated earlier, state agencies must use SEMS, and local government entities shall use SEMS to be eligible for any reimbursement of response-related costs under the state's disaster assistance programs.

- 1) The [Incident Command System \(ICS\)](#) was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts--duplication of efforts--by giving each person a structured role in the organization, and each organization its piece of the larger response. Schools are encouraged to follow the ICS model as an organizational tool as it is scalable for the incident and allows for easier integration among partner agencies. For more detailed information on ICS, see [Section 4. ICS in Schools](#).
- 2) [Master Mutual Aid Agreement](#) and mutual aid programs established that resources belonging to the State of California and its various departments, agencies, various political subdivisions, municipal corporations, and other public agencies be made available to prevent and combat the effect of disasters.



- 3) Multi-Agency Coordination (MAC) occurs whenever personnel from different agencies that have legal responsibilities to abate the emergency are involved in the response. While informal arrangements among agencies can be made to work, it is more effective to establish MAC procedures in advance in a planned and organized manner.
- 4) Operational Area (OA) is an intermediate level of the state emergency services organization, consisting of a county and all political subdivisions within the county area.

## SEMS Organizational Levels

SEMS is organized into five primary levels ranging from the incident area (field) to the state where each level provides support to the impacted jurisdiction. An easier way to think about SEMS is to frame it as a staircase, when the incident grows or the lower jurisdiction becomes overwhelmed, resources from a higher level are engaged to support the lower level. The figure below displays the support hierarchy in response to an incident.

**Figure 2.1 SEMS Organization Levels**



- **Field** – The Field Level is where emergency response personnel and resources, under the command of responsible officials, carry out tactical decisions and activities in direct response to an incident or threat.
- **Local Government** – The Local Government level includes cities, counties, tribal governments, and special districts, which includes the County Office



of Education (COE) and school districts. Local governments manage and coordinate the overall emergency response and recovery activities within their jurisdiction. Local governments are required to use SEMS when their Emergency Operations Center (EOC) is activated, or a local emergency is declared or proclaimed, to be eligible for state reimbursement of response-related costs.

- **Operational Area (OA)** – An OA is the intermediate level of the state's emergency management organization which encompasses a county's boundaries and all political subdivisions located within that county, including special districts. The OA facilitates and/or coordinates information, resources, and decisions regarding priorities among local governments within the OA. The OA serves as the coordination and communication link between the local government level and regional level. State, federal, and tribal nations in the OA may have their own statutory authorities for response like that at the local level.

It is recommended that school districts and local Offices of Education connect with the local OA Coordinator to understand how their school's districts and sites fit in to the emergency plans developed by the OA. The local OA Coordinator is your gateway to all things regarding emergency management to include mitigation, preparedness, response, and recovery plans and activities.

- **Region** – The Regional Level coordinates information and resources among OAs within the mutual aid region and between the OAs and the state level. The Regional Level also coordinates overall state agency support for emergency response activities within the region. California is divided into three Cal OES Administrative Regions – Inland, Coastal, and Southern – which are further divided into six mutual aid regions. See **Figures 2.2** and **2.3** for map of California Administrative and Mutual Aid regions
- **State** – The state level of SEMS prioritizes tasks and coordinates state resources in response to the requests and coordinates mutual aid among the mutual aid regions and between the Regional Level and State Level. The state level also serves as the coordination and communication link between the state and the federal emergency response system.

The state level requests assistance from other state governments through the Emergency Management Assistance Compact (EMAC) and similar interstate compacts/agreements and coordinates with the Federal Emergency Management Agency (FEMA) when federal assistance is requested. The state level operates out of the State Operations Center (SOC).

### **National Incident Management System (NIMS)**

NIMS is defined as the comprehensive approach guiding the whole community - all levels of government, nongovernmental organizations (NGO), and the private sector - to work together seamlessly to prevent, protect against, mitigate, respond to, and recover from the effects of incidents. NIMS, like SEMS, is a scalable and flexible approach that provides mutual aid, response, and recovery support to the states responding to a disaster.

Ultimately, during a federally declared disaster, FEMA and other federal partners join with the state incident management to provide resources and support to the regions and operational areas responding to and recovering from the disaster.

The State of California adopted NIMS on February 8, 2005, by Executive Order S-2-05. By utilizing SEMS, agencies are following NIMS, and are therefore eligible for federal reimbursement with some conditions. Additional information on NIMS can be found in [Append B: Emergency Laws](#).

Figure 2.2: California Administrative Regions



Figure 2.3: California Mutual Aid Regions



## How to Organize for SEMS

There are several concepts which are important to understand before you begin incorporating SEMS into your emergency plan:

- **This is a group process.** Individuals will not be able to develop a workable plan for your school. Everyone has a role to play during the emergency, so everyone should be trained before it happens. You should share information among colleagues, gain support for the planning process, and train people in their emergency responsibilities.
- **There are certain responsibilities that are related to the emergency** that are not specifically related to one's job, for example, search and rescue and site security.
- **Everyone should have responsibilities based on his/her job at the school.** Instructional faculty and staff, for example, will be expected to maintain control of their classrooms, account for their students, or direct evacuations. Administrators will be responsible for making school-wide decisions such as the need for evacuations, the need to close the campus, communication with the district office, and communication of new procedures to parents. Some site personnel will have to be freed of classroom or office assignments so that they can fulfill emergency responsibilities.
- **Training and exercising are critical.** They help faculty and staff become familiar with their responsibilities. They document for the state that your personnel are up to date on their SEMS responsibilities. Training and exercises are necessary for new employees to ensure successful integration and execution of response plans.

Just as a district is encouraged to follow the ICS model, the district should ensure that each school site follows the model as well. This promotes the greatest possible coordination between an individual school and its district, between a district and its local government, and among districts and all other governmental agencies.

At a district and site level, a plan based on SEMS should be developed, duty statements for each function written, and checklists of Standard Operating Procedures (SOP) created. Once these materials are available, personnel should be assigned to one of the five ICS functions, according to their expertise and ability.

All personnel should then be trained in how to respond to a disaster according to the system. Table-top and small-scale exercises are useful drills for making nature of these functions clear. It is important to integrate access and functional needs into training and exercise programs. Include students, faculty, and staff with access or functional needs within the development of the exercises, on the front end, as well as during the actual exercise. Including this lived experience adds validity to the emergency plan.

By practicing what to do **during** and **after** an emergency, you increase the confidence of school personnel, students, and parents that disasters can be manageable events.

### SEMS in Schools

The list below suggests ways that you can divide various emergency responsibilities among your site and district personnel and how SEMS and ICS can be adapted to schools. Everyone will have some responsibilities based on their job and some people will have additional emergency responsibilities.

#### Major Concepts/Components

- Every emergency, no matter how large or small, requires that certain tasks be performed, specifically management, planning, operations, logistics, and finance/administration.
- The system can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
- Every incident needs a person in charge, called the Incident Commander at the site level, or the EOC Director at the district level.
- No one person should oversee more than five to seven people. [Note: this does not apply to Student Supervision.]
- Common terminology - All faculty and staff in the school/district should use the same words to refer to the same actions. This terminology should be known and practiced before a disaster.

#### Establishing an Incident Command Post

An Incident Command Post (ICP) is a command center that is in or near the incident. For a school, the ICP would normally be found in the administrative office of the school, a large conference room, or in the parking lot in front of the school if working with first responders. The ICP serves as the initial command post until the incident is resolved or authority is transitioned to the district EOC.

For example, in an active shooter event, law enforcement, fire and rescue personnel may establish an ICP offsite to gain command and control of the situation.

### **Establishing an Emergency Operations Center**

An Emergency Operations Center (EOC) is usually located at or near the school site or school district office. Most public agencies have a separate room for the EOC or a conference room that can be quickly converted into an EOC for centralized emergency management coordination. A pre-planned alternate site should also be identified in the event the primary location is not useable.

### **School Site or School District EOC**

The primary role of the EOC is to coordinate and organize all relevant information and needed resources regarding the emergency in one place. This helps the school site or district's decision-making body coordinate resources.

The EOC staff should not be providing "hands on" assistance to the various school sites that are dealing with the actual field activities. Their role is to obtain and deliver needed resources to the affected school sites. Under SEMS, the school site Incident Commanders have clear authority to command and direct the resources under their control. It is the responsibility of the EOC Director and the EOC staff to find and have delivered the needed resources to the Incident Commanders at the individual school sites.

### **EOC Planning Considerations**

- Have top level administrators committed to the successful operation of the EOC.
- Have a centralized location that is safe and accessible.
- Have a well-designed facility that allows for efficient operations (include sample floorplans).
- Have employees filling or performing the five ICS functions.
- Have documented standard operating procedures which include checklists for each position.

### **Schools and SEMS: Where do schools fit into this model?**

The mutual aid process may differ among operational areas, schools, school districts, and other jurisdictions depending on their location and circumstances.

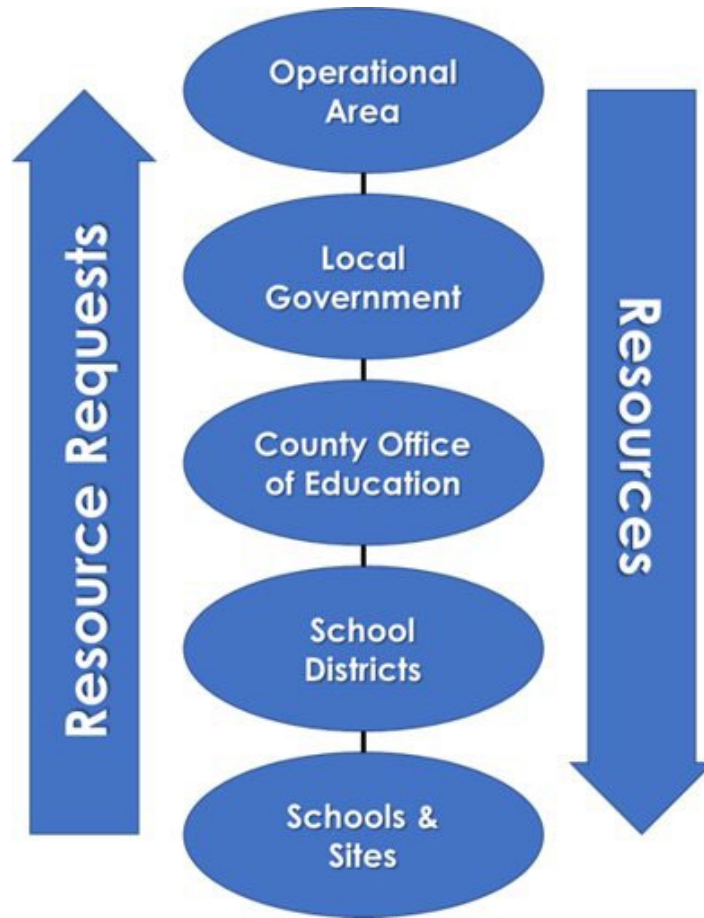
The variation is due to a few issues at the city and county level:

- Many school districts cover several cities, municipalities, and/or tribal jurisdictions.
- Several school districts are in unincorporated areas.
- Some school districts are in small cities that have insufficient resources even for their own needs.
- The role of each County Office of Education differs; therefore, schools and districts will need to know how their county will support them.

In the SEMS model, school sites and districts are considered special districts within the SEMS hierarchy of mutual aid support. Special Districts are below the local level and generally under the city or county jurisdiction. School sites and districts need to work with their County Office of Education to determine types of support available during an emergency response. Figure 2.4 below better illustrates schools and their mutual support during a disaster.



**Figure 2.4: Mutual Aid Model for Schools**



**Why should schools use SEMS?**

Utilization of SEMS ensures that certain costs and/or damages associated with the incident are eligible for reimbursement, if state or federal reimbursement is authorized. Schools should use SEMS because it will increase their access to resources and information during the disaster response. SEMS eliminates duplication of efforts by giving each person a structured role in the organization and each organization its specific role in the response effort. This means that resources can be supplied more effectively and efficiently. Lastly, utilization of SEMS, if state or federal reimbursement is authorized, ensures that certain costs and/or damages associated with the incident are eligible for reimbursement.

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## Section 3. Phases of Emergency Management

Emergency plans should include the four phases of emergency management which are prevention/mitigation, preparedness, response, and recovery. For example, if a county is developing plans to deal with a wildfire, then logically, the county would plan for how to prevent or mitigate its risk from wildfires, how it would prepare for a wildfire, how it would respond to the wildfire, and then lastly, how it would recover from the wildfire.

Schools and districts can use the principles below for their own emergency plans tailored to keeping students, faculty, and staff safe at sites.

In the figure 3.1 below, we illustrate the logical thought pattern behind the four phases and how each one performs a vital function to emergency planning.

**Figure 3.1: Four Phases of Emergency Management**



- **Prevention-Mitigation** is defined as any sustained action taken to reduce or eliminate long-term risk to people and property from natural or human-caused hazards and their effects. This definition distinguishes actions that have a long-term impact from those more closely associated with immediate preparedness, response, and recovery activities.
- **Preparedness** involves activities undertaken in advance of an emergency to develop and enhance operational capacity to respond to and recover from an emergency.

As part of a comprehensive preparedness program, the emergency management community (districts, counties, and tribes) should develop plans and procedures, maintain prevention programs, manage resources, establish mutual aid agreements, train personnel, and educate the schools.

- **Response** activities are comprised of the immediate actions to save lives, protect property, and the environment, and meet basic human needs. An example is evacuating school children to higher ground during a tsunami emergency. It is important to have points of contacts from the following partners: local law enforcement, fire departments, local Office of Emergency Services, County Department of Education, the American Red Cross, and other local resources that can assist.
- **Recovery** refers to actions to restore the learning environment for schools affected by an event. Recovery is an extended period that blends into the “before” timeframe of the next hazard event for a community and should include steps to build back better so that future natural hazards have lesser impacts.

## Prevention-Mitigation

Prevention-Mitigation, as mentioned earlier, is any action taken to reduce or eliminate long-term risk to people and property from natural or human-caused hazards and their effects. The most important factors in reducing/eliminating risks are knowing and understanding what hazards affect your area and region, ensuring your schools have adequate insurance coverage, and taking appropriate measures to physically harden your facilities against potential disasters.

### Knowing your hazards

The Cal OES [MyHazards](#) is a tool for the public to discover hazards in their area (earthquake, flood, fire, and tsunami) and learn steps to reduce risk. Using the [MyHazards](#) tool, users enter an address, city, zip code, or select a location from a map. The map targets the location and allows users to zoom and scroll to their desired view. The webpage then presents information on the risks identified within the search radius and recommended actions to protect against that hazard. Hazard Data is approximate and data layer visibility are subject to the extent of the Map.

MyHazards can be view at <http://myhazards.caloes.ca.gov/>.

Figure 3.2 Image of the MyHazards Webpage



## Hazard Mitigation Plans

Through various state and local hazard mitigation planning activities, local jurisdictions can focus efforts on reducing risk and hazard prevention. Effective mitigation planning can break the cycle of disaster damage, reconstruction, and repeated damage. Hazard mitigation plans focus on efforts, such as public works projects like levee reinforcement or erosion control, and long-term strategies that can reduce risk to or lessen the impacts of a disaster through various activities.

Activities may include fire mitigation, levy improvements, construction, and other investments in long term projects to build community resiliency. Connect with your local emergency services office to determine what hazards may affect your district or site and how they are working to reduce your risk. Consider developing your own hazard mitigation plan or participating in the city/county plan. To be eligible for federal hazard mitigation grants, schools need to have or be part of an approved hazard mitigation plan.



*Mitigation can involve multiple agencies, in the photo above, the US Army Corp of Engineers works to repair and improve levees along the American River. Photo courtesy of U.S. Army Corps of Engineers, Sacramento District, June 11, 2020*

### **Physical Hardening of the Facility**

Schools and districts can protect themselves from disasters by investing in infrastructure upgrades. Two resources exist to support the mitigation efforts for natural and human caused disasters.

For natural disasters, FEMA's [Safer, Stronger, Smarter: A Guide to Improving School Natural Hazard Safety](#) is a comprehensive resource in identifying natural hazard risks and solutions that can be taken to reduce the school's risk to the impacts of the disaster. This Guide provides advice on both successful operational policies and practices, as well as recommendations on how to improve the physical protection of the school facility to resist natural hazards to improve overall school safety.

For human caused disasters, such as active shooters/intruders which can quickly overwhelm a school's ability to react, school/district administrators and security personnel can take advantage of the Cal OES State Threat Assessment Center's (STAC) [School Vulnerability Assessment Program](#). This train-the-trainer program, taught by the Regional Threat Assessment Centers across the state, provides the knowledge and information to perform a vulnerability assessment on campus.

Information collected during the vulnerability assessment can be used to determine potential solutions for a wide range of identified security gaps.

Physical security enhancements may include:

- New access controls such as key card or badging entry systems, upgraded locks and push bars, tamper resistant doors, and other access control measures that make the facility more difficult to access.
- Applications such as ballistic film or blast resistant window treatments can prevent glass and windows from becoming shrapnel and causing further harm.
- Installation of security cameras, lights, and announcement systems may be beneficial in deterrence of potential threats.

Be sure to check with the following organizations before installing or updating the facility:

- The district security or facilities section to ensure upgrades are compliant with district policies.
- The city and/or county building permitting office.
- The [Division of the State Architect](#), Department of General Services, on acceptable standards for safety/security equipment in schools.
- The [Office of the State Fire Marshal](#) on fire codes relevant to the types of equipment to be installed or modified.

### **Examples of Prevention-Mitigation Activities for Schools may Include:**

- Ensure that your sites and districts are properly insured against known hazards in the area; increase or modify insurance coverage as needed.
- Ensure buildings and structures are up to the applicable building codes, for example, retrofitting buildings prior to 1976 to withstand earthquakes.
- Increase awareness of hazards, impacts, and vulnerabilities to better prepare site and district personnel, students, and families. This can be done by providing informational resources and trainings or presentations to sites and districts.
- Engage with your county, city, and/or community leaders to ensure awareness of current emergency plans and mitigation projects that may affect your site or district.
- Strapping and bracing of objects such as bookshelves to walls.



- Ensuring partitions, overhead lights, ceilings, and air ducts are secured to the structure of the building.
- Trimming trees or removing dry brush from buildings creating defensible space from fires.
- Upgrading roofs using fire resistant materials or installing sprinkler systems.
- Erosion control around structures.
- Hazard mapping to include floods, faults, and volcano threats.
- Updating buildings and infrastructure to current standards or best practices.

### **Planning Considerations for Districts and Sites**

What have you done to reduce your potential losses? Which of the nonstructural hazard mitigation measures below have been completed at your school?

- Have bookshelves, file cabinets and free-standing cupboards been bolted to the wall or arranged to support each other?
- Have heavy items been removed from the tops of bookshelves and cupboards?
- Have the windows in the classrooms and other campus buildings been equipped with safety glass or covered with protective film?
- Are the partitions, ceilings, overhead lights, and air ducts secured to the structure of the buildings?
- Have inventories been made of hazardous chemicals in areas such as the science building and maintenance shops?
- Is there an earthquake preparedness program in your curriculum?
- How and where are you storing vital data and records? Do you have duplicate copies of important data stored in an off-site location?



## Preparedness

Preparedness consists of activities or actions that have been taken in advance of the emergency to develop plans, build capabilities of responding jurisdictions, and provide training and exercises. In this phase, districts and sites should focus on building the faculty and staff knowledge of what to do during a disaster.

Trainings should focus on hazards, emergency response, access and functional needs, and anything jurisdictionally specific that may affect response or recovery plans.

### Examples of Preparedness Activities may Include:

- Development of plans and procedures between schools, districts, and the local level, generally the county/city emergency office. Plans include:
  - Communications plans and procedures
  - Earthquake plans and procedures
  - Evacuation plans and procedures
- Participation in emergency management programs at the district or county level.
- Participation in training such as [California Specialized Training Institute \(CSTI\)](#) or [FEMA Independent Study](#) courses.
- Participate in Seminars/Workshops/Drills/Exercises.
- Know your facilities and where the utility shutoffs are located.

### Developing Your Plan

Your site or district plans should not be developed without utilizing whole community planning. It is in your best interest for the safety of your students, faculty, staff, and the community to work with your Office of Education, if applicable, local emergency management agencies, community-based organizations (CBOs), and other stakeholders (transit and paratransit providers, parent-teacher organizations, School Site Councils (SSCs), local media, etc.) to develop plans that work for both the sites and the responders. Ensure community representatives include individuals with lived AFN experience. This plan should incorporate ideas on inclusive sheltering operations, accessible evacuation and transportation, communication strategies, and reunification procedures that are accessible, comprehensive, and feasible.

Lastly, your plan should be integrated into your site or district's Comprehensive School Safety Plan (CSSP).

When developing your plan, consider the following, specifically for the student body and/or personnel with disabilities or an AFN:

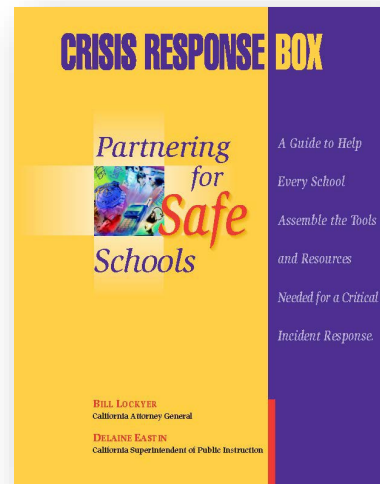
- The disproportionate impacts on individuals and families with disabilities and the growing number of students and employees that utilize assistive technology and/or assistive/adaptive devices. Consult the individuals with the disability or AFN, or their representative to identify needs and gaps in existing evacuation plans
- Define how evacuations will be conducted quickly, safely, and effectively, all site employees are aware of all exit routes and designated meeting areas, and cross training is implemented to familiarize all personnel on evacuation procedures
- Ensure equipment and supplies needed for evacuation are readily available (stair chairs, student rosters, items needed for those with disabilities and other functional needs
- Establishing a "buddy system" to coordinate accommodation/assistance that may be needed by individuals during an active intruder/active shooter incident
- Ensure site administration is aware of the location(s) or classrooms of those with identified disabilities or an AFN

### **Readiness and Emergency Management for Schools Technical Assistance Center**

The [Readiness and Emergency Management for Schools Technical Assistance Center](#) (REMS TA Center), a federal resource, contains Emergency Operations Plan (EOP) development tools and is a great resource to begin the EOP development process. In [Appendix G](#) we provide some of the REMS TA Center's information and links to help get you started.

## Crisis Response Box

Another great available resource is the California Department of Justice's and California Department of Education's [Crisis Response Box](#), a guide to help every school assemble the tools and resources needed for a critical incident response. The *Crisis Response Box* is a guide to assist schools in crisis prevention planning. A strong crisis response strategy is designed to contain a crisis and thereby reduce the risk of violence or trauma to students and school personnel.



“The box” is a unique product developed to help schools, local law enforcement, and emergency services personnel prepare for a school emergency.

## Classroom Preparedness Programs

- [Cal OES Preparedness Ambassadors](#)

Preparedness Ambassadors is a statewide program designed to engage fourth grade students to develop and promote disaster preparedness guidelines for their homes, schools, and local communities. This is the first statewide classroom preparedness program in California. Through instruction and handouts, students will learn about various disasters in their communities by gathering and using data, reading case studies about actual disaster events, and reflecting on which behaviors may help contribute to staying safe during a disaster.

Students will develop their own disaster preparedness guidelines and then compare that with the disaster preparedness guidelines identified in the Cal OES Family Readiness Guide.

Lastly, the Preparedness Ambassadors program was developed using the following education standards: CA Health Education Content Standards (Primary), CA Next Generation Science Standards, CA Environmental Principles and Concepts, and CA English Language Arts Standards.

- [Ready San Diego's Be Aware, Be Prepared](#)

Be Aware, Be Prepared is a fourth-grade unit of study created by the Office of Emergency Services in partnership with the San Diego County

Office of Education. In this unit, students build knowledge about the geological systems of the Earth, natural disasters, and disaster preparation through print and technology sources and collaborative research. The unit directly reflects the overarching intent and goals of the Common Core State Standards (CCSS). The curriculum includes safety information that could be lifesaving to students and families in our community.

- [Get Ready 5th Grade Bay Area](#)

The Get Ready 5th Grade Bay Area program (GR5) is taking the first steps in changing our youth's perceived vulnerabilities to disasters. The GR5 curriculum engages the students in a classroom setting with a one-hour lesson covering a variety of emergency and disaster preparedness topics. The GR5 program emphasizes capacity building by teaching the students clear and actionable preparedness steps to take as a household to be prepared for an emergency or disaster event.

### **Train Personnel**

Coordinate with your local Office of Education and emergency managers to conduct relevant training for hazards identified in your area and region. Trainings will allow your district or site to build your response knowledgebase as well as prepare for integration into emergency responses in the event your location is utilized as a shelter or operations center.



[California Specialized Training Institute](#) is a division of Cal OES and hosts a range of online trainings related to emergency operations and management. Through CSTI's Learning Management System, users can register for free coursework in EOC positions that fall within the scope of ICS.

Online Coursework includes, but is not limited to:

- Standardized Emergency Management System Introduction (SEMS G606)
- Management
- Operations
- Planning & Intelligence
- Logistics
- Finance & Administration

FEMA's [Emergency Management Institute](#) (EMI) School Program offers independent coursework for school officials, free of charge, to support building school emergency management capacity. Several other courses are in person and can be scheduled by working with FEMA's [National Training and Education Division](#).

Online coursework includes, but is not limited to:

- IS-036: Preparedness for Child Care Providers
- IS-100: Introduction to the Incident Command System, ICS 100
- IS-200: ICS for Single Resources and Initial Action Incidents
- IS-360: Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship
- IS-362: Multi-Hazard Emergency Planning for Schools
- IS-366: Planning for the Needs of Children in Disasters
- IS-700: An Introduction to the National Incident Management System
- IS-800: National Response Framework, an Introduction
- L0360: Preparing for Emergencies: What School Staff Need to Know

Your local jurisdiction may have specific online and in-person trainings that may suggest you take or attend, as well as train-the-trainer coursework for more virtual learning.

### **Test All Personnel (Exercise)**

Building the plan and training on the plan requires exercises to become familiar with the procedures, facilities, and systems used in emergency situations.

Exercises should:

- Be as realistic as possible.
- Be based on risk assessments (credible threats, vulnerabilities, and consequences).
- Include non-governmental organizations and the private sector, when appropriate.
- Incorporate the concepts and principles of SEMS and NIMS.
- Demonstrate continuity of operations issues.

- Incorporate issues related to individuals with disabilities and others with an AFN for both students, faculty, and staff.
- Also Include students and personnel with a disability or an AFN within the development of the exercises, as well as during the actual exercise.

Exercises allow the school personnel and leadership to practice their developed plans to identify gaps and shortfalls, critical issues, as well as depth of knowledge and experience.

Exercises occur in several ways:

- **Seminars/Workshops** are low-stress, informal discussions in a group setting with little or no simulation, used to provide information and introduce people to policies, plans, and procedures.
- **Tabletop Exercises** provide a convenient and low-cost method designed to evaluate policy, plans, procedures, and resolve coordination and responsibilities. Such exercises are a good way to see if policies and procedures exist to handle certain issues.
- **Drills/Tests** are conducted on a regular basis to maintain the readiness of operational procedures, personnel, and equipment. Examples include tests of fire and earthquake drills, evacuation procedures, shelter in place or lockdown drills, and testing of communication systems.
- **Functional Exercises** are designed to test and evaluate the capability of an individual function such as communications, evacuations, or medical capabilities.
- **Full-Scale Exercises** simulate an actual emergency. They typically involve complete emergency management personnel and first response agencies and are designed to evaluate the operational capability of the emergency management system. Examples include active shooter, full scale evacuation, and medical emergency exercises.

### Emergency Operation Plans

Thorough response planning for a hazard event helps ensure that a school community executes an organized, timely, and well-communicated response when the unexpected occurs. As stated earlier, emergency plans compliment the state mandated CSSP.

Every school should develop and maintain an Emergency Operation Plan (EOP) that clearly states what actions need to be taken before, during, and after an emergency event, who is responsible for those actions, and contingencies for the different situations that could arise. The plan should provide enough details that it can be actionable, easily understood, and readily used.

If any part of the school campus will be used as a shelter, during or following a natural hazard event, mass care and shelter considerations should be included in the emergency plan. For example, plans for storing adequate amounts of water, food, and first aid supplies for occupants should be established, as well as plans for providing adequate power (e.g., backup generators and storage of sufficient fuel supply). Students, faculty, staff, and families/guardians with access or functional needs (e.g., wheelchair users, assistive technology users, those who are power dependent, have dietary restrictions, carry prescriptive medications, etc.) should be considered and addressed to ensure inclusive sheltering operations. Those responsible for developing these plans and ensuring that they are carried out will vary by location and should be identified. Consider adding any providers of accessible sheltering, transportation, and communication resources in your plan. Backup personnel should also be identified.

Administrators, faculty, and staff should know their roles and be trained accordingly. The entire school community needs to practice responding to an event so that everyone reacts appropriately when a disaster occurs. School leaders should know how to interface with community partners, such as local fire, law enforcement, and other emergency personnel. EOPs should also incorporate school preparedness and mitigation strategies including up-to-date school safety policies and protocols.

An EOP is a good way for school personnel to think through and be ready for all the difficult issues that emergency events bring. It also protects financial investments and helps build a culture of personal safety in the school community.

For more information on how to build an EOP, including the six-step planning process, please reference the *Guidance tab* on the REMS TA Center website at <https://rems.ed.gov>. Another resource is the *Guide for Developing High-Quality School Emergency Operations Plan* and *The Role of Districts in Developing High-Quality School Emergency Operations Plans: A Companion to the School Guide* which is also available on the REMS TA Center website.

### Consider These Topics for Inclusion in your Emergency Operations Plan:

- Communications plan that includes a process for alerting the school/district, first responders, families/guardians, and other identified stakeholders that need notification. Consider the use of social media in your plan.
- Campus ingress and egress points.
- Campus lockdown procedures.
- Active Intruder/Shooter Response.
- Shelter in place and evacuation plans.
- Transportation plan.
  - How are you incorporating school or district transportation resources into evacuating or relocating students and personnel?
- Reunification of students with their families/guardians.

**If the state is preparing for the worst-case scenario in your area, then you should, too!**

### Catastrophic Plans

The widespread impact of a catastrophic incident increases the importance of emergency planning for schools. A catastrophic incident is defined as:

- A sudden event, which results in tens of thousands of casualties and tens of thousands of evacuees,
- Response capabilities and resources of the state and local jurisdictions will be overwhelmed,
- The severity of the incident will impact the response strategy and further tax the capabilities and resources available to the area,
- Life-saving support from outside the area will be required, and time is of the essence; and,
- Likely to have long-term impacts within the incident area as well as, to a lesser extent, on the nation.



Impacts of a catastrophic event include degraded transportation routes (roads and rail lines), large amounts of structural damage, severe shortages of response personnel to support the communities affected, and other impacts to infrastructure such as power/water/communication outages.

Impacts of a catastrophic event on schools can be profound and may require schools to plan for the following:

- Require the sheltering of students up to several days until they can be released to their parents.
- Require the sheltering of the community in open spaces such as athletic fields when community members are afraid to be in a building after a major earthquake.
- Widespread damage or destruction of schools throughout the district.
- In an earthquake, schools may be structurally compromised requiring safety and/or damage assessments prior to safe reoccupation.
- Schools may need to evacuate over long distances.
- Large, full service high schools outside of the impact areas are a good source for temporary sheltering facilities.
- Local school food authorities, in coordination with local jurisdictions, may need to make their food stockpiles available to support disaster relief.
- Regional transit and school buses may be utilized for evacuations.
- Schools can potentially be used as shelters, emergency supply distribution sites, or other types of recovery activities due to their locations in the community, size/acreage, and their accessible facilities such as Americans with Disabilities Act (ADA) compliant showers and restroom facilities.

With these planning factors in mind, remember that Cal OES has four catastrophic incident response plans (listed below) for floods, earthquakes, and tsunamis across the state. These plans incorporate various counties and levels of government to include our federal partners.

### **Northern California Catastrophic Flood Response Plan (NCCFRP) (2018)**

The NCCFRP focuses on a catastrophic flood in the Sacramento River Basin and the Sacramento-San Joaquin Delta Region.

Due to the unpredictable nature of weather, this plan was developed utilizing a risk-based approach to a weather event causing catastrophic flooding throughout the region. Counties impacted include Butte, Colusa, Contra Costa, Glenn, Sacramento, San Joaquin, Solano, Sutter, Yolo, and Yuba.

There are approximately 2,235 schools in the NCCFRP planning area; 164 schools (7%), are in the 100-year flood zone, 711 schools (32%), are in the 500-year flood zone, and 875 schools (39%) are in an area that is subject to flooding.

### **Bay Area Earthquake Plan (2016)**

The plan focuses on the San Andreas Fault System between the North American and Pacific tectonic plates with the highest probabilities of causing a significant seismic event in the Bay Area. Counties impacted include Alameda, Contra Costa, Marin, Mendocino, Monterey, Napa, Sacramento, San Benito, San Francisco, San Joaquin, San Mateo, Santa Clara, Santa Cruz, Solano, Sonoma, and Yolo.

### **Cascadia Subduction Zone (CSZ) – Earthquake and Tsunami Response Plan (2013)**

The plan focuses on a catastrophic earthquake along the northern California coast. The offshore fault is approximately 800 miles long, stretching from California to Vancouver Island in Canada. Counties impacted include: Del Norte, Humboldt, and Mendocino. In this plan a total of 223 schools were identified for sheltering in Del Norte, Humboldt, and Mendocino Counties. It is important to note that the population of Humboldt and Mendocino counties can surge by 15,000 people due to the presence of out-of-area college students during the school year.

### **Southern California Catastrophic Earthquake Response Plan (2022)**

This plan focuses on a catastrophic earthquake in Southern California. Counties impacted include Imperial, Kern, Los Angeles, Orange, Riverside, San Diego, San Bernardino, and Ventura. The plan draws on information from the California Geological Survey and the United States Geological Survey's Shakeout Scenario of 2008.

Public versions Cal OES catastrophic plans can be found here:

<https://www.caloes.ca.gov/office-of-the-director/operations/planning-preparedness-prevention/planning-preparedness/catastrophic-planning/>

## Preparedness Considerations

The questions below are common concerns and things to think about when making a school better prepared for disaster. They are not all inclusive and may take time to answer. The overall goal is to be able to answer these questions within the school's emergency plan.

- Has the school coordinated or engaged with the County Office of Education and emergency services to understand your role in emergency planning, response, and recovery efforts?
- Does the school have up-to-date points of contact for district, city, county and/or tribal resources to assist in an emergency?
- Are there any programs established between the school and parent groups which discuss the school's policies regarding student release and retention and the development of an emergency plan for the home?
- Are you, your faculty, and your staff aware of everyone's roles and responsibilities under the plan?
- Does the plan address students and personnel with a disability or other AFN?
- Is your district/site adequately prepared to support your students and families with disabilities or other AFN?
- Does your plan incorporate the principles of the SEMS?
- Are your personnel trained to perform the responsibilities under SEMS? Assignments should be made for management, planning/intelligence, operations, logistics, and finance.
- Have you had drills and exercises that involve ICS responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your site and/or district personnel (emergency medical technician certification, bi-lingual/interpreter, hearing impaired, mobility assistance, etc.)? Have you conducted training in first aid, damage assessment, search and rescue, and fire suppression?
- Do your site personnel know the location of the main gas, electricity, and water shut-off valves? Who has been trained to check for damage and turn them off if the need arises?

- Have you made a list and a map of the location and availability of first aid and other emergency supplies?
- Are your faculty and staff aware that they are, by law, Essential and Disaster Service Workers? Do they know what this entails? See [Appendix D](#) for more information on Disaster Service Workers and Essential Workers.
- Does your school have enough supplies (water, food, blankets) to handle sheltering of students that may last up to three or four days if the situation requires?
- Is everyone aware of primary evacuation routes, alternate routes, and evacuation points or destinations?
- Do school safety drills use all evacuation possibilities?

In [Appendix F](#) of this guide, we provide information on common hazards, scenarios, and questions to think about. The purpose of Appendix F is to help you start a conversation and explore your own site's/district's capabilities. Understanding your hazards and being prepared can save lives and protect school assets. Having knowledge of what to do through developing your plans and training on your procedures will ultimately make your school and district safer.

## Response

In the previous sections, we discussed the importance of eliminating risk and preparing and planning for potential hazards a school or district may face. As we talk about response, we want to ensure that the EOP is integrated into those response efforts, as well as the personnel required to respond have trained to and understand their emergency plan. Under the concepts of SEMS, it establishes a common operating framework with similar structures in which each level, be it local, county, or state, is communicating and functioning in similar manners. Utilization of the SEMS framework can eliminate duplications of work, de-conflict lines of communication and information flows, and synchronize responses depending on the scale of the disaster.

More importantly, in large scale disasters, schools and districts should work with their local office of emergency management to ensure resources are made available to students, faculty, and staff impacted by the disaster. This includes transportation, reunification, documentation, sheltering and other efforts during and after the disaster.

The response phase is where government emergency management and first responder agencies are engaged responding to an active disaster or incident involving public safety. Disasters are dynamic incidents where planning and organization are key to success. In this section we will cover the basics of response as it concerns life safety and the concepts of SEMS in response to better understand how each level of government response is related.



Employees assist in response to the COVID-19 Public Health Crisis. Cal OES State Operations Center, taken March 2nd, 2020.

### Examples of Response Activities may Include:

- **Implementation** of emergency plans.
- **Activation** of sheltering and/or evacuation procedures.
- **Organizing** site and district personnel into a response structure using ICS.

- **Coordination** with first responder and emergency management agencies for life saving resources.
- **Communication** with parents/guardians and the district to ensure safe reunification of students with their family units.

### **Execute the Plan**

Schools and districts that have created and/or maintained their emergency plans should be able to implement it in the response phase. This also implies that all employees and administrators have read or practiced the plan and know what to do. All school and district personnel should act quickly to fulfill their designated roles to include staffing of the ICS functions.

### **Immediate Life Safety**

Schools and districts should develop safety plans that address how all faculty, staff, and students will work together to preserve lives and provide aid to those in need in the event of a disaster. A variety of courses and trainings exist publicly and commercially, and schools and districts are encouraged to take advantage of these programs to better train their personnel. Some topics include first aid, active shooter/intruder training, crisis response, earthquake safety, and many others.

- [The Emergency First Aid Guidelines for California Schools Manual](#) is meant to provide recommended procedures for school personnel in responding to medical emergencies when the school nurse is not available and until emergency medical services responders arrive on scene. These guidelines provide recommended actions and do not supersede or invalidate any laws or rules established by a school system, a school board, or the state.

### **Situational Awareness**

For the school or district to respond in a safe manner to a disaster, there needs to be a way for the Incident Commander(s) to make decisions and support the response. Generally, this is done using Situation Reports (sitreps) that follow the 5-Ws of who, what, where, when, why, and how, if applicable. These sitreps can provide information on safety such as students injured or trapped, incident status such as ongoing or worsening, personnel status or availability, or anything else deemed necessary to the command team during response. The Incident Commanders should establish priorities of information that will aid them in decision-making during the incident.

## **Establishing a School Site or District Emergency Operations Center**

Establishing an EOC can be very beneficial and does not require a lot of coordination. Within the school or district's EOP, establishing a base of operations will provide a coordination hub for all activities related to the disaster. Schools and districts should only establish an EOC when it is safe to do so. Generally, the EOC at a school should be established if the school is sheltering in place and awaiting assistance from fire and/or law enforcement officials. At the district level, an EOC should be established when supporting numerous schools that are impacted to better manage the flow of information and coordinating ability of the district.

Once the EOC is established several actions should occur to include:

- Creating the incident action plan.
- Setting the priorities and objectives.
- Determining the operational period.
- Coordinating and communicating the plan with everyone involved.

## **Incident Action Plan**

An incident action plan (IAP) is the formal and/or informal documentation of the incident priorities and objectives (P&Os), operational period objectives, and the response strategy defined by incident command during response planning. The IAP may be formal and written for longer incidents or informal or spoken for smaller incidents. It contains general tactics to achieve goals and objectives within the overall strategy, while providing important information on situation and response activities. Equally important, the IAP assists in the dissemination of critical information about the status of response assets themselves. As incidents evolve, action plans should be revised on a regular basis to maintain consistent, up-to-date guidance across the system. IAPs should be updated at least once per operational period which is a period of time scheduled for executing a given set of actions. The IAP should contain the following information utilizing ICS Forms that can be found here,

<https://training.fema.gov/icsresource/icsforms.aspx>

- Incident Briefing, ICS Form 201
- Incident Objectives, ICS Form 202
- Organizational Assignment list, ICS Form 203
- Assignment List, ICS Form 204



- Incident Radio Communications Plan, ICS Form 205
- Communications List, ICS Form 205A
- Medical Plan, ICS Form 206
- Incident Organization Chart, ICS Form 207
- Safety Message-Plan, ICS Form 208
- Site Safety and Control Plan, ICS Form 208HM
- Incident Status Summary, ICS Form 209
- Resource Request, ICS Form 213RR
- Activity Log, ICS Form 214
- Operational Planning Worksheet, ICS Form 215
- Daily Meeting Schedule, ICS 230CG
- Any other information deemed necessary by the command staff

NOTE: The list of forms above is not comprehensive, however they are the most used in a formal IAP. They are tools for schools and districts to use and are scalable to meet the needs of the organization during the disaster. After reviewing the ICS forms schools should determine what their own information needs are and develop their own action plans.

### **Priorities and Objectives**

The Incident Commander(s) (principals and/or district leadership) should establish incident priorities and objectives (P&O). These P&Os are the driving factors behind the Incident Action Plan. Essentially, it is what the school or district is going to do based on the type of the incident and the school's emergency plans. The P&Os will and should change as the disaster evolves, especially, if the disaster requires long-term sheltering. Below are examples of Priorities and Objectives.

- **Priorities** (concerns/goals of the Incident Commander that help create objectives for the site and district).
  - Ensure life safety is paramount throughout the incident.
  - Ensure accessible restroom facilities are available and useable for all.
  - Reunify students with parents/guardians.



- **Objectives** (measurable tasks that are created from the priorities).
  - Establish EOC within 4 hours of the incident in the administration office conference room.
  - Stand up search and rescue teams within 2 hours of incident.
  - Establish student/personnel status reporting on hourly intervals.
  - Relocate school sustainment supplies to auxiliary gymnasium no later than 12:00pm.

### **Operational Period**

As mentioned earlier, the operational period is the period of time scheduled for executing a given set of operational actions as specified in the IAP. The length of the operational period, typically 12 to 24 hours at the beginning of incident requiring extensive response efforts, is established at the start of the incident, and subsequently reviewed and adjusted throughout the life cycle of the incident as operations require. When operations are focused primarily on recovery programs, operational periods are typically a week or longer. 12-hour operational periods are common for large-scale incidents. The Incident Commander determines the length of the operational period based on the complexity and size of the incident.

### **Coordinate and Communicate**

At the site level, while working to preserve the lives of the students, faculty, and staff, administrators should be simultaneously trying to communicate with the district office and, depending on the incident, with emergency management and first response agencies. Coordination efforts at all school levels should be established to synchronize efforts and information.

Communication efforts should be focused on internal and external lines of effort. Internally, the school or district should be communicating evacuation or sheltering information, reunification plans, and sustainment plans throughout its jurisdiction. Externally, schools and districts should be communicating, with the use of Public Information Officers (PIO), situation statuses, information for parents/guardians, and any other communications needed for external partners and stakeholders. School Districts should provide PIOs to assist in the external communications. PIOs may assist in the use of news releases, social media posts, and other forms of official communications.

## Cost Accounting

Sites and districts at the onset of the incident should begin tracking costs to seek reimbursement in the recovery process. Tracking costs should include employee time dedicated to the incident, any materials, supplies, and equipment used (aid kits, fuel costs, etc.), and any damage estimates. It is important to understand that not all costs are reimbursable; schools/districts will need to work with their respective county to determine what costs are recoverable. More detail on costs and reimbursements is provided in the Recovery Section.

## Transition to Recovery

During the response phase, schools should begin the initial planning for recovery. As mentioned earlier, tracking costs is one of the single most important tasks, therefore organized recordkeeping will be essential during the response phase. In the recovery phase, school or district personnel should be focused on tracking potential reimbursements for costs incurred during the response such as employee overtime, emergency related purchases, and any other costs associated with the incident. Some recovery tasks include coordinating damage assessments and debris removal. Additionally, schools or districts should contact their insurance provider to determine what costs or damages may be covered. The **Recovery** section will go into more detail along with useful resources to assist in the recovery process.

## Additional Planning Considerations for Response

- Has each school and district incorporated the principles of SEMS in its plan?
  - Are the school site plans coordinated with the district's plan? Is everyone trained on ICS?
  - Do they understand the basic principles?
  - Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?
- Has an EOC, "command post", or other central planning area been identified?
- Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a current student enrollment sheet, and an employee roster?
- Are procedures for utility shutoffs (water/electric/gas) readily available?

- Are first aid supplies, and other tools necessary available to manage the emergency response activities before, during, and after a disaster?
- Does your school have an internal communication system such as walkie-talkies, megaphones, or intercom?
- Does your school have a back-up communications system such as cellular phones, or radios to communicate with your district and Operational Area (county) Emergency Operations Center?
  - Are several people trained to use this equipment?
- Are there extra sets of keys available to secure the facility or tools available to open jammed doors, shut off gas, etc., to assist in responding to an emergency?
- Is there emergency food and water available on site to feed students, visitors, and personnel in the event of an extended shelter-in-place?
- Are individual classroom supply kits available to include first aid supplies, water, blankets, student comfort kits, etc., and do these kits have the necessary supplies for students with disabilities or access or functional needs?

## Recovery

Recovery is the process in which disaster impacted jurisdictions recoup losses such as financial or property/asset damages. Recovery incorporates damage assessments, cost recounting, repair, and the reestablishment of operations. The biggest challenge for most sites and districts is determining if a location is safe for the students, faculty, and staff to reoccupy. Post-Disaster recovery leaves a lot of unanswered questions such as:

- How much damage was caused by the disaster?
- Is it covered by insurance?
- Is there a school site to go back to?
- Is the school site safe to use again?
- Who is the local authority that will help reopen the school or district for instruction?
- How many employees were affected by the disaster?
- How many students were affected by the disaster?

Depending on the severity of the disaster, recovery can take days, weeks, months, and even years to complete, involving numerous levels of government partners and agencies and, finally, many dollars to ensure recovery occurs to a new normal.

The key takeaway for recovery operations is that it is all geared toward restoring those affected by the disaster to a new normal. In more recent disasters such as the Tubbs Fire of 2017 or the Camp Fire of 2018, some of the challenges were dealing with schools and neighborhoods that were destroyed, therefore bussing students to neighboring districts became a logistical challenge for school district transportation efforts.



*Paradise Elementary School was lost in the Camp Fire. 2018.*

Rich Pedroncelli, Associated Press.

Fast forward to the 2019/2020 school year, school districts in the impacted areas have seen significant decreases in student population with questions raised about the sizes and number of schools required to replace what was lost. In surrounding counties, districts have been picking up the slack to ensure students have a place to go to receive instruction.

The core areas of recovery are first and foremost damage assessments, debris removal, and reoccupation which we will cover in the next few pages.

### **Examples of Recovery Activities may Include:**

- **Coordinating** with district and/or city/county to enact recovery procedures for debris removal, safety inspections, and eligibility for cost recovery.
- **Conduct** after action reviews (AARs) in accordance with jurisdictional guidelines and implement lessons learned, update plans, and review policies.
- **Identify** record keeping requirements and sources of financial aid for disaster relief.

### **School Insurance**

The first step to recovery takes place before the disaster ever happens. Know and understand the school's insurance policy to determine what is covered

versus what is not.

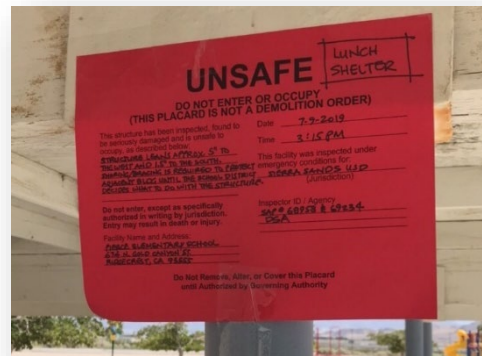
Having the school or district's insurance policy on hand will assist in the development of the emergency plans and understanding the risks associated with the school or district location. It is important to mention that not all disasters are eligible for disaster recovery costs from the state or federal government.

### Damage Assessment

Damage Assessments are an important piece in the recovery process as it pertains to safe reoccupation of buildings and structures as well as determining the costs associated with damaged or destroyed buildings. Damage assessments should be coordinated with the district, local building inspector department as well as the school or district insurance provider. In the sections below, we will discuss some hazard specific damage assessment criteria and considerations.

**After an Earthquake:** To reoccupy a school after a disaster, schools should check with their respective school district and/or COE for damage assessment programs. These assessments can provide valuable information about the overall safety of the structure as well as list any damage observed. Schools and districts should work with their COE and their building safety department to ensure buildings are safe for instruction.

Generally, counties should have a representative trained in the [Safety Assessment Program \(SAP\)](#) which utilizes volunteers and mutual aid resources to provide professional engineers, architects, and certified building inspectors to assist local governments in safety evaluations of their built environment in the aftermath of a disaster. The program is managed by Cal OES, in cooperation with professional organizations. The goal of the SAP is to help local government perform accurate facility safety assessments as quickly as possible. This will allow people to use safe homes and businesses and ensure that people are prohibited from entering unsafe structures after a disaster. SAP Evaluators survey damaged facilities to determine if there are safety hazards to



*Lunch Pavillion Cover at Sierra Elementary School in Ridgcrest, CA is marked unsafe following the Earthquake that hit on July 4<sup>th</sup>, 2019.*

building occupants or to the public. SAP Evaluators also provide recommended posting of placards that denote the condition of each structure evaluated.

In the case of post disaster damage, it is up to the district or local building jurisdiction to allow for the safe reoccupation of school buildings. Coordination with local building officials (engineers/architects) is the responsibility of the school or district, however this should be coordinated with the COE and the county OES.

If school damage is so severe that rebuilding of the structure is required, the Division of the State Architect (DSA), under the California Department of General Services, is the state level architectural design approval department for the building of public schools and may assist in determining the safety of these buildings for use as classrooms after an earthquake.

**After a Wildfire:** Schools that are in fire damaged areas will often have some superficial fire damage or residual smoke inside the buildings. It will be up to the school and district to cleanup and determine if it is safe for reoccupation, however if a building or structure was damaged or lost because of the wildfire, it is the best practice to work with the school insurance provider and district on recovery efforts. Schools and districts should also work with their county emergency management if damage or destruction was the result of a declared disaster.

Schools and districts should also check with their insurance providers for environmental clean-up services to include surface cleaning, change or replacement of air filtration systems, ash removal, and other types of services to healthily reopen the school.

**After a Flood:** Schools that suffer damage due to a flood may need immediate repairs and inspections to ensure the structure(s) are safe for occupancy. Inspections, cleaning, and repairs may be covered as part of the school's insurance coverage. Additionally, damaged schools/districts should work with their local County Office of Education and emergency managers to determine what costs may or may not be covered in a federally declared disaster.

Schools and districts should also check with their insurance providers for environmental clean-up services to include water damage removal and replacement, soot and silt cleaning, mold/mildew removal, and other types of services to healthily reopen the school.

**Additional Recovery Considerations:** An individual school site should check with its district and/or County Office of Education to determine the procedures that will be followed as part of the recovery process.

- Identify record keeping requirements and sources of financial aid for disaster relief.
- Establish absentee policies for teachers/students after a disaster.
- Establish an agreement with behavioral health organizations to provide counseling and crisis debriefing to all students and personnel after the disaster.
- Establish alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, etc.
- Develop a plan for conducting classes if some of your facilities are damaged, holding half-day sessions, moved to alternative sites, and or using of portable classrooms.
- Become familiar with the procedures involved, and forms used, in claiming disaster assistance from the state and federal governments if disaster assistance is authorized. Work with your local or state emergency services professionals to learn more about cost recovery.

### **California Disaster Assistance Act**

The California Disaster Assistance Act (CDAA), if approved, provides financial assistance to local jurisdictions for the repair, restoration, or replacement of public real property damaged or destroyed by a disaster. CDAA programs only become available after the Governor has proclaimed a state of emergency exists. In general, the state will cover no less than 75% of the eligible costs, with the local jurisdictions covering the remaining costs.

Eligible costs may include:

- Overtime and associated wage additive costs for emergency response personnel;
- Actual travel and per diem;
- Supplies, materials, and equipment;
- Repair, permanent restoration, and replacement costs for public facilities;



- The cost of basic engineering services when necessary for construction projects;
- Indirect and administrative costs (10% of total approved state share);
- Costs for work performed under interagency assistance agreements for which an eligible applicant is legally obligated to pay; and
- The local cost share required under federal public assistance programs.

Additional information on the CDAA is available here:

<https://www.caloes.ca.gov/office-of-the-director/operations/recovery-directorate/recovery-operations/public-assistance/california-disaster-assistance-act/>

### **The Cal OES Health and Social Services Recovery Support Function**

The Health and Social Services Recovery Support Function (HSS RSF) works with local, State, and federal education stakeholders to support disaster affected schools and school populations to reach their desired end states. The end goal is to return students to their local education agency (LEA) in a more resilient and recovered learning environment. To achieve this goal, when disasters occur the HSS RSF begins tracking the initial impacts on LEAs such as school infrastructure, and student population.

Structural impacts may range from minor-where school populations are not displaced, to destroyed- where school populations are disbanded and disperse to attend other schools, to potentially remote learning options.

In the early stages of engagement, HSS assesses LEA activity to gather information and identify capacity gaps and unmet needs. As the recovery process moves from the early stage into the middle and end stage, HSS works with the California Department of Education (CDE) and the U.S. Department of Education (ED) to identify programmatic support to backfill those gaps.

### **Health and Social Services Recovery Support Function - Camp Fire of 2018**

In the 2018 federally declared Camp Fire disaster (FEMA-DR-4407), the HSS RSF engaged with State and local education agencies to deliver federal resources from ED and the US Department of Health and Human Services (HHS). The federal HSS RSF deployed a team with specialties in education, behavioral health, community engagement and survivor engagement to conduct an initial assessment. The team held several discussions with the Butte County Board of Education (BCOE) and the County Superintendent of Schools.



As a result, the BCOE requested assistance in the coordination of a county-wide effort to support the recovery of children and youth in Butte County through the establishment of a Children and Youth Task Force (CYTF).

A three-person federal team led by the HSS RSF deployed to Butte County and collaborated with the BCOE for developing the CYTF. Coordinating efforts and resource deliveries included timeline development, listening sessions, focus groups, and the focus group meetings' summary of findings and recommendations for consideration.

### **Health and Social Services Recovery Support Function - 2020 Wildfire Season**

In the 2020 wildfires, the HSS RSF coordinated with its state partner, CDE, to support delivery of behavioral health resources to the Siskiyou Unified School District. Following the 2021 wildfires, HSS engaged with its state and federal education stakeholders in performing a Health and Human Services recovery needs assessment on the seven counties declared under the federal disaster. This assessment is a recovery triage of each county's education system and follows with a course of action matrix with resources designed to support backfill for the identified capacity gaps and unmet needs

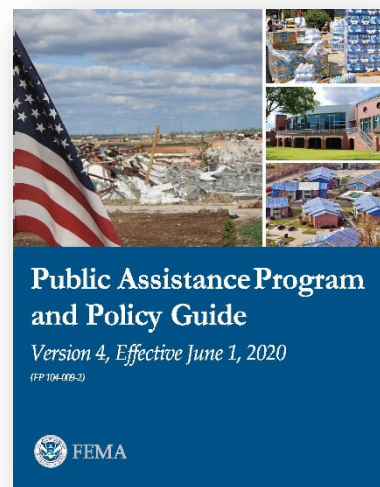
### **The Federal Emergency Management Agency Public Assistance Grant Program**

The purpose of Federal Emergency Management Agency (FEMA) Public Assistance (PA) grants is to support communities' recovery from major disasters by providing them with grant assistance for debris removal, life-saving emergency protective measures, and restoring public infrastructure. This and programs like it, only become available once a **Federal Major Disaster Declaration** is invoked.

Projects covered under PA's rules and regulations are eligible at a cost sharing rate of 75%/25% where the federal government assumes most eligible costs associated with the work. PA funded work must meet certain eligibility requirements:

- a) is required because of the declared incident.
- b) be located within the designated area; and
- c) is the legal responsibility of an eligible applicant.

Public Assistance work is classified into the following categories:



**Emergency Work** is work that must be done immediately to save lives, protect public health and safety, protect improved property, or eliminate or lessen an immediate threat of additional damage.

- Category A: Debris removal
- Category B: Emergency protective measures

**Permanent Work** is work required to restore a facility to its pre-disaster design (size and capacity) and function in accordance with applicable codes and standards.

- Category C: Roads and bridges
- Category D: Water control facilities
- Category E: Public buildings and contents
- Category F: Public utilities
- Category G: Parks, recreational, and other facilities

Federal funding guidelines for each of these categories are listed in the Public Assistance Program and Policy Guide (PAPPG), which is located online at [www.fema.gov/public-assistance-policy-and-guidance](http://www.fema.gov/public-assistance-policy-and-guidance).

### Recovery Lessons Learned

California has experienced many disasters over the last seven years and the impacts to these disasters have been devastating. Over the last few years, the emergency management community has learned many valuable lessons through the long-term recovery process and the difficulties encountered as the work of repairing and restoring our communities continues.

Below is a list of common recovery topics that are often overlooked and can hinder the recovery process if not addressed.

1. Commit to the recovery and dedicate district and site personnel to the process. It is commonplace that organizations go back to the way things were before and often the long-term recovery process takes time.



*Damage to Jefferson Elementary School, Calexico, CA in the aftermath of a 7.2 magnitude earthquake in April of 2010.*

By dedicating employee time to the processes, it eases the issues that arise especially when confronted with repair work.

2. Coordinate for behavioral health. Often, students and employees are still dealing with the trauma of the disaster and may need help to recover and move forward.
3. Document, document, document your actions before, during, and after the incident. This eases the ability to recoup costs incurred throughout especially if you are seeking reimbursements through recovery programs.
4. Coordinate with your community, county, and tribal partners for programs and services available to support district/site recovery.
5. Review and update emergency/safety plans. Identify strengths and build resiliency across the organization. Hold workshops, group activities, or other types of gatherings that bring the school and district community, (faculty, staff, and students) together to talk about the disaster, moving forward, creating a new normal, and about services available to assist those affected.
6. Keep copies of all documentation and ensure that the records are kept in accordance with state or federal guidance as audits and records reviews can occur years after the disaster recovery process has ended.

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## Section 4. Incident Command System in Schools

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In order to fully understand how schools practice and exercise the Incident Command System (ICS) structure it is important to understand that every situation is different and not all positions will apply. Planning constraints such as access to areas, available technology and supplies, and personnel available will vary. The most important factor is tailoring the ICS structure to fit the needs of the incident/situation while still maintaining the basic ICS functions.

### Incident Command System (ICS)

The ICS is the common operating system used by emergency managers to provide a consistent, scalable organizational structure to conduct operations during a disaster. It is the method agencies organize themselves to respond to a disaster. Under ICS there are common forms, positions, and work products.

### How the Incident Command System Functions Work

- All sites use ICS as a basis for their organizational structure. The district CSSP contains detailed response and management procedures for all personnel at the school district administrative center and support sites (warehouse, food services, transportation).
- One person is in charge - an Incident Commander (IC) (most likely the principal) at the school site, and the EOC Director (most likely the District Superintendent) at the district level. This top-level person works closely with the PIO at the school or district level, the Liaison Officer, the Safety Officer, and the Section Chiefs.
- A Section Chief oversees and coordinates the activities of each of the four other functions: Operations, Planning/Intelligence, Logistics, and Finance/Administration.
- Everyone knows this chain of command and has been trained where they fit into it.
- ICS establishes a common operating framework with standardized forms, which includes the creation of an Incident Action Plan (IAP) and utilizing ICS forms that are scalable to the incident.

### Incident Command System Structure

Within the ICS structure there are two levels of personnel, commonly known as Command and General Staff.

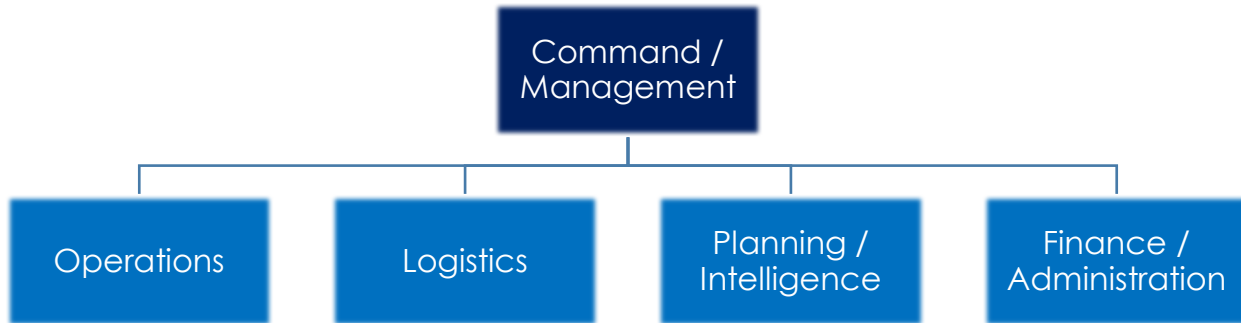
Command Staff consists of the IC, PIO, Safety Officer, and Liaison Officer. They report directly to the Incident Commander. They may have an assistant or assistants, as needed.

General Staff is the group of incident management personnel reporting to the IC. The General Staff consists of the Operations Section Chief, Planning Section Chief, Logistics Section Chief, and Finance & Administration Section Chief, and they may have one or more deputies as needed.

- 1) Command/Management (Leader)** - Responsible for overall policy and coordination. There are two common ways leadership is organized within the ICS structure, Single Command, Single Command with Deputies, or a Unified Command.
  - **Single Command** occurs when a single agency assumes command of the incident and manages the response. This type of command generally occurs for a non-complex incident, for example, if a local fire department is battling a structure fire within their jurisdiction.
  - **Unified Command** occurs when multiple agencies and overlapping jurisdictions have interest in the response. This is a team effort in which a group of agencies assume command of the incident and jointly make decisions that affect the response activities in the incident. An example of this would be where the city mayor in conjunction with the county administrator, a state and/or a federal agency partner have collective jurisdictional authority in the disaster.
- 2) Planning/Intelligence** - Responsible for collecting, evaluating, and disseminating information; maintaining documentation and evaluating incoming information to determine the potential situation in the not-too-distant future.
- 3) Operations** - Responsible for performing the actions that make up the emergency response.
- 4) Logistics** - Responsible for providing facilities, services, personnel, equipment, and materials.
- 5) Finance/Administration** - Responsible for financial activities and cost analysis such as establishing contracts with vendors, keeping pay records, and accounting for expenditures.

These five functions should constitute a school district's basic organizational structure for any emergency response. Figure 4.1 below shows a basic ICS structure.

**Figure 4.1: Basic ICS Organizational Diagram**



Staffing for these functions should be planned for considering the specific circumstances and capabilities of the district and its individual school sites. A school district or school can tailor the exact arrangement of components, **as long as the five functions are staffed.**

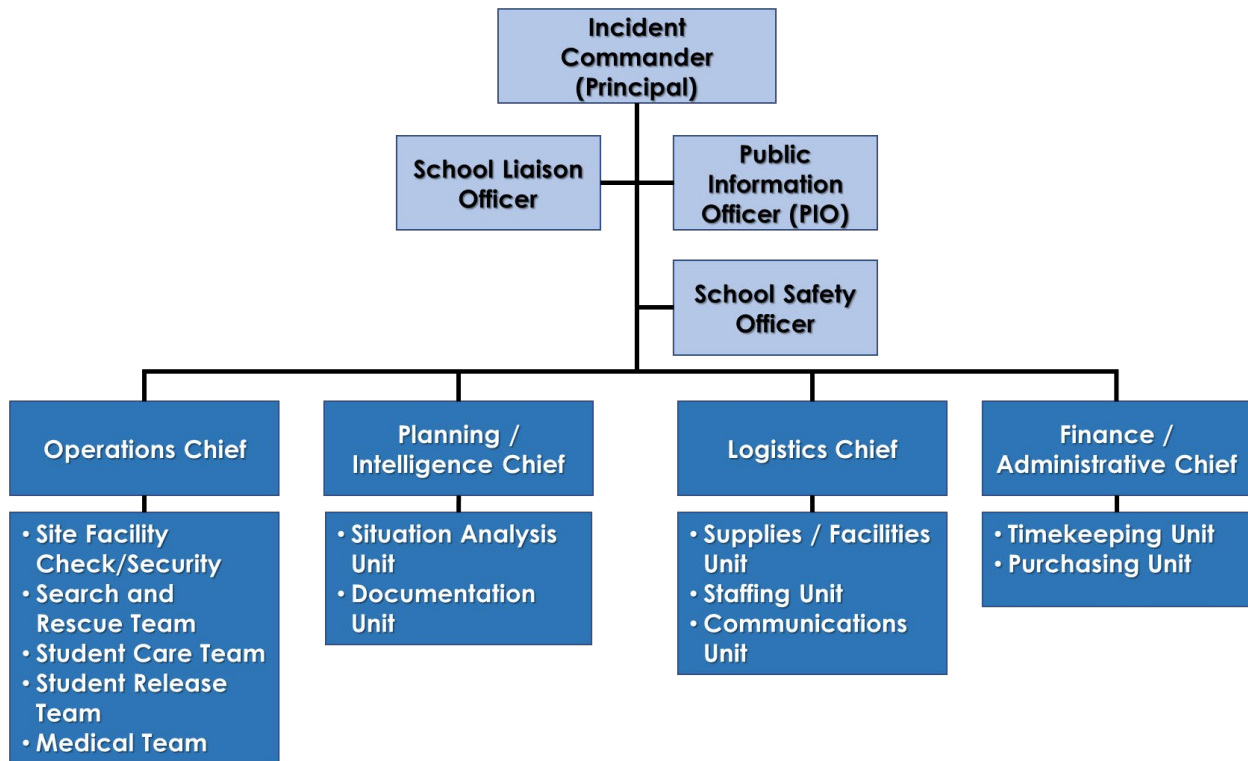
The structure is a modular one that starts at the top and can expand to address the needs of the situation - as needs and personnel grow or shrink. Each box in the organization chart represents a function, not a person. For example, a small school or district may have one person perform more than one function. A medium sized school or district may have one person per function, and a large school or district may have (or need to have) five people for each function. The structure can expand and contract, as necessary and based on available personnel.

For optimal operation of the system, all personnel should be trained before the disaster in the tasks required for each of the five functions. It is possible to run a response operation with minimally trained personnel, but it works so much better if people understand their roles well and have practiced them.

**Note:** When assigned as part of Command or General Staff, all daily site/district roles and hierarchy are paused, and those personnel in command maintain these lead roles during the duration of the incident.

Figure 4.2 outlines a possible school ICS organizational structure to better illustrate how schools and districts can form their emergency management team(s).

Figure 4.2: Example School ICS Organization Chart



## Command and General Staff

### Incident Commander:

- Assesses the situation.
- Activates ICS.
- Approves the incident action plan (IAP).
- Authorizes the release of information and resources.

### Deputy Incident Commander (if needed or for complex incidents)

- Assists in managing the workload of the Incident Commander/EOC Director.
- Performs other duties as assigned.

### Public Information Officer: Official Spokesperson

- Prepares official information for release to the public, media, and other agencies.
- Determines press conference sites and frequency, if needed.



- Releases information when authorized by the Incident Commander/EOC Director.

**Safety Officer: The Inspector**

- Assesses potentially hazardous and unsafe conditions for site and district personnel, students, visitors, and first responders.
- Informs Incident Commander on hazardous and unsafe conditions.
- Develops measures to assure faculty, staff, student, and visitor safety.
- Has emergency authority to stop and/or prevent unsafe acts during incident operations.
- Ensures coordination of safety efforts with responding agencies.

**Liaison Officer: The Greeter**

- The point of contact for representatives of other agencies.
- Coordinates with representatives of assisting agencies.
- As directed by Incident Commander, has authority to speak for parent agency to other assisting agencies.

**Operations Chief: The Doer**

- Supports the execution of operation and all activities related to the incident.
- Oversees the execution of the IAP.
- Supervises the response including overseeing response teams, operations, security, first-aid, search and rescue, and accountability of personnel.

**Planning Chief: The Thinker**

- Collects and evaluates information for developing incident action plan (IAP).
- Conducts and facilitates IAP planning meetings during incident.
- Provides and displays incident status information for other ICS members.

**Logistics Chief: The Gatherer**

- Supports incident action plan by providing and/or facilitating personnel, communications, facilities, transportation, equipment, food services, other supplies as needed.

- Anticipates and requests resources.
- Oversees accountability for deployed (loaned) logistical items.

#### **Finance/Administrative Chief: The Accountant**

- Manages financial aspects of incident.
- Provides financial cost analysis information as needed.
- Ensures compensation and claims functions are being addressed relative to incident.
- Brief's Incident Commander on all incident related financial issues needing attention or follow-up.
- Ensures incident documentation is compiled and archived.

#### **Incident Command System Position Checklists**

[Annex A](#) of this guide provides various ICS position checklists designed for schools and organized by their ICS function. These position checklists are scalable and can be modified to fit the needs of the school or site. Included in this section are also example organization charts that may be of use for the initial Incident Action Plan.

## Appendix A: Further Readings and References

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### Cal OES Resources

- Active Shooter Awareness Guidance  
<https://www.caloes.ca.gov/AccessFunctionalNeedsSite/Documents/CalOES-active-shooter-awareness-Feb-2018.pdf>
- California Preparedness Ambassadors Program -  
[www.caloes.ca.gov/preparednessambassadors](http://www.caloes.ca.gov/preparednessambassadors)
- Cal OES Family Readiness Guide - [https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/Cal\\_OES\\_Family\\_Readiness\\_GuideENG.pdf](https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/Cal_OES_Family_Readiness_GuideENG.pdf)
- California Emergency Services Act & California Disaster Assistance Act -  
<https://www.caloes.ca.gov/wp-content/uploads/Legal-Affairs/Cal-OES-Yellow-Book.pdf>
- Guide and Checklist for Nonstructural Earthquake Hazards in California Schools - <https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/7.28.11Revised-Nonstructural-EQ-Hazards-for-Schools-2011-Accessible-format-12.9.19-1.pdf>
- MyHazards - <https://myhazards.caloes.ca.gov/>
- School Planning and Preparedness - <https://www.caloes.ca.gov/office-of-the-director/operations/planning-preparedness-prevention/planning-preparedness/school-emergency-planning-safety/>
- Wireless Emergency Alerts - <http://calalerts.org/signup.html>

### State Partner Resources

- California Department of Education
  - Comprehensive School Safety Plans -  
<https://www.cde.ca.gov/ls/ss/vp/cssp.asp>
  - School Disaster and Emergency Management -  
<https://www.cde.ca.gov/ls/ep/>
- Emergency Preparedness Guide/Toolkit for Individuals with Disabilities – English and alternate languages (Cal OES and the CA Department of Rehabilitation) -  
<https://www.dor.ca.gov/Home/disasterpreparedness20AFN%20Disaster>

[%20Preparedness%20Guide.pdf](#)

- Crisis Response Box: Partnering for Safe Schools, - <https://www.caloes.ca.gov/wp-content/uploads/Preparedness/Documents/CrisisResponseBox.pdf>
- Division of State Architect, Department of General Services *Guide and Checklist for Emergency Preparedness & Classroom Security in California Public Schools & Community Colleges* - <https://www.dgs.ca.gov/-/media/Divisions/DSA/Publications/fls/Emergency-Prep-Classroom-Safety.pdf>
- Emergency Medical Services Authority *Emergency First Aid Guidelines for California Schools* - [https://ems.ca.gov/wp-content/uploads/sites/71/2017/07/EMSC\\_Interactive\\_Final.pdf](https://ems.ca.gov/wp-content/uploads/sites/71/2017/07/EMSC_Interactive_Final.pdf)

### **Federal Resources**

- Comprehensive Preparedness Guide (CPG) 101 - [https://www.fema.gov/sites/default/files/documents/fema\\_cpg-101-v3-developing-maintaining-eops.pdf](https://www.fema.gov/sites/default/files/documents/fema_cpg-101-v3-developing-maintaining-eops.pdf)
- Cybersecurity & Infrastructure Security Agency (CISA)
  - Cyber Security - <https://www.cisa.gov/cybersecurity>
  - Active Shooter Preparedness - <https://www.cisa.gov/active-shooter-preparedness>
- Guide for Developing High-Quality Emergency Operations Plans for Institutions of Higher Education, U.S. Department of Education, June 2013 - [https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem\\_s\\_ihe\\_guide.pdf](https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rem_s_ihe_guide.pdf)
- Public Assistance Program and Policy Guide (PAPPG) - [https://www.fema.gov/sites/default/files/2020-06/fema\\_public-assistance-program-and-policy-guide\\_v4\\_6-1-2020.pdf](https://www.fema.gov/sites/default/files/2020-06/fema_public-assistance-program-and-policy-guide_v4_6-1-2020.pdf)
- Readiness and Emergency Management for Schools (REMS), Technical Assistance Center Website - <https://rems.ed.gov/>
- Ready.gov - <https://www.ready.gov>
- SchoolSafety.gov - <https://www.schoolsafety.gov/>

### Incident Command System Form Resources

- Downloadable fillable pdf forms (ADA/508) compliant  
<https://training.fema.gov/icsresource/icsforms.aspx>

### Other Partner Resources

- 2021 Educator's Guide to Comprehensive School Safety Plans – Los Angeles County Office of Education - To order guides, please contact LACOE by email at [chss@lacoed.edu](mailto:chss@lacoed.edu) or by phone at 562-922-6233
- Earthquake Warning California - <https://earthquake.ca.gov/>
- Earthquake Country Alliance - <https://www.earthquakecountry.org>
- Get Ready 5th Grade Bay Area (GR5) Program - <https://readymarin.org/get-ready/get-ready-5th-grade/>
- Great Shakeout California - [www.shakeout.org/california](http://www.shakeout.org/california).
- ReadySanDiego - Disaster Preparedness Curriculum <https://www.readysandiego.org/getprepared/>
- Rocket Rules, PreK to 3<sup>rd</sup> Grade Emergency Preparedness <https://rocketrules.org/>
- The American Red Cross <https://www.redcross.org>

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## Appendix B: Emergency Regulations

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### Emergency Laws

The following emergency laws and regulations have been compiled to help you and your staff enhance your emergency plan.

**California Emergency Services Act** [California Government Code (GOV), Sections [8550-8669.7](#)] establishes the basis of emergency management within the state of California, known as the **Standardized Emergency Management System** (SEMS). The Emergency Services Act (ESA) provides the legal backing for how the state's agencies and resources respond to a disaster. The ESA describes methods for conducting emergency operations utilizing SEMS, the process for rendering mutual aid, emergency services, how resources are mobilized, how the public is informed, and how continuity of government is maintained during an emergency. State agencies must use SEMS. Other agencies should use SEMS to be eligible for reimbursement of disaster response costs.

**Standardized Emergency Management System** [California Code of Regulations (CCR), Title 19, Sections [2400-2450](#)]. SEMS requires that each emergency response agency understands and uses the following:

- The Incident Command System, a method of organizing any emergency response effort into five basic functions: command, planning/intelligence, operations, logistics, and finance/administration.
- An Emergency Operations Center (EOC) (or Incident Command Post in the field), the staff of which is organized according to the same five functions as the Incident Command System.
- Coordination between the district EOC with the city/county EOCs and County Offices of Education (COE), as necessary.
- Incorporation of SEMS into all emergency plans, training, and exercises.
- Documentation of the use of SEMS in planning, training, exercising, and during an actual emergency.

**California Disaster Assistance Act** [GOV Sections [8680-8692](#)] authorizes the Director of the California Governor's Office of Emergency Services (Cal OES) to administer a disaster assistance program that provides financial assistance from the state for costs incurred by local governments as a result of a disaster event.

Funding for the repair, restoration, or replacement of public real property damaged or destroyed by a disaster is made available when the Director concurs with a local emergency proclamation requesting state disaster assistance.

The program also provides for the reimbursement of eligible local government costs associated with certain emergency activities undertaken in response to a state of emergency proclaimed by the Governor. In addition, the program may provide matching fund assistance for cost sharing required under federal public assistance programs in response to a Presidential Major Disaster or Emergency Declaration.

**National Incident Management System** provides a systematic, proactive approach to guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life and property and harm to the environment. The State of California adopted NIMS on February 8, 2005, by [Executive Order S-2-05](#).

**Note:** Government entities that practice and use SEMS are compliant under the NIMS Framework, and thus eligible for reimbursement under a federal disaster declaration.

**Earthquake Emergency Procedures** [California Education Code (EDC) Sections [35295-35297](#)] encourages school governing bodies to establish earthquake emergency procedures for every site under its jurisdiction with 50 or more students. This includes the **drop, cover, and hold on** procedures and applicable trainings to implement these procedures to plan for earthquakes and other emergencies.

**School Safety Plans** [EDC Sections [32280-32289.5](#)] outlines procedures for school sites in conjunction with their respective jurisdictions to create emergency plans for various hazards to include disaster procedures, routine and emergency, including adaptations for students with disabilities.

- **Comprehensive School Safety Plans** [EDC Section [32281](#)] each school district and County Office of Education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12.



- **Schools as Disaster Shelters** [EDC Section [32282](#)] requires public school governing bodies to establish a procedure to allow a public agency, including the American Red Cross (ARC), to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting public health and welfare. The school district or County Office of Education should cooperate with the public agency in furnishing and maintaining the services as deemed necessary to meet the needs of the community. This requires close cooperation between school officials and the ARC or local government representatives and should be planned and arranged for in advance.

**School Personnel as Disaster Service Workers** [GOV Sections [3100-3109](#)] includes all public employees and all registered volunteers in any disaster council or emergency organization accredited by Cal OES. The term public employees include all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. This law applies to all public employees in the following cases:

- 1) When a local emergency has been proclaimed,
- 2) When a state emergency has been proclaimed, or
- 3) When a federal disaster declaration has been made.

**Essential Workers** [HSC Section [131021](#)] are defined as primary and secondary school workers, workers at detention facilities as defined in the California Penal Code, Section 9500, in-home support providers, childcare providers, government workers whose work with the public continues throughout the crisis, and workers in other positions that the state Public Health Officer or the Director of the Office of Emergency Services deems vital to public health and safety, as well as economic and national security.

**The Field Act** and subsequent related acts, the Garrison Act, and the Riley Act, set the building code standards for construction and remodeling of public schools and assign responsibility for assuring building code compliance to the Division of the State Architect (DSA), a state agency. This means that, since 1933, public schools have been built to more rigorous standards than other buildings in California (which are built to comply with the Uniform Building Code and are regulated locally).

Many of the schools built between 1933 and 1976 (when the standards changed significantly) are now recognized to have certain vulnerabilities. Districts that have older Field Act schools (pre-1976) may want to consider hiring

a structural engineer to evaluate these buildings to determine how well they would perform in a strong earthquake.

In addition, most schools, whether old or new, have dangerous nonstructural hazards (i.e., windows, suspended ceilings and pendant light fixtures, bookcases and filing cabinets) because these schools may not have been updated to the Field Act building standards. Every school is strongly encouraged to survey and manage these nonstructural hazards. For information on identifying and reducing contents hazards, refer to the [Guide and Checklist for Nonstructural Earthquake Hazard in California Schools \(January, 2011\)](#).

## Types of Disaster Declarations

With each proclamation or declaration comes a different level of support.

**Local Emergency Proclamation:** A local governing body or designee may proclaim a local emergency if there is extreme peril to the safety of persons and property within the territorial limits of a county, city and county, or city where the declaring entity is overwhelmed and unable to abate an existing/potential emergency and requires resources from other unaffected jurisdictions.

**Proclamation of a State of Emergency:** The governor proclaims a state of emergency based on the formal request from the local governing body and the recommendation of Cal OES. If conditions and time warrant, the Governor drafts and signs a formal state of emergency proclamation. The Governor has expanded emergency powers during a proclaimed state of emergency.

**Federal Disaster Declarations:** There are two types that requires presidential authorization.

- **Emergency Declarations** can be declared for any occasion or instance when the president determines federal assistance is needed and may not exceed \$5 million in funding for a single emergency.
- **Major Declaration** is for any human caused or natural event such as wildfire, flood, earthquake, hurricane, tornado, storm, etc., that the president believes has caused damage beyond the combined abilities of the state and local jurisdictions to respond. This declaration allows for a wide range of assistance programs to be available to assist individuals, households, local governments, repair/emergency work, and mitigation assistance to prevent/reduce long-term risk to life and property following a disaster.

## Appendix C: Common Acronyms

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AAR – After Action Review

AFN – Access and Functional Needs

AFO – Area Field Office

ARC – American Red Cross

CART – Community Animal Response Team

CDAA – California Disaster Assistance Act

CERT – Community Emergency Response Team

COE – County Office of Education

COOP – Continuity of Operations Plan

CSSP – Comprehensive School Safety Plan

DOC – Department/District Operations Center

DOE – Department of Education

DRC – Disaster Recovery Center

DROC – Debris Removal Operations Center

DSW – Disaster Service Worker

EAP – Emergency Action Plan

ED – Education Department

EDC – California Education Code

EMAC - Emergency Management Assistance Compact

EMI – Emergency Management Institute

EMMA – Emergency Managers Mutual Aid

EOC – Emergency Operations Center

EOP – Emergency Operations Plan

ESA – California Emergency Services Act

FEMA/DHS – Federal Emergency Management Agency / Department of  
Homeland Security

GOV – California Government Code

IA – Individual Assistance

IAP – Incident Action Plan also known as a Disaster Action Plan (DAP), City or County Action Plan (CAP), or an Emergency Action Plan (EAP)

IFAK – individual First Aid Kit

IC – Incident Commander

ICS – Incident Command System

IHE – Institutes of Higher Education

JFO – Joint Field Office

LAC – Local Assistance Center

LEA – Local Education Agency

LEO – Law Enforcement Officer

LEP – Limited English Proficiency

LOA – Letter of Agreement

MAC – Multi-Agency Coordination

MOU/MOA – Memorandum of Understanding/Agreement

NGO – Non-Governmental Organization

NIMS – National Incident Management System

NOAA – National Oceanic and Atmospheric Administration

NTED – National Training and Education Division

NWS – National Weather Service

OES/OEM – Office of Emergency Services/Management

P&Os – Priorities and Objectives

PA – Public Assistance

PIO – Public Information Officer

PPE – Personal Protective Equipment

PSPS – Public Safety Power Shutoff

REMS TA Center – Readiness and Emergency Management for Schools  
Technical Assistance Center

SAR – Search and Rescue

SEMS – Standardized Emergency Management System

SOC – State Operations Center

SIP – Shelter-In-Place

SOP – Standard Operating Procedures/Plans/Protocols

SSI – Safe School Initiative

UCG – Unified Command Group

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## Appendix D: Public School Employees as Disaster Service Workers

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In [Appendix B, Emergency Regulations](#), we mention that public school employees may be utilized as Disaster Service Workers (DSW) if the need arises. This appendix will explain possible circumstances, roles, and responsibilities for which a public-school employee may act as a DSW.

California GOV Sections [3100-3109](#) outlines the framework for disaster service workers:

- 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.
- The term "Disaster Service Worker" includes all public employees.
- The term "Public Employees" includes all persons employed by the state or any county, city, city and county, state agency or public district.
- DSWs are paid for performing disaster service duties.
- If injured during activation, DSWs are eligible for employer's worker's compensation.

Disaster Service, pursuant to the California Emergency Services Act (ESA), means assisting any unit of the emergency organization during a proclaimed emergency or during a search and rescue mission, including approved, documented, and supervised activities performed to mitigate an imminent threat of extreme peril to life, property, and resources [California Government Code (GOV) Section [3100](#)]. Eligible activities include:

- Activities when mitigating an imminent threat of extreme peril to life, property, and resources such as moving students away from a danger zone.
- Vaccination clinics during a pandemic event.
- Search and rescue (SAR) missions when students or faculty are lost or separated due to the disaster.
- Traffic control such as setting up reunification sites for students and their parents/legal guardians or authorized next of kin.

Another important definition for consideration is an Essential Worker. The COVID-19 Pandemic that afflicted the state, nation, and world brought a host of new terminology and defined new roles for public employees.

California HSC Section [131021](#) (per Senate Bill 275, 2020) defines “Essential Workers” as primary and secondary school workers, workers at detention facilities (as defined in California Penal Code Section [9500](#)), in-home support providers, childcare providers, government workers whose work with the public continues throughout the crisis, and workers in other positions that the state Public Health Officer or the Director of the Office of Emergency Services deems vital to public health and safety, as well as economic and national security.

### **Building Relationships Before the Disaster**

As mentioned earlier, it is important for schools and districts to have working relationships with their COEs and local emergency management department(s) to ensure they understand how disasters may impact their school sites as well as plans for the utilization of school resources during a disaster. These resources can include using buses for transportation, school kitchens for feeding, gymnasiums, or structures as shelters, and finally school employees as DSWs.

The important takeaway is that as a disaster unfolds, and if a school or site and its respective employees are called upon to support the local emergency management department, the roles and responsibilities will most likely have been outlined beforehand, therefore making the ability to act that much easier.

### **Employee Responsibilities**

Generally, school employees should expect to work in a capacity that supports the school site or district and that they should check with their school administration for tasks or activities required during the disaster. This section in no way redefines or dictates what a school or district has already in place for employees, however, please allow it to serve as guide for what an employee may need to do as a DSW. Examples of school related DSW activities include:

- Moving students from a danger zone to safe area away from debris or hazards.
- Providing medical aid to injured students or personnel.
- Performing an on-campus search and rescue to locate unaccounted for students, personnel, or visitors.
- Utilizing a fire extinguisher.



- Working above and beyond the normal campus hours to support students, all personnel, and visitors located on campus.
- Working with parents/guardians to schedule pick up/reunification of students with their families.
- Working in the school or district EOC.
- Passing out food, water, and blankets or caring for students, personnel, and others sheltering on school grounds.
- Coordinating with first responders or emergency management officials for safe evacuation and/or transportation.
- Building relief kits or providing meals for students, all personnel, and their respective households.
- Escorting students to a designated sheltering facility until they can be released to their parents or guardians.

### Disaster Service Worker Reminders

- 1) Safety first. Ensure students and all employees are evacuated from a danger zone or moved to a safe location. School employees may need to take care of or provide first aid to students or others along the way that may be injured by the disaster.
- 2) Be prepared. When a disaster occurs, school employees may need to stay at the school site longer supporting students or other activities related to the disaster.
- 3) Be flexible. Understand that it may take extra time for the parents or guardians of students to reach the school due to evacuations or other disaster related issues.
- 4) Review the CSSP and know what the school or district emergency plan is now. If a disaster is declared by the city mayor or county officials, know what protocols to follow or are in place.
- 5) Check with the school or district legal team on any other rules or regulations related to Disaster Service Workers.
- 6) Have a plan for your own family in the event you are required to shelter or stay at the school longer than normal.

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## Appendix E. Schools as Post-Disaster Shelters

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Schools may operate as shelters immediately following a disaster for students or for residents of the community. In accordance with EDC Section [32282](#), schools must establish procedures to allow public agencies, including the ARC, to use school buildings, grounds, and equipment for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. And, as mentioned earlier, public school employees can be utilized as disaster service workers in accordance with GOV Sections [3100-3109](#).

Emergency planning is an important endeavor in school safety especially when public schools can be used as shelters. One reason that schools are so popular is that they are often built to higher structural standards to withstand disaster impacts, and they are nearly all inclusive when it comes to amenities for the public. Additional services within districts such as buses and food programs can be utilized to support schools during sheltering operations thus increasing the likelihood of use during a disaster.

Unless otherwise agreed to with emergency management and mass care and shelter stakeholder organizations, school facilities are looked at as an option of last resort during the school year so as not to disrupt school operations.

Most importantly, schools are responsible for the safety and welfare of their students. **It is not the responsibility for the school administration or personnel to care for members of the community seeking shelter on school grounds.**

Members of the community will fall under the jurisdiction of the county shelter management and emergency management officials for care.

This appendix outlines a method for preparing school facilities and personnel for disaster shelter operations. By no means is this a shelter operations handbook, this document is a blueprint for planning and preparedness. The information presented is compatible with, but not a replacement for, the existing local government or ARC shelter guidelines.

The following information is intended to be used by school district officials as well as by the administrators of individual schools. Not just for the "Big One," this is an appendix to sheltering after any kind of disaster.

### Assumptions

- Some schools have accessible features to include restroom and shower facilities.

- Larger schools, such as high schools, have enough structures to house a large population for a temporary time such as gymnasiums, multipurpose rooms, and large open areas like parking lots and fields for tents or temporary structures.
- Schools may have some sort of kitchen facility to provide meals to clients during the incident.
- In extreme cases, schools may have to house two separate populations at the same time, the school-aged student population, and the public.
- The ARC cannot assume liability for the safety and welfare of students and school personnel that fall under the legal umbrella of the school/district, and the ARC will respond first to the needs of the public.
- Disasters that occur during the school day may cause the school site to become a de facto shelter for its site personnel and students, and will need to provide shelter, meals, and health care until all students are safely reunited with their parents or guardians.

### Sheltering Scenarios

- **Sheltering Students:** If an incident occurs during or after the school day, while school sanctioned activities are taking place, the school is responsible for safety and welfare of the students under their care and should be ready to house, feed, and provide basic medical care until students can be released to their parents or guardians.
- **Spontaneous Community Convergence:** Schools are perceived, by the public, as a community resource and often, a haven; as such, during the hours after an incident, community members may spontaneously congregate on school property seeking shelter.
- **Schools as Community Shelters:** There is the possibility that local emergency plans at the city or county level may have identified schools as possible shelter locations. If a school site is requested for use as a shelter, the requesting agency will work with school officials on responsibilities and staffing to alleviate school personnel from managing the school as a shelter.

## Inter-Agency Coordination and Pre-Disaster Agreements

Preparing your school for its role in disaster sheltering should be a joint effort among the school, the community, the local government, and disaster relief agencies. Sheltering may require more resources than are readily available at one school. Many needs can be met with resources from city/county government, police and fire departments, the ARC, local vendors, and community service agencies. Districts should work with their counties on what resources are available for sheltering if the need arises.

- **Sheltering is a Joint Responsibility** To avoid some of the confusion characteristic of a multi-agency response, sites and districts should involve their local government agencies, ARC chapter, neighboring sites and districts, CBOs, and other identified stakeholders in all aspects of their sheltering preparedness and planning processes.

Schools should contact agencies and organizations such as the ARC, local NGOs, their Parent Teacher's Associations (PTAs), fire department, local government, tribal government, other districts, and self-insured school agencies. A meeting allows these agencies and organizations to speak face to face; develop a multi-agency school sheltering plan that is compatible with the county, city, tribal, and the ARC sheltering plans, determine what disaster role each agency or organization will fulfill, and the resources each is able to contribute.

- **Establish Written Agreements** A Letter of Agreement (LOA) or Memorandum of Understanding (MOU) commits the facilities, supplies, personnel, and/ or services of a private or public entity to the response efforts of another agency in the event of an emergency. Beyond the commitment of resources, pre-disaster agreements define the roles and responsibilities of agencies working together and specify the financial arrangements. These agreements also clarify the qualifications for, and limitations to, the assistance available.

LOAs and MOUs can cover a wide variety of concerns:

- Provision of equipment not available at the schools (cots, blankets).
- Engineering support for facility inspections.
- Health Care (nurses/supplies).
- Transportation (buses and paratransit for evacuations).

- Staffing Support (professional/volunteer).
- Communications/interpreter services and document translations
- Provision of supplies and wrap-around services.
- Security.
- Portable accessible hygiene facilities.
- Reimbursement.

Notwithstanding agreements for mutual assistance, schools should prepare to operate and supply a student shelter independently for at least 72 hours. Depending on the severity of the disaster, pre-arranged assistance may not be available when local agencies are overwhelmed with their own response efforts.

### Sheltering Stakeholders

Many communities have established ongoing disaster preparedness committees involving school officials, the fire department, the PTA, the ARC, and other agencies. These committees prepare their care and shelter plans together and decide how resources and funds will be committed. Committee members can organize joint training programs and multi-agency exercises to test their plans.

The following are agencies that may play a role in school sheltering and disaster preparedness:

- **The American Red Cross:** The Federal Response Plan defines the ARC as the lead agency for community care and shelter (Emergency Support Function 6). As with any other resource, ARC chapter capabilities vary from region to region; however, the following are common ARC contributions:
  - Training in First Aid, CPR, disaster response, damage assessment, shelter management, communications, and more.
  - Staffing support for shelter management and operations.
  - Agreements for reimbursement of school supplies used, facility use, overtime for non-salaried school employees (public shelter only)
  - Communications equipment and support.
  - Community preparedness information.

- Basic health care and coordination of health services with community-based organizations and county agencies.
- **Local Government:** Local governments share the legal responsibility for community disaster care and shelter. A poorly prepared school poses a serious burden to its local government. A city/county/tribe can assist in the following ways:
  - Establish a school preparedness committee.
  - Appropriate funds from local government Disaster/Emergency Funds for school preparedness.
  - Establish school preparedness standards.
  - Purchase supplies at cost through logistics.
  - Provide staffing for shelter management and operations.
  - Provide alternate or additional shelter facilities such as fairgrounds, parks, and civic centers to alleviate the burden on schools.
  - Advertise and advocate school preparedness programs.
  - Foster community cooperation between the public, neighborhood groups, the ARC, and schools.
- **City/County Office of Emergency Services:** City/County OESs may provide training for local government agencies and special districts (schools and districts) in emergency response procedures. Contact the local OES to inquire about what training or information is available.

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## Appendix F. Exercise Scenarios for Discussion

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The following exercise scenarios are not comprehensive; however, the intent is to generate discussion among the site and district personnel and engage critical thinking skills regarding emergency planning. It is important and beneficial to include people with disabilities or other access or functional needs in the development of plans and exercise discussions. Each exercise discussion focuses on a different threat or hazard that may afflict a school and some of the specific issues that come with each type of hazard.

Hazards your school or district should train and exercise for may include but are not limited to:

- Wildfires
- Earthquakes
- Flood/Dam Failure
- Tsunami
- Power Disruptions such as Public Safety Power Shutoffs
- Hazardous Materials/Chemical Release
- Active Shooter/Intruder
- Cybersecurity Breach
- Riot/Civil Unrest



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## Wildfire

Wildfires can damage or destroy buildings and cause injuries or death to people and animals. A wildfire is an unplanned fire, which burns in a natural area such as a forest, grassland, or prairie, and has the potential to spread to residential or commercial areas. Wildfires can:

- Happen anywhere, anytime. Risk increases with dry conditions and high winds.
- Disrupt transportation, gas, power, and communications lines.
- Can spread quickly in areas with high concentrations of fuels such as trees, dried leaves, dead branches, and grass.
- High winds can often enable hot embers to travel great distances, starting smaller fires miles away from the original burn area.

**Scenario:** It's 7:30 in the morning, on a Thursday. Buses are arriving and dropping students off when the front office receives a call. The 9-1-1 dispatch center called to warn that a wildfire has broken out several miles away, and it is rapidly traveling towards the school due to high winds. The dispatcher also said the school is in the mandatory evacuation zone. Smoke is billowing in the distance and can be seen from the school grounds. You also notice some ash beginning to fall from the sky like snowflakes. What do you do next?

### Discussion:

- Are you located in a high wildfire threat area?
- What actions have you taken to mitigate fire damages at your schools?
- Who can authorize the school to evacuate?
- Do you need approval from the district?
- What is your order of succession for decision making?
- Do you wait for law enforcement to order evacuations?
- Where are the buses and drivers during the day?
- How long will it take to recall the buses and how many do you need to evacuate all students?
- How many faculty, staff, and students have mobility disabilities and require accessible (paratransit) evacuation?

- How do you safely evacuate faculty, staff, and students with disabilities and other access or functional needs?
- What are your plans to take medications with you when evacuating?
- Where will you go? Nearby or farther away?
- How will parents be notified?
- How will students/parents/guardians with a Limited English Proficiency (LEP) be notified?
- What is your reunification plan?

## Earthquake

California is home to many fault lines that are part of the North American and Pacific tectonic plates. These active fault lines, like the San Andreas Fault that runs the length of the state or numerous other smaller faults, shift daily causing earthquakes that can be felt all over. Earthquakes can:

- Cause structures to crumble or collapse resulting in severe injury or even death.
- Create leaks to internal piping for gas and water.
- Crack or shift roads making it difficult for response personnel to reach those in need.
- Topple or knock over furniture or fixtures inside a building.
- Disable power and communication lines.

**Scenario:** Its 11:00 in the morning on Tuesday. A magnitude 6.3 earthquake has just ripped through the school campus. Initial reports from site personnel are coming in. Library shelves have toppled over injuring several students. Structural damage to some of the portable classrooms have shifted the structures off the foundation. Some of the older buildings near the front of campus have superficial cracks. A school employee is trapped in their office because an internal wall collapsed and is blocking the door. What do you do next?

### Discussion:

- What is your earthquake risk? Is your school located in a Liquefaction Zone?
- What actions have you taken to mitigate earthquake damages?
- How often does your schools conduct earthquake drills?
- Do you have multi-story buildings on site and are you able to evacuate students from upper levels if the elevators do not operate?
- Do all the faculty and staff know where the utility (water, power, gas) shut off valves are located?
- How long can you shelter students in place until parents/guardians can pick them up?
- How long can you care for students with access and functional needs and disabilities?

- Are faculty, staff, and students with accommodations needs familiar and trained to follow alternative actions such as **Drop, Cover, and Hold On**?
- What supplies do you have on hand – food, water, flashlights, radios, first aid kits, and hand tools for opening jammed doors?
- Do you have plans to use trained students to supplement school personnel?
- What will you do if members of the community start showing up seeking shelter?
- Do you have earthquake insurance and is it enough insurance to rebuild your school if structures are damaged or destroyed?
- Do you have personnel trained to conduct Safety Assessments of your schools? (Cal OES has a [Safety Assessment Program](#) and offers training.)
- Do you know how or who to contact at the district level?
- What communications systems do you have in place? Radios, satellite phones, etc.?

## Flood/Dam Failure

Flooding is a temporary overflow of water onto land that is normally dry. This is due mostly to rain, snow, coastal storms, storm surges, and overflows of dams and other water systems. Floods can:

- Develop slowly or quickly and can occur with no warning, such as flash flooding.
- Cause power outages, disrupt transportation, damage buildings, and create landslides.
- Move debris, cars, and homes miles downstream.

**Scenario:** Heavy rains have been pouring in for several days, with no sign of stopping. The school parking lot is inundated with water making it difficult for employees, school busses, and student families to navigate and find a place to park and/or drop off. The county is under a flood watch however, the school being slightly elevated has not had a problem before. Second period is beginning and unbeknownst to you, the flood watch has been elevated to a warning by local authorities. Several teachers begin calling the front office alerting you to water rushing in the street outside their windows. It appears a flash flood is occurring, what do you do next?

### Discussion:

- Is your school located in a flood or dam inundation zone?
- Is your school near a levee?
- How many dam inundation zones is your school in?
- Do you have flood insurance and is it enough?
- Do you own or lease the property?
- Do you have a National Oceanic and Atmospheric Administration's (NOAA) National Weather Service (NWS) radio for weather alerts?
- How long will it take you to evacuate your school including employees and students with access and functional needs?
- Where will you go – out of the inundation zone?
- Is the host school prepared to care for incoming students until they are released to parents?
- How do you weigh faculty needs versus student needs?

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## Tsunami

A tsunami is a wave, or series of waves, generated by an earthquake, landslide, volcanic eruption, or even a large meteor hitting the ocean. As a result, a rise or mounding of water at the ocean surface begins moving away from the center in all directions. As the wave approaches land and as the ocean shallows, the wave slows down to about 30 miles per hour and grows significantly in height.

Tsunamis can:

- Travel at speeds of over 600 miles per hour in the open ocean.
- Grow to over 50 feet in height when they approach a shallow shoreline.
- Cause flooding and disrupt transportation, power, communications, and the water supply.
- Happen anywhere along U.S. coasts. Coasts that border the Pacific Ocean or Caribbean have the greatest risks.

**Scenario:** Last night on the local news, a Tsunami watch was issued. Seismic activity on the ocean floor has been occurring for the last 24-48 hours, miles off the coast. As you arrive to campus, the watch has been upgraded to a warning with alerts going out over the cellular and other communications networks. Students are not arriving for another hour which means buses are now starting their pickup routes. What do you do next?

### Discussion:

- Is your school located in a tsunami hazard zone?
- How will you be notified of a possible tsunami?
- Will you evacuate or shelter in place?
- How high can you expect the tsunami wave to be?
- Can you evacuate vertically and if so, do you have supplies stored on upper floors or the roof?
- How long will it take to evacuate your school?
- Where will you go?
- If near a tsunami evacuation zone, what plans do the city/county have to utilize your school?

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## Power Disruptions

Power disruptions can occur in many forms from localized outages, to rolling blackouts, or to entire counties and regions of the state without power. They can be caused by natural disasters such as wildfire or earthquakes, or human made causes such as downed power lines due to a car accident. In California, power disruption can occur with or without warning depending on the season or disaster. Power outages are not always short and could last days depending on the severity of the disaster or incident. Events such as the Public Safety Power Shutoffs (PSPS) can last several days causing significant disruption in our daily lives. Power disruptions can:

- Result in food spoilage and water contamination.
- Disrupt communication and 9-1-1 services.
- Disrupt transportation systems such as signal lights and railway crossings.
- Disrupt medical services, especially those that rely on power to run special medical equipment.
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services.
- Result in a lack of heat and/or cooling systems.

**Scenario:** Shortly after lunch period ends, the lights begin to flicker and finally go out. There was no alert or notification sent to the school making this an unplanned power outage. Power is out all around the campus and the main office generator has kicked on. It will be several hours before parents and busses begin arriving to pick up students. What do you do next?

### **Discussion:**

- Do you have adequate backup/emergency power systems in place?
- Do you have the means to communicate with the district or local emergency response without power?
- How do you prepare for the extended power outages?
- Is the school equipped to support students with powered devices such as assistive technology devices or powered wheelchairs?
- How does the weather, such as extreme heat or cold factor into your decisions?

- How will you communicate to parents and guardians during an unplanned power outage, including those with a Limited English Proficiency (LEP)?
- What is your trigger for closing school for power related issues?
- Do you have a point of contact for your local utility provider?

## Public Health Emergency

Public health emergencies can occur at any time due to the numerous causes including infectious, life-threatening diseases, foodborne, and other viruses/toxins. In the last 20 years, California and the nation have experienced a SARS outbreak, H1N1 (a.k.a. swine flu), EBOLA, and more recently COVID-19 (SARS-CoV-2), all of which resulted in public health crises. These emergencies can result in:

- Casualties and loss of life.
- Long term health risks.
- Impacts to the healthcare industry.

To be prepared for public health emergencies in the future, work with your local public health office to determine what plans or procedures you will need to develop to protect your faculty, staff, students, and visitors.

**Scenario:** Several students have just reported into the school medical office with stomach pains, diarrhea, and vomiting. Several teachers have just called in claiming some of their students are feeling nauseous. Most of these students are coming from the music department of the school or classrooms nearby. The school nurse believes it may be the Norovirus. What do you do next?

### Discussion:

- Do you know who the County Public Health Officer is and how to contact them?
- Do you have personal protective equipment (PPE) to protect all employees and students?
- Are supplies for disinfecting surfaces readily available?
- Does the school or district have the means to decontaminate/disinfect large areas of the campus?
- What non-pharmaceutical interventions can you implement right away? (i.e., limiting movement, wearing a mask and/or social distancing)
- Are there procedures to alert the students, school personnel, parents/guardians, and the local public health authority to the health hazard?
- Do you have the capacity to isolate symptomatic persons safely?

- Does your school safety plan address outbreaks?
- Does the district or district health codes/policies address this type of incident?
- Are there cleaning services available for contract for biohazard incidents?

## Hazardous Materials (HazMat) Emergency

This type of incident includes industrial and residential chemical spills, fuel spills, chemical leaks due to natural disasters, waste, and radiological releases. These variety of hazards, like public health emergencies, can result in loss of life, increased human suffering, long term health risks, environmental damage, and property loss and damage.

California and the nation often face hazmat incidents such chemical tanker train cars derailling and spilling its contents, chemical truck spills, to the Deepwater Horizon Oil Spill in the Gulf of Mexico. These types of hazards can cause:

- Mass evacuation and/or Shelter-In-Place (SIP) orders.
- Disruption to utility services.
- Quarantine of contaminated areas.
- Exposure to hazardous materials.

Local county and city offices of emergency services will have connections to hazmat teams/personnel that can be leveraged for preparedness and response activities to support the community.

**Scenario:** A local gas power plant had an explosion, and a fire is still burning inside. The sound and shock were heard and felt miles away. The school and much of the neighborhood that surrounds it is has been ordered to SIP until further notice. First responders are on scene and requesting that everyone in the area to shelter and seal off doors, windows, and shut off heating, ventilation, and air conditioning (HVAC) systems to minimize the exposure to fumes and smoke while sheltering. First responder crews are battling the fire, but no time frame has been given for when they will lift the SIP order. What do you do next?

### Discussion:

- Do all the faculty and staff know how to Shelter-In-Place?
- Does the school/district have the means to shut off ventilation systems or seal doors, windows, and vents?
- Does the school/district school safety or emergency plans address hazardous material incidents?
- Does the school have spill kits for small hazmat issues?

- Is there an adequate supply, in multiple sizes, of PPE for personnel/students?
- Are there procedures for communicating effectively to parents/guardians, including those with a disability or Limited English Proficiency (LEP), that a campus is sheltering in place?
- What is the reunification plan for students and their parents/guardians?



## Active Shooter/Intruder Emergency

Violence on school grounds can occur in many forms; however, one of the most dangerous is the presence of an armed assailant on campus.

Active Shooters/Intruders may:

- Cause panic/disrupt classes.
- Cause the school to engage in lockdown procedures.
- Kill or injure students and school personnel.
- Barricade themselves on campus.
- Engage in violence against first responders.

State and federal agencies such as Cal OES and the federal Department of Homeland Security recommend utilizing the concept of **'Run (evacuate), Hide, Fight** (take action against the active shooter within their ability)' when dealing with an active shooter/intruder. Additionally, the CSSP shall include procedures to prepare for active shooters or other armed assailants based on the specific needs and context of each school and community.

**Scenario:** The campus is currently in the second period of the school day. Students and school personnel are getting ready for the lunch time rally in the quad when the administrative office receives a phone call from a teacher on the far end of campus. They explain they just saw a suspicious person jump the back fence into the school field with a long black stick-like object but could not tell if it was a gun or a bat. This person is walking towards the center of school. What do you do next?

### **Discussion:**

- Does your school have lockdown procedures?
- Is there a specific alarm or code used to signal that lockdown has begun?
- How do you notify the school to initiate a lock down procedure?
- Does your school have a School Resource Officer or Security Personnel?
- Who is responsible for calling 9-1-1?
- Who is responsible for making initial contact with the intruder?
- Who is responsible for making notification to the District Office and other stakeholders?

- Is there accurate accounting for students, faculty, and staff who are on campus and those that may be outside the classroom after the lockdown was initiated?
- If the intruder does plan to cause bodily harm are first aid supplies readily available and do faculty and staff know where they are located?
- When law enforcement arrives, do you know how to integrate with them to provide information such as the location of the intruder or injured persons, floor plans of the site, keys to unlock doors if needed, etc.?
- How do you notify the district office and families/guardians?
- What are your reunification plans?
- Who will handle media and press inquiries?

## Cybersecurity Emergency

Cybersecurity attacks are often used to deny or exploit vulnerable systems for financial gain. Cyber threat actors target personally identifiable information (PII), critical capabilities, or disrupt essential systems and services.

Cyber-attacks may result in:

- Theft of PII or sensitive information.
- Denial of services for essential functions or systems.
- Exploitation of other connected systems.

Considerations and investments should be made by the district to evaluate critical systems and their respective security protocols to ensure the risk of breach is as minimal as possible. All site and district employees should be educated to look for and avoid cyberattacks. Access controls to and backups of essential or sensitive information should also be considered to preserve data and ensure the right people have the right accesses.

**Scenario:** You are a school administrator on your way to work for the day. Several of your early bird teachers have sent you messages explaining that their computers are no longer able to access the automated attendance system for students. They also mentioned that they have received emails from an anonymous source requesting payment to restore access to the automated attendance system. This system contains students' and families' /guardians' PII, employee information, and student health-related information for school meals and medications. As you were driving, your district Information Technology representative informed you that a breach may have occurred across the district. What do you do next?

### **Discussion:**

- Who do you contact to start investigating this breach?
- Does your school have an incident response plan or policy regarding cyber-attacks?
- When was the last time the incident response plan was exercised?
- Do exercises and drills include considerations for people with access and functional needs?
- Does your school or district have Cyber Liability Insurance or Data Breach Coverage?

- Does your insurance provider require certain response protocols are followed? If so, what are they?
- Who within the law enforcement community needs to be notified?
- What information should you start to gather?
- Are other systems affected? If so, how do you respond to those issues?
- How will you notify parents/guardians and others affected by this breach?
- Who will speak to the media about the incident?
- Do you have an alternate plan to resume normal business operations if the affected system is down?
- Have you tested to see if your backups work?
- What systems are in place for you to monitor the situation?
- Does your district have policies on computer usage in case of cyberattack?

## Protests/Riots/Civil Unrest Emergency

In the wake of many high-profile nationwide walkouts, protests, and riots over the last few years and the increase in social media use among students, schools are facing an even greater challenge in maintaining safe and orderly learning environments. Calls for protests can start on social media platforms and quickly go viral among various demographics. If not handled appropriately, some protests may become violent or out of control. These emergencies are fluid and quick decision-making is required to preserve the safety of students and personnel.

Some protests may result in:

- Mass exodus from the school campus.
- Vandalism and or destruction of school property.
- Bodily harm or injury.
- School Lockdowns.

**Scenario:** Students across the campus are receiving social media and text messages about a spontaneous protest occurring down the street from campus. Students are being encouraged to participate and show support by joining. Your administration office begins to receive calls from teachers explaining that their students are walking out, and some have witnessed trashcans and other objects being vandalized as they leave. Several emergency-exit alarms have begun to sound as students are using multiple egress points to leave campus and join the protest.

### **Discussion:**

- Does your campus lockdown procedure account for a mass exodus?
- How does faculty and staff account for students that left campus?
- What are the responsibilities of faculty and staff if students try to leave?
- What are your procedures for notifying families/guardians, law enforcements, and the district office that this emergency is in progress?
- What is the school's or district's cellphone/mobile device use policy for students and how is it enforced?
- Who is responsible for checking exits, doors, and alarms around the facility that may have been set off by students?

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## General Discussion Questions

- Do you know the California Standardized Emergency Management System (SEMS) and the Incident Command System (ICS) and your place in that system?
- Do you know who your city or county emergency manager is?
- Do you know the location and how to interface with the city or county emergency operations center?
- How will you receive emergency alerts or notifications for your area?
- Do you have a district and school emergency plan? Do you know where it is and what it says?
- Have you exercised your plan? What does your exercise program consist of?
- Do exercises and drills include considerations for and people with access or functional needs?
- Is your county listed in any of the five California Catastrophic Plans and what are you doing to prepare for the “Big One”?
- Do the faculty and staff know where the utility (water, power, gas) shut off valves are located, and which tools are needed to operate them?
- What supplies do you have on hand? How long can you shelter in place without assistance?
- How will the County Office of Education assist districts and schools during an emergency or disaster?
- How will the district assist schools during an emergency or disaster?
- Who has authority to release information to the media and the public?
- Do you know who the County Public Health Officer is and how to contact them?
- Have you had conversations with your local law enforcement and fire agencies?
- Does your district have a Local Hazard Mitigation Plan and are you a participating member with the city or county planning efforts?
- Do you know what plans the city or county has for your school site during an emergency or disaster? (First Responder Incident Command Post,

Evacuation Center, Shelter, Medical Dispensing area, animal sheltering, etc.)

- Do you participate in a classroom disaster preparedness program for the students?
- Do you have a continuity plan?
- Do you have enough insurance for fire, flood, or earthquake recovery?
- Do you have memorandums of agreement in place for support during a disaster?
- How will you manage donations after an emergency or disaster?



## Appendix G. Readiness and Emergency Management for Schools and Technical Assistance (REMS TA) Center

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As mentioned earlier, the REMS TA Center is a federal program developed under the U.S. Dept of Education's Office of Safe and Supportive Schools. The program hosts several useful tools for K-12 and Institutes of Higher Education (IHEs) which include, but are not limited to, emergency management planning toolkits, webinars, on-site training, and other emergency preparedness resources. Their tools can be accessed by visiting [www.REMS.ed.gov](http://www.REMS.ed.gov).

### Purpose

The REMS TA Center serves two critical functions to support a safe and supportive learning environment for children, faculty, staff, and others.

- 1) Build the preparedness capacity (including prevention, protection, mitigation, response, and recovery efforts) of schools, school districts, and IHEs and their community partners at the local, state, and federal levels.
- 2) And serve as the primary source of information dissemination for schools, school districts, and IHEs for emergency planning.

### Topic Specific Resources Offered

- **Emergency Management Functions** - Emergency managers and planning teams at education agencies throughout the country are required to activate a variety of operational functions before, during, and after a threat or hazard impacts the school and/or campus community. Resources include alerts and warnings, continuity of operations, evacuations, reunification, and others.
- **Hazards and Threats** - School districts, schools, and IHEs may be at risk for a variety of threats and hazards based on geographical location, local crime statistics, proximity to chemical plants, and a variety of other factors. Resources include information on human-caused threats, biological hazards, natural hazards, and technological hazards.
- **Planning Basics and Principles** – School districts, schools, and IHEs have a variety of factors for consideration when developing emergency plans. Tools in this section focus on an All-Hazards approach with a whole community approach. Resources include assessments, access, and functional needs (AFN) considerations, EOP development and planning, and others.

## Six-Step Planning Process

When developing EOPs, we recommend following the six-step planning process which involves working collaboratively with a team to determine the emergency operation goals and objectives. Bring in district personnel (administrators, faculty, classified staff, facility maintenance and transportation staff) and community partners during the planning process for all aspects of plan development, assessment, review, implementation, and maintenance. The planning process is flexible and should be adapted based on the unique characteristics of the school, district, and situation. The EOP should represent the needs of the school community and families, the broader community, and first responders. The six-step planning process is listed below:

- 1) Form a Collaborative Planning Team** – The core planning team should include representatives from across the school/institution to include those that represent students and families, to the extent possible. Additional team considerations should include individuals and organizations that serve and represent the interests of students, site and district personnel, and families with disabilities and others with access or functional needs, as well as those from diverse racial, ethnic, linguistic, and religious backgrounds, including international student populations, so that specific concerns will be included from the early stages of planning.
- 2) Understand the Situation** – Identifies possible threats and hazards, and assesses the risk and vulnerabilities posed by those threats and hazards.
- 3) Determine Goals and Objectives** – The planning team should develop goals for addressing each threat or hazard; every goal should have measurable objectives in support of each goal.
- 4) Develop the Plan (Identifying Courses of Action)** – Planning team develops courses of actions for accomplishing each of the objectives identified. Courses of action should address what, who, when, where, why, how for each threat, hazard, and function.
- 5) Prepare and Review the Plan** – The planning team develops, drafts, and finalizes the EOP that the command team will approve and implement.
- 6) Implement and Maintain the Plan** – This step closes the loop in the planning process and starting the planning cycle over again as planning is a continuous process in which the planning team learns lessons, obtains new information and updates their priorities.

Figure G.1: The Six Step Planning Process



### Sample Emergency Supplies from REMS TA Center

<b>Administration Supplies List</b>
<ul style="list-style-type: none"> <li>Designated command post with student roster (and photos), emergency contact information, and employee roster (with photos) in the form of a sign in/sign out sheet.</li> <li>Reflective vests or other means of identifying safety team members</li> <li>Whistles</li> <li>Small directory with emergency telephone numbers of local drugstores, etc.</li> <li>Utility turnoff procedures</li> <li>First aid instruction manual</li> <li>Medical gloves</li> <li>Food</li> <li>Water supply</li> <li>Battery-operated flashlight or light sticks</li> <li>Extra batteries</li> <li>Battery-operated radio</li> <li>Blankets</li> </ul>

<b>Administration Supplies List</b>
<ul style="list-style-type: none"> <li>• Portable toilets, makeshift toilets, or garbage bags</li> <li>• Sanitary items (toilet paper and towelettes)</li> <li>• Work gloves</li> <li>• Plastic sheeting</li> <li>• Speaker or megaphone</li> <li>• Walkie-talkies</li> <li>• Pens, pencils, or wax markers</li> <li>• Change for payphones</li> <li>• Special needs roster</li> <li>• Campus layout maps with evacuation sites, first aid sites, and parent reunification site</li> <li>• First aid supplies</li> <li>• Breathing masks</li> <li>• Can opener</li> <li>• Waterproof matches and container</li> <li>• Lighter</li> <li>• Multipurpose tool, wrench, pliers, and/or a utility knife</li> </ul>

<b>Classroom Supplies List</b>		
<ul style="list-style-type: none"> <li>• Clipboard with                             <ul style="list-style-type: none"> <li>○ List of classroom students (and photo)</li> <li>○ List of students with unique needs and description of needs (i.e., medical issues, prescription)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• List of emergency procedures</li> <li>• First aid supplies</li> <li>• First aid instruction manual</li> <li>• Medical gloves</li> <li>• Food</li> <li>• Water</li> </ul>	<ul style="list-style-type: none"> <li>• Sanitary items (towelettes &amp; toilet paper)</li> <li>• Whistle &amp; hat (or another identifier) for teacher</li> <li>• Work gloves</li> <li>• Breathing masks</li> <li>• Plastic sheeting</li> </ul>

<p>medicines, dietary needs), marked confidential</p>	<ul style="list-style-type: none"> <li>• Battery-powered flashlight</li> <li>• Batteries</li> <li>• Blankets</li> <li>• Bucket</li> </ul>	<ul style="list-style-type: none"> <li>• Duct tape</li> <li>• Can opener</li> <li>• Hard candies</li> <li>• Student activities</li> </ul>
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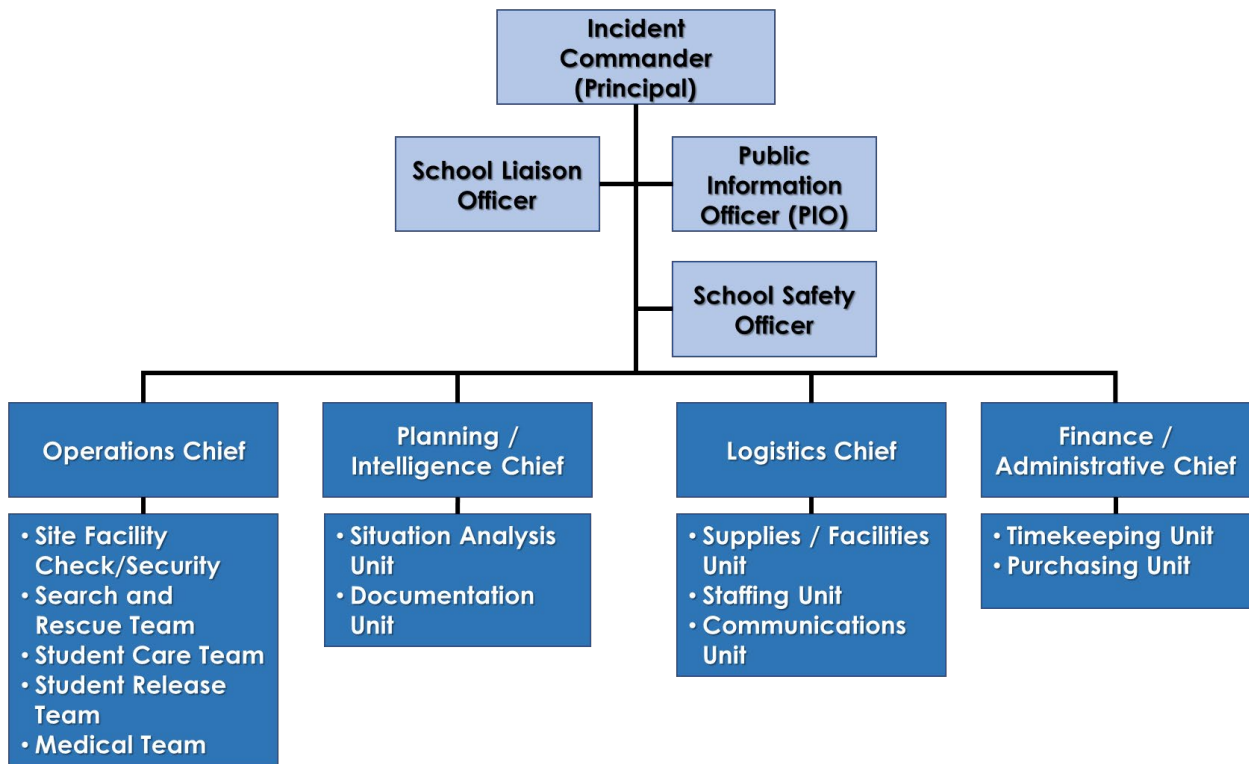
<b>Student and School Personnel Supplies List</b>		
<ul style="list-style-type: none"> <li>• Jacket, raincoat, or poncho</li> <li>• Change of clothes</li> </ul>	<ul style="list-style-type: none"> <li>• Hat, gloves, and scarf where applicable</li> <li>• Food</li> </ul>	<ul style="list-style-type: none"> <li>• Water</li> <li>• Personal prescription medications where applicable</li> </ul>

Available here: <http://www.rems.ed.gov/docs/SchoolEmergencySuppliesList.pdf>

## Annex A. School Incident Command System Position Checklists

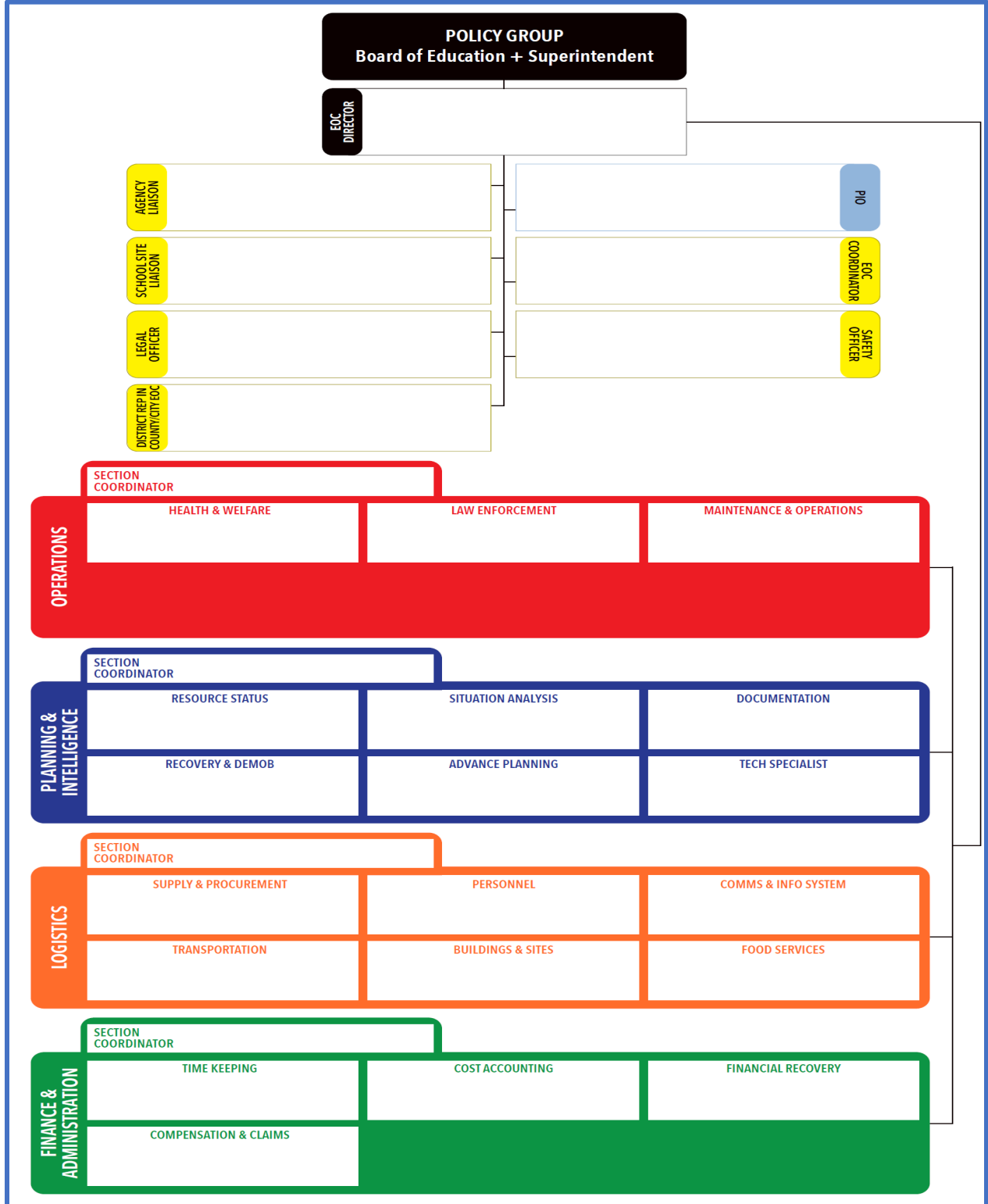
The following position checklists are designed to assist site and district employees implementing the ICS structure in the event of an emergency. The checklists fulfill the common ICS positions as well as important other functions that support the overall ICS structure within a school or district experiencing a disaster.

The organization chart below is the basis for the attached ICS position checklists. Please note, this is simply a framework and can be modified to fit the needs of the school or district.



The following two pages contain additional organization chart examples. The variety of positions and teams should be considered as guides and may be of use to your own school or district Incident Action Plan. Consider incorporating these ideas and functions within your organization for a more robust response.

## Example: Emergency Operations Chart

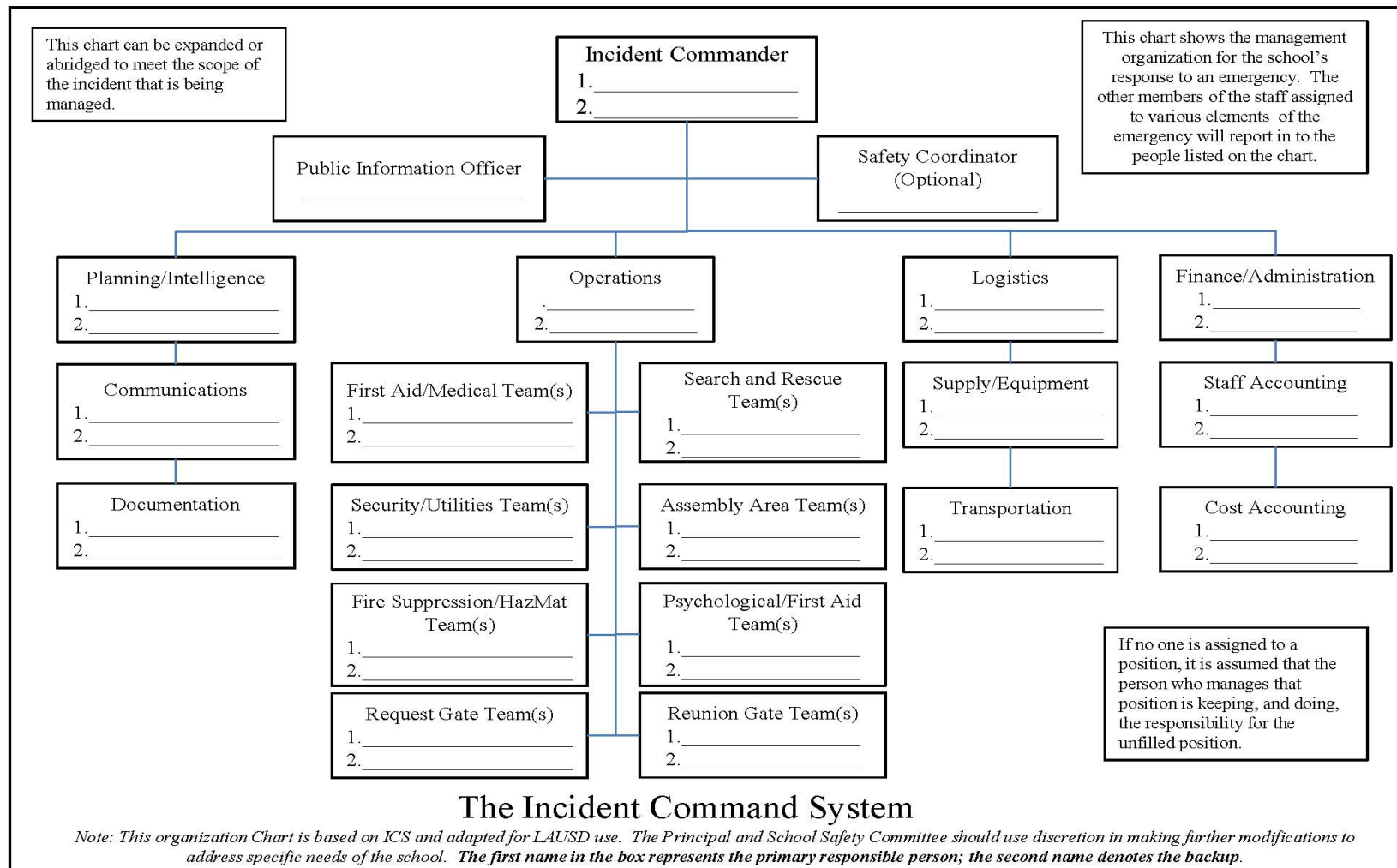


## Example: L.A. Unified School District Emergency Management Organization Chart



LOS ANGELES UNIFIED SCHOOL DISTRICT

### SCHOOL SITE EMERGENCY MANAGEMENT ORGANIZATION CHART





## Section: Command Staff

<b>Incident Commander</b>	
<b>May assign a Deputy Incident Commander if needed</b>	
NAME	PHONE #
RADIO CALLSIGN#	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

<b>SUBORDINATES</b>		
TITLE	NAME	PHONE/RADIO
Safety Officer		
Public Information Officer		
EOC Liaison Officer		
Operations Section Chief		
Logistics Sections Chief		
Planning Section Chief		
Finance Section Chief		

<b>SUGGESTED EQUIPMENT</b>
School Site/District Emergency Operations Plan (EOP), Employee and Student Rosters, Site/District Contact lists, Campus/School Map, Area Maps, Office Supplies, Phone/Laptop.

<b>PRIMARY DUTIES</b>
This position is ALWAYS filled. The Incident Commander has overall responsibility for managing the incident by establishing objectives, planning strategies, and implementing tactics. Responsible for all Incident Command System (ICS) management functions until he or she delegates the functions to someone.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Provide overall leadership for incident response.	
Approve all information that is released by the PIO.	
Establish incident objectives based on the situation.	
<p>Develop a written Incident Action Plan (IAP) for long term complex incidents:</p> <p><b>IAP should include:</b></p> <ul style="list-style-type: none"> <li>• What we want to do?</li> <li>• Who is responsible for doing it?</li> <li>• How do we communicate with each other?</li> <li>• What is the procedure if someone is hurt?</li> </ul>	
<b>Operational Duties</b>	<b>Initials</b>
Establish and maintain liaison with other agencies participating in the incident.	
Assess the need for staff depending on complexity and time frame.	
Activate and delegate Command Staff functions as needed.	
Provide updates on the situation to subordinates as directed.	
Review all reports and logs when the emergency has been resolved.	
Lead the command staff in the development of a short and long-term deactivation plan and process.	
Lead the debriefing and after emergency review with all incident staff.	
Assist in the development of a Post-Emergency/Recovery Plan to return the agency to routine operations.	
Assess the effectiveness of the EOP with the command staff.	
Assist in preparing a critical incident stress debriefing and any additional post-trauma employee program,	
<b>Closing Duties</b>	<b>Initials</b>
Critical Incident and Stress Debriefing (CISD) for incident command team and staff if warranted.	

<b>DUTY CHECKLIST</b>	
<p><b>TRANSFER OF COMMAND MAY TAKE PLACE WHEN:</b></p> <ul style="list-style-type: none"> <li>• A jurisdiction or agency is legally required to take command</li> <li>• A more qualified Incident Commander arrives and assumes command</li> <li>• Incident complexity changes</li> <li>• The current Incident Commander needs to rest</li> </ul>	
<p>Perform an assessment of the incident situation with the existing Incident Commander.</p>	
<p>Receive a face-to-face briefing from existing IC and Command Staff which includes:</p> <ul style="list-style-type: none"> <li>• Incident History</li> <li>• Current plan</li> <li>• Resource assignments</li> <li>• Resources ordered</li> <li>• Resources needed</li> <li>• Delegation of authority</li> <li>• Priorities and Objectives</li> <li>• Incident organization</li> <li>• Status of communication</li> <li>• Facilities established</li> <li>• Any constraints or limitations</li> <li>• Incident potential</li> </ul>	
<p>Determine an appropriate time for transfer of command.</p>	
<p>Notification of transfer of command to:</p> <ul style="list-style-type: none"> <li>• Agency headquarters</li> <li>• General Staff members</li> <li>• Command Staff members</li> <li>• All incident personnel</li> </ul>	
<p>Close out all logs and provide logs and other relevant documents to the Documentation Unit.</p>	

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**Safety Officer (Vice Principal/Senior School Personnel)**

**May assign one or more deputies as needed**

NAME PHONE #  
 RADIO CALLSIGN:  
 LOCATION:  
 SUPERVISED BY:  
 EMERGENCY TYPE:

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Safety Officer		
Facilities		

**SUGGESTED EQUIPMENT**

Vest or Position identifier, School Site/District Emergency Operations Plan (EOP), Campus/Site Keys, Employee and Student Rosters, Site/District Contact lists, Campus/School Map, Inventory of Safety Equipment, Office Supplies, Radio/Phone/Laptop.

**PRIMARY DUTIES**

The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist. The Safety Officer may also assume duties as the Incident commander.

<b>DUTY CHECKLIST</b>	
<b>Operational Duties</b>	<b>Initials</b>
Check in with the IC for a situation briefing.	
Monitor drills, exercises, and emergency response activities for safety.	
Wear position identifier, such as vest, if available.	
Identify and mitigate safety hazards and situations.	
Stop or modify all unsafe operations.	
Ensure that responders use appropriate safety equipment.	
Think ahead and anticipate situations and problems before they occur.	
Anticipate situation changes, such as severe aftershocks, in all planning.	
Keep the IC advised of your status and activity and on any problem areas that now need or will require solutions.	
<b>Closing Down:</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Public Information Officer (PIO)**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Deputy PIO		
PIO technical assistant		

SUGGESTED EQUIPMENT
School Site/District Emergency Operations Plan (EOP), Site/District Contact lists, Campus/School Map, Area Maps, Office Supplies, Phone/Laptop, Broadcast/Recording Equipment, School/District Letterheads Official Letterhead(s), Template Official Releases

PRIMARY DUTIES
<p>The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.</p> <p>News and social media platforms can play a key role assisting the school in getting emergency/disaster related information to the public (parents).</p> <p>Information released must be accessible, consistent, accurate, and timely.</p>



<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).	
Wear position identifier, such as vest, if available.	
Consult with district PIO to coordinate information release.	
Assess situation and obtain statement from IC. Record if possible.	
Advise arriving media that the site is preparing a press release and approximate time of its issue.	
Once press release is completed, disseminate on other platforms such as Facebook, twitter, and other agency sites utilizing closed captioning, alternative (alt) text, and other accessible techniques.	
Open and maintain a position log of your actions and all communications. If possible, tape media briefings and include captions and transcripts. Keep all documentation to support the history of the event.	
<b>Operational Duties</b>	<b>Initials</b>
Keep up-to-date on the situation.	
<p>Statements must be approved by the IC and should reflect:</p> <ul style="list-style-type: none"> <li>○ Reassurance — EGBOK — “Everything’s going to be OK.”</li> <li>○ Incident or disaster cause and time of origin. (if it can be released)</li> <li>○ Size and scope of the incident.</li> <li>○ Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.</li> <li>○ Resources in use.</li> <li>○ Best routes to school if known and appropriate.</li> <li>○ Any information school wishes to be released to the public.</li> </ul>	
Read press or public statements as needed.	

<b>DUTY CHECKLIST</b>	
When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."	
Remind school site/employee volunteers to refer all questions from media or waiting family members to the PIO.	
Ensure announcements & other information are translated into the most spoken languages as needed.	
Monitor news/social media broadcasts about incident. Correct any misinformation heard.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

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**EOC Liaison Officer**

**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Liaison Officer		
Liaison Officer		

**SUGGESTED EQUIPMENT**

School Site/District Emergency Operations Plan (EOP), Site/District Contact lists, Campus/School Map, Area Maps, Office Supplies, Phone/Laptop, Broadcast/Recording Equipment, School/District Letterheads Official Letterhead(s), Template Official Releases.

**PRIMARY DUTIES**

The Liaison Officer serves as the point of contact for Agency 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.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	
	<b>Initials</b>
Check in with the IC for a situation briefing.	
Determine your personal operating location and set up as necessary.	
Obtain necessary equipment and supplies from Logistics.	
Wear position identifier, such as vest, if available.	
Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.	
<b>Operational Duties</b>	
	<b>Initials</b>
Brief Agency Representatives on current situation, priorities, and incident action plan.	
Ensure coordination of efforts by keeping IC informed of agencies' action plans.	
Provide periodic update briefings to Agency Representatives as necessary.	
<b>Closing Duties</b>	
	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

## Section: Operations

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**Operations Chief**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Operations Chief		
Site Facility Check/Security		
Search and Rescue Team Lead		
Student Care Team Leader		
Student Release Team Leader		
Medical Team Leader		

**SUGGESTED EQUIPMENT**

Job Description Binder/Clipboard; Phone; Two-way Radios; Office supplies such as pens, paper, stapler, tape, etc.; Laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); Position Vest/Identification Badge; School Site/District Emergency Operations Plan (EOP); Site/District Contact lists; Campus/School Map; Area Maps; Resource lists.

**PRIMARY DUTIES**

Operations is responsible for performing the actions that make up the emergency response such as search & rescue, medical, and reunification. The Operations Chief manages the direct response to the disaster, which can include the following: Site Facility Check/Security, Search & Rescue, Student Care, and Medical Student Release.



<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with the IC for a situation briefing.	
Obtain necessary equipment and supplies from Logistics.	
Wear position identifier, such as vest, if available.	
<b>Operational Duties</b>	<b>Initials</b>
Assume the duties of all operations positions until staff are available and assigned.	
As staff are assigned, brief them on the situation and supervise their activities, utilizing the position checklists.	
If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.	
Coordinate Search & Rescue (SAR) operations. Appoint SAR Team Leader to direct their operations if necessary.	
As information is received from operations staff, pass it on to Situation Analysis and/or the IC.	
Inform the IC regarding tasks, priorities, and emerging issues.	
Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.	
Schedule breaks and reassign Operations staff within the section as needed.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Site Facility Check/Security**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Security		
Security		

**SUGGESTED EQUIPMENT**

Position vest/identification badge, hard hat, work gloves, and whistle, phone, two-way radio, master keys, and clipboard with job description. Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools – for gas (crescent wrench).

**PRIMARY DUTIES**

Site Facility Check/Security Personnel ensure access points around danger areas or working areas are secured as well as mark off areas that may not be suitable for entry by students, employees, or visitors while on campus. Work in pairs.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Wear position identifier, such as vest, if available.	
Take appropriate tools, job description clipboard, and radio.	
Put batteries in flashlight if necessary.	
<b>Operational Duties</b>	<b>Initials</b>
Assess the campus and report any damage by radio to the Command Post (CP).	
Lock gates and major external doors.	
Locate/control/extinguish small fires as necessary.	
Check gas meter and, if gas is leaking, shut down gas supply.	
Shut down electricity only if building has clear structural damage or advised to do so by CP or IC.	
Post yellow caution tape around damaged or hazardous areas.	
Verify that campus is "locked down" and report same to CP.	
Advise CP of all actions taken for information and proper logging.	
Be sure that the entire campus has been checked for safety hazards and damage.	
No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.	
Route fire, rescue, law enforcement, etc. as appropriate.	
Direct all requests for information to the PIO.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Search and Rescue Team Leader**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Search and Rescue Team Member		
Search and Rescue Team Member		

**SUGGESTED EQUIPMENT**

Position vest/identification badge, phone, work and non-latex gloves, dust/particulate (N-95 or better) mask, hand held two-way radio, map indicating search plan, water bib/sillcock key, bolt cutters (for cutting grates from windows), rope, bucket or duffel bag, caution tape, first aid kit, Automated external defibrillator (AED), backpack/fanny pack (one team member wears it), triage bags, hard hat, eye protection, master keys, whistle, clipboard with job duties, fire extinguisher, blankets, shovel, flashlight, grease pencil, duct tape, masking tape, pry bar, pencils.

**PRIMARY DUTIES**

The Search and Rescue Team is responsible for locating students, personnel, or other visitors trapped on the school site due to damage and debris.

Minimum of 2 persons per team. Take no action that might endanger you. Do not work beyond your expertise or level of training. Use appropriate safety gear. Size up the situation first.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Obtain all necessary equipment.	
Wear position identifier, such as vest, if available.	
Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.	
Assign SAR teams based on available personnel, minimum 2 persons per team.	
<b>Operational Duties</b>	<b>Initials</b>
Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes, safety equipment, and have a first aid kit.	
Record names and assignments before deploying teams.	
Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.	
Remain at CP in radio contact with SAR Teams.	
Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.	
If injured students, employees, and/or visitors are located, consult Operations Chief for response. Utilize transport teams or send a first aid team.	
Record exact location of trapped injured persons and damages on a map.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Student Care Team Leader**

**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Student Care Team Member		
Student Care Team Member		

**SUGGESTED EQUIPMENT**

Job Description Binder/Clipboard; Phone, Two-way Radios; Campus/Site Map; Student activities: books, games, coloring books, etc.; Position Vest/Identification Badge; First aid kit; water; food; sanitation supplies; Forms: Student Accounting/Notice of First Aid Care; Office supplies such as pens, paper, stapler, tape, etc.

**PRIMARY DUTIES**

Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Wear position identifier, such as vest, if available.	
Take job description clipboard, & radio.	
Check in with Operations Chief for situation briefing.	
Assign personnel to assignments as needed.	
<b>If school is evacuating:</b> <ul style="list-style-type: none"> <li>• Verify that the assembly area and routes to it are safe.</li> <li>• Count or observe the classrooms as they exit, to make sure that all classes evacuate.</li> <li>• Initiate the set-up of portable toilet facilities and hand-washing stations.</li> </ul>	
<b>Operational Duties</b>	<b>Initials</b>
Monitor the safety and well-being of the students, employees, and visitors, in the Assembly Area.	
Administer first aid as needed within your level of training.	
Support the student release process by releasing students with appropriate paperwork.	
When necessary, provide water and food to students and others.	
Make arrangements for accessible portable toilets if necessary, ensuring that students and others wash their hands thoroughly to prevent disease.	
Make arrangements to provide inclusive shelter for students and others.	
Update records of the number of students, employees, and visitors in the assembly area (or in the buildings).	
Direct all requests for information to the PIO.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Student Release Team Leader**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Student Release Team Member		
Student Release Team Member		

**SUGGESTED EQUIPMENT**

Job description binder/clipboard; phone; two-way radios; office supplies such as pens, paper, stapler, tape, etc.; signage for parent request/release gate; position vest/identification badge; campus/site map; forms: Student Release Form/Notice of First Aid Care; box(es) of emergency cards.

**PRIMARY DUTIES**

Ensures the reunification of students with their parents or authorized adult.

**Personnel:** School Secretary, available employees, and volunteers. Use buddy system. Student Release process is supported by unassigned personnel to shuttle students, supplies, and information (Runners).



<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Wear position identifier, such as vest, if available.	
Check with Operations Chief for assignment to Request Gate or Release Gate.	
Obtain necessary equipment and forms from Logistics.	
Secure area against unauthorized access. Mark gates with signs.	
Designate and set up a release point and ensure access controls are followed.	
<b>Operational Duties</b>	<b>Initials</b>
Follow procedures outlined below to ensure the safe reunification of students with their parents/guardians/authorized adults.	
Refer all requests for information to the PIO.	
<p><b><u>Procedures:</u></b></p> <ul style="list-style-type: none"> <li>• Requesting adult fills out Student Release Form, provides to school staff member, and shows identification.</li> <li>• Staff member verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.</li> <li>• Staff member instructs the requester to proceed to the Release Gate.</li> <li>• If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.</li> <li>• Runner takes form(s) to the designated classroom.</li> </ul> <p><b>Note:</b> If a parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.</p>	
<p><b><u>If student is with class:</u></b></p> <ul style="list-style-type: none"> <li>• Runner shows Student Release Form to the teacher</li> <li>• Teacher marks box, "<b>Sent with Runner</b>".</li> <li>• If appropriate, teacher sends parent copy of first aid form with the runner.</li> <li>• Runner walks student(s) to Release Gate.</li> </ul>	

<b>DUTY CHECKLIST</b>	
<ul style="list-style-type: none"> <li>• Runner hands paperwork to release personnel.</li> <li>• Release staff member matches the student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.</li> </ul>	
<p><b><u>If student is not with the class:</u></b></p> <ul style="list-style-type: none"> <li>• Teacher makes appropriate notation on Student Release Form:                             <ul style="list-style-type: none"> <li>○ <b>“Absent”</b> if student was never in school that day.</li> <li>○ <b>“First Aid”</b> if student is in Medical Treatment Area.</li> <li>○ <b>“Missing”</b> if student was in school but now cannot be located.</li> </ul> </li> <li>• Runner takes Student Release Form to CP.</li> <li>• CP verifies student location if known and directs runner accordingly.</li> <li>• If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning “Missing” forms to CP for verification.</li> <li>• Parent should be notified of missing student status and escorted to crisis counselor.</li> <li>• If student is in first aid, parent should be escorted to Medical Treatment Area.</li> <li>• If student was marked absent, parent will be notified by staff member.</li> </ul>	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

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**Medical Team Leader**

**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Medical Team Member		
Medical Team Member		
Morgue Team Member		

**SUGGESTED EQUIPMENT**

Position vest/identification badge, two-way radio, phone, first-aid supplies, job description clipboard, marking pens, stretchers, blankets, quick reference medical guides, tables & chairs, ground cover/tarps, portable privacy screens, employee and student medication from district health office, forms: Notice of First Aid Care/Medical Treatment Log.

**PRIMARY DUTIES**

The Medical Team Leader is responsible for the provision of emergency medical response, first aid, and counseling. Informs the Operations Chief or IC when the situation requires health or medical services that employee cannot provide. Ensures that appropriate actions are taken in the event of deaths.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Wear position identifier, such as vest, if available.	
Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.	
Assign staff to triage for wounds and injuries for students and others.	
Set up first aid/triage and treatment area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.	
Assess available inventory of supplies & equipment.	
Review safety procedures and assignments with personnel.	
Set up a separate Psychological First Aid area if staff levels are sufficient.	
<b>Operational Duties</b>	<b>Initials</b>
Oversee care, treatment, and assessment of patients.	
Ensure caregiver and rescuer safety. Latex gloves for protection from body fluids and replace with new gloves for each new patient.	
Make sure that accurate records are kept.	
Provide personnel response for injuries in remote locations or request transport from logistics.	
If needed, request additional personnel from logistics.	
Brief newly assigned personnel.	
Report deaths immediately to Operations Chief.	
Keep Operations Chief informed of overall status.	
Set up morgue, if necessary, in cool, isolated, and secure area.	
Stay alert for communicable diseases and isolate appropriately.	
Consult with Student Care team leader regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).	
<b>Set up triage and treatment Area:</b> <ul style="list-style-type: none"> <li>• Conduct head to toe assessments.</li> </ul>	

DUTY CHECKLIST	
<ul style="list-style-type: none"> <li>• Provide staffing for triage and treatment area.</li> <li>• Record treatments and care information for each patient.</li> </ul>	
<p><b>If directed, set up morgue area:</b></p> <ul style="list-style-type: none"> <li>• Tile, concrete, or another cool floor surface.</li> <li>• Accessible to Coroner's vehicle.</li> <li>• Remote from assembly area.</li> <li>• Security: Keep unauthorized persons out of morgue.</li> <li>• Maintain respectful attitude.</li> <li>• After pronouncement or determination of death:                             <ul style="list-style-type: none"> <li>○ <b>Confirm that the person is deceased:</b> <ul style="list-style-type: none"> <li>▪ Check for reaction to voice/sound or pain (sternum rub).</li> <li>▪ Check for pupillary reflexes, pupils will be fixed or dilated and may not react to light.</li> <li>▪ Assess for absence of a pulse by checking the carotid or femoral arteries.</li> <li>▪ Listen for heartbeat.</li> <li>▪ Assess for respiratory effort on both sides of the chest.</li> </ul> </li> <li>○ <b>Do not</b> move the decedent until directed by CP.</li> <li>○ <b>Do not</b> remove any personal effects from the body. Personal effects must always remain with the body.</li> <li>○ As soon as possible, <b>notify Operations Chief</b>, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the coroner.</li> <li>○ Keep accurate records and make available to law enforcement and/or the coroner when requested.</li> <li>○ Write the following information on tags.                                     <ul style="list-style-type: none"> <li>▪ Date and time found.</li> <li>▪ Exact location where found.</li> </ul> </li> </ul> </li> </ul>	

<b>DUTY CHECKLIST</b>	
<ul style="list-style-type: none"> <li>▪ Name of decedent if known.</li> <li>▪ If identified - how, where, when, and by whom.</li> <li>▪ Name of person filling out tag.</li> <li>▪ Attach one tag to body.</li> <li>○ If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue area.</li> <li>○ 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.</li> </ul>	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

## Section: Planning/Intelligence



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**Planning/Intelligence Chief**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Deputy Planning/Intelligence Chief		
Situational Analysis Unit Lead		
Documentation Unit Lead		

SUGGESTED EQUIPMENT
<p>Job description binder/clipboard; phone; two-way radios; office supplies such as pens, paper, stapler, tape, etc.; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); position vest/identification badge; campus/site map.</p> <p>Forms: Emergency Time/Situation Report, Sample Log, Student Accounting Forms.</p>

PRIMARY DUTIES
<p>This section 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.</p>

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with the IC for a situation briefing.	
Obtain necessary equipment and supplies from Logistics.	
Wear position identifier, such as vest, if available.	
<b>Operational Duties</b>	<b>Initials</b>
Assume the duties of all Planning/Intelligence positions until staff are available and assigned.	
As staff are assigned, brief them on the situation and supervise their activities, utilizing the position checklists.	
Assist IC in writing Incident Action Plans.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Situation Analysis Unit**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Situation Analysis Team Member		
GIS/Mapping Specialist		

SUGGESTED EQUIPMENT
<p>Job Description Binder/Clipboard; Phone; Laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); Position Vest/Identification Badge; Office supplies such as pens, paper, stapler, tape, etc.; Two-way Radio; Campus/Site Map; Local Area/County Map.</p>

PRIMARY DUTIES
<p>This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.</p>

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with Planning/Intelligence Chief for situation briefing.	
Obtain necessary equipment and supplies from Logistics.	
Wear position identifier, such as vest, if available.	
<b>Operational Duties</b>	<b>Initials</b>
<p><b>Situation Status (Map):</b></p> <ul style="list-style-type: none"> <li>• Collect, organize, and analyze situation information.</li> <li>• Mark site map appropriately as related reports are received. This includes, but is not limited to, SAR reports and damage updates giving a concise picture status of campus.</li> <li>• Preserve map as legal document until photographed.</li> <li>• Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)</li> </ul>	
<p><b>Situation Analysis:</b></p> <ul style="list-style-type: none"> <li>• Provide current situation assessments based on analysis of information received.</li> <li>• Develop situation reports for the Incident Command Post to support the action planning process.</li> <li>• Think ahead and anticipate situations and problems before they occur.</li> <li>• Report only to Incident Command Post personnel. Refer all other requests to Public Information Officer.</li> </ul>	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Documentation Unit**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Documentation Unit Team Member		

SUGGESTED EQUIPMENT
<p>Job Description Binder/Clipboard; Phone; Office supplies such as pens, paper, stapler, tape, etc.; Laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); Position Vest/Identification Badge; Campus/Site Map; File Folders; Box(es); and organizational tabs.</p> <p>Forms: File Logs/Accounting</p>

PRIMARY DUTIES
<p>This section is responsible for the collection, evaluation, documentation, and use of information about the development of the incident and the status of resources.</p>

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	Initials
Check in with Planning/Intelligence Chief for situation briefing.	
Obtain necessary equipment and supplies from Logistics.	
Wear position identifier, such as vest, if available.	
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 and all personnel timekeeping records.	
<b>Operational Duties</b>	<b>Initials</b>
<p><b>Records:</b></p> <ul style="list-style-type: none"> <li>• Maintain time log of the Incident, noting all actions, and reports.</li> <li>• Record content of all radio communication with district EOC.</li> <li>• Record verbal communication for basic content and log in all written reports.</li> <li>• File all reports for reference (file box).</li> </ul>	
<p><b>Student and Employee Accountability</b></p> <ul style="list-style-type: none"> <li>• Receive, record, review, and tabulate all on-site staff, visitors, and students on campus for Situation Analysis. Keep current.</li> <li>• Report missing persons and site damage to Incident Command Post.</li> <li>• Report first aid needs to medical team leader.</li> <li>• File forms for reference.</li> </ul>	
<p><b>Important:</b> A permanent log may be typed or rewritten later for clarity and better understanding. Keep all original notes and records—<b>they are legal documents.</b></p>	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

## Section: Logistics



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**Logistics Chief**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Logistics Chief		
Supplies Facilities Unit Leader		
Staffing Unit Leader		
Communications Unit Leader		

**SUGGESTED EQUIPMENT**

Job description binder/clipboard; phone; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); two-way radio; campus/site map; inventory of emergency supplies on campus; keys to cargo container or other storage facility and all emergency supplies stored on campus; position vest/identification badge; office supplies such as pens, paper, stapler, tape, etc.

Forms: Volunteer Sign-in Sheet, Equipment Log, Key Log, Site Status Report, Communications Log, Message Forms.

**PRIMARY DUTIES**

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident response efforts.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with the IC for a situation briefing.	
Open supplies container or other storage facility.	
Wear position identifier, such as vest, if available.	
Begin distribution of supplies and equipment as needed.	
Ensure that the CP and other facilities are set up as needed.	
<b>Operational Duties</b>	<b>Initials</b>
Assume the duties of all Logistics positions until staff are available and assigned.	
As staff are assigned, brief them on the situation and supervise their activities, utilizing the position checklists.	
Coordinate supplies, equipment, and personnel needs with the IC.	
Maintain security of cargo container, supplies, and equipment.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Supplies/Facilities Unit Leader**

**May assign one or more deputies as needed**

NAME PHONE #  
 RADIO CALLSIGN:  
 LOCATION:  
 SUPERVISED BY:  
 EMERGENCY TYPE:

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Supplies Unit Lead		
Facilities Unit Lead		

**SUGGESTED EQUIPMENT**

Job description binder/clipboard; phone; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); two-way radio; campus/site map; inventory of emergency supplies on campus; keys to cargo container or other storage facility and all emergency supplies stored on campus; position vest/identification badge; office supplies such as pens, paper, stapler, tape, etc.  
 Form: Inventory of Emergency Supplies on site, Equipment Log.

**PRIMARY DUTIES**

This unit is responsible for providing facilities, equipment, supplies, and materials in support of the incident.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with Logistics Chief for situation briefing.	
Open supplies container or other storage facility if necessary.	
Wear position identifier, such as vest, if available.	
Begin distribution of supplies and equipment as needed.	
Set up the Command Post.	
<b>Operational Duties</b>	<b>Initials</b>
Maintain security of cargo container, supplies, and equipment.	
Distribute supplies and equipment as needed.	
Assist team members in locating appropriate supplies and equipment.	
Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Staffing Unit Leader**

**May assign one or more deputies as needed**

NAME PHONE #  
 RADIO CALLSIGN:  
 LOCATION:  
 SUPERVISED BY:  
 EMERGENCY TYPE:

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Staffing Team Member		
Staffing Team Member		

**SUGGESTED EQUIPMENT**

Job description binder/clipboard; phone; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); two-way radio; campus/site map; inventory of emergency supplies on campus; position vest/identification badge; office supplies such as pens, paper, stapler, tape, etc.

Forms: Inventory of Emergency Supplies on site, List of employees, staff, and approved volunteers, Contact Roster for staff/district points of contact.

**PRIMARY DUTIES**

This unit is responsible for coordinating the assignment of personnel (staff and disaster volunteers) in support of the incident.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with Logistics Chief for situation briefing.	
Wear position identifier, such as vest, if available.	
Create logs to list staff and approved volunteers who are awaiting assignment.	
<b>Operational Duties</b>	<b>Initials</b>
Deploy personnel as requested by the IC.	
Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list.	
<b>Closing Duties</b>	<b>Initials</b>
Ensure volunteers sign out.	
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Communications Unit Leader**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Communications Team Member		
Communications Team Member		

SUGGESTED EQUIPMENT
<p>Position vest/identification badge; phone; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); AM/FM radio; vhf/uhf transceiver; call manager access systems/software; job description binder/clipboard; two-way radios with base station; employee/site email roster(s)</p> <p>Forms: Frequency Management Tracking Sheet, Equipment Sign-in/Sign out Ledger Messaging Log, Access Control Logs, Site Status Report.</p>

PRIMARY DUTIES
<p>This unit is responsible for establishing, coordinating, and directing verbal and written communications within the site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.</p> <p>School staff member with campus two-way radio, supported by student or disaster volunteer runners, and disaster volunteer who is a qualified amateur radio operator.</p>



<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Set up Communications station in a quiet location with access to the CP.	
Wear position identifier, such as vest, if available.	
Inventory available communications devices.	
Establish Primary, Alternate, Contingent, and Emergency (PACE) Communications Plan.	
Turn on radios and advise CP when ready to accept traffic.	
<b>Operational Duties</b>	<b>Initials</b>
Communicate with district EOC per district procedure. At the direction of the IC, report status of students, employee, and site, using Site Status Report Form.	
Receive and write down all communications from the district EOC.	
Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.	
Maintain Communications Log: date/time/originator/recipient.	
Follow communications protocol. Do not contact the city directly if the district EOC is available.	
Monitor AM/FM radio and news/social media platforms for local emergency news.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

## Section: Finance/Administration

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**Finance/Administration Chief**

**May assign one or more deputies as needed**

NAME PHONE #  
 RADIO CALLSIGN:  
 LOCATION:  
 SUPERVISED BY:  
 EMERGENCY TYPE:

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Deputy Finance/Admin Chief		
Timekeeping Unit Lead		
Purchasing Unit Lead		

**SUGGESTED EQUIPMENT**

Position vest/identification badge; phone; office supplies such as pens, paper, stapler, tape, etc.; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); job description binder/clipboard; payroll records/policies; purchasing/procurement policies; staff duty/time logs; staff contact list(s).

**PRIMARY DUTIES**

The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track, and record staff hours.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with the IC for a situation briefing.	
Wear position identifier, such as vest, if available.	
Locate and set up workspace.	
Check in with the Documentation Unit to collect records and information related to personnel time keeping and/or purchasing.	
<b>Operational Duties</b>	<b>Initials</b>
Assume the duties of all Finance/Administration positions until staff are available and assigned.	
As (or if) staff are assigned, brief them on the situation and supervise their activities, utilizing the position checklists.	
Oversee timekeeping, track incident costs to include purchases, overtime, and other costs as they arise.	
Approve purchases based on procurement procedures.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Timekeeping Unit Lead**

**May assign one or more deputies as needed**

NAME PHONE #  
 RADIO CALLSIGN:  
 LOCATION:  
 SUPERVISED BY:  
 EMERGENCY TYPE:

**SUBORDINATES**

TITLE	NAME	PHONE/RADIO
Timekeeping Unit Team Member		
Timekeeping Unit Team Member		

**SUGGESTED EQUIPMENT**

Position vest/identification badge; phone; office supplies such as pens, paper, stapler, tape, etc.; laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); job description binder/clipboard; payroll records/policies; purchasing/procurement policies; staff duty/time logs; staff contact list(s).

**PRIMARY DUTIES**

This unit is responsible for maintaining accurate and complete records of staff and volunteer hours.

<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with Finance/Administration Chief for situation briefing.	
Wear position identifier, such as vest, if available.	
Locate and set up workspace.	
Check in with the Documentation Unit to collect records and information which relate to personnel time keeping.	
<b>Operational Duties</b>	<b>Initials</b>
Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.	
Ensure that accurate records are kept of all staff and volunteer members, indicating hours worked.	
If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	

**Purchasing Unit Lead**  
**May assign one or more deputies as needed**

NAME	PHONE #
RADIO CALLSIGN:	
LOCATION:	
SUPERVISED BY:	
EMERGENCY TYPE:	

SUBORDINATES		
TITLE	NAME	PHONE/RADIO
Timekeeping Unit Team Member		
Timekeeping Unit Team Member		

SUGGESTED EQUIPMENT
Position Vest/Identification Badge; Phone; Office supplies such as pens, paper, stapler, tape, etc.; Laptop computer and portable printer with an alternate power source(s), including accessories (e.g., memory stick, CDs, mouse, etc.); Job Description Binder/Clipboard; Procurement/Purchasing Policies; School Site Maps; Resource Request Forms; Vendor Contact List.

PRIMARY DUTIES
This unit is responsible for maintaining accurate and complete records of purchases. Most purchases will be made at the district level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.



<b>DUTY CHECKLIST</b>	
<b>Start-Up Duties</b>	<b>Initials</b>
Check in with Finance/Administration Chief for situation briefing.	
Wear position identifier, such as vest, if available.	
Locate and set up workspace.	
Check in with the Documentation Unit to collect records and information which relate to purchasing.	
<b>Operational Duties</b>	<b>Initials</b>
Meet with Finance/Administration Chief to determine process for tracking purchases.	
Support Logistics in making any purchases which have been approved by the IC.	
<b>Closing Duties</b>	<b>Initials</b>
Inform replacement ICS staff of the previous operational period activities.	
Close out all logs and provide logs and other relevant documents to the Documentation Unit.	
Return equipment and reusable supplies to Logistics.	





**Scan the QR code above with your mobile device to download your copy of the Cal OES Family Readiness Guide and start preparing now.**

Topics covered in the guide include:

- Family and Pet Preparedness
- Hazard Tips
- Alerts and Warnings
- Communications Plan
- Evacuation and Shelter Planning
- Emergency Supplies
- And much more...

