



# **Grant Elementary School District Safe School Plan Emergency Operations Plan**

Worksheet 1: Core Planning Team Members

Name	Title	Organization	Email	Phone	Stakeholder Group
Mike Freeman	Superintendent/Principal	GESD	<a href="mailto:mfreeman@grantschoolcougars.com">mfreeman@grantschoolcougars.com</a>	(530)243-4952	Administration
John Kelley	4 <sup>th</sup> Grade Teacher	GESD	<a href="mailto:jkelly@grantschoolcougars.com">jkelly@grantschoolcougars.com</a>	(530)243-0561	Certificated Staff
Denise Crane	2 <sup>nd</sup> Grade Teacher	GESD	<a href="mailto:dcrane@grantschoolcougars.com">dcrane@grantschoolcougars.com</a>	(530)243-0561	Certificated Staff
Keith Weiss	Lead Facilities	GESD	<a href="mailto:kweiss@grantschoolcougars.com">kweiss@grantschoolcougars.com</a>	(530)243-0561	Classified Staff
Dana Islas	Site Council Member	GESD			Parent
Julia Lewis	PE Teacher	GESD	<a href="mailto:jlewis@grantschoolcougars.com">jlewis@grantschoolcougars.com</a>	(530)243-0561	Certificated Staff
Trudy Pellizzari	Assistant Principal	GESD	<a href="mailto:tpellizzari@grantschoolcougars.com">tpellizzari@grantschoolcougars.com</a>	(530)243-0561	Administration
Heather Brown	CBO	GESD	<a href="mailto:hbrown@grantschoolcougars.com">hbrown@grantschoolcougars.com</a>	(530)243-4952	Administration
Charlene Ramont	Site Council Member	GESD			Parent
Parent-Law					
Parent-Fire					
Mary Moore	Office Manager	GESD	<a href="mailto:mmoore@grantschoolcougars.com">mmoore@grantschoolcougars.com</a>	(530)243-0561	Confidential
Kym Koschnick	School Secretary	GESD	<a href="mailto:kkoschnick@grantschoolcougars.com">kkoschnick@grantschoolcougars.com</a>	(530)243-0561	Classified
Suzanne Adams	School Registrar	GESD	<a href="mailto:sadams@grantschoolcougars.com">sadams@grantschoolcougars.com</a>	(530)243-0561	Classified
Andrea Gibbens	Site Council Member	GESD			Parent
Casey Kelly	Site Council Member	GESD			Parent

## Worksheet 3: Function Tabulation

Functions Addressed in Threat- and Hazard-Specific Annexes		
<input checked="" type="checkbox"/> Evacuation	<input checked="" type="checkbox"/> Family Reunification	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Lockdown	<input checked="" type="checkbox"/> Continuity of Operations (COOP)	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Shelter-in-Place	<input checked="" type="checkbox"/> Recovery	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Accounting for All Persons	<input checked="" type="checkbox"/> Public Health, Medical, and Mental health	<input type="checkbox"/> Other:
<input checked="" type="checkbox"/> Communications and Warning	<input checked="" type="checkbox"/> Security	<input type="checkbox"/> Other:

# Grant Elementary School District Emergency Operations Plan

The Grant Elementary School District Emergency Operations Plan (EOP) provides guidelines for the District to prepare for, respond to, and recover from disasters. The EOP establishes an emergency management organization and assigns responsibilities for emergency response functions. The emergency organizational structure identified in this plan is consistent with the State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS).

February 14, 2017

## 1.1 Promulgation Document and Signatures (Worksheet 5)

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Sami Kader

School Board Member

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Sam Llamas

School Board Member/Redding Police

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Bill Schueller

School Board Member/Redding Police

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Mike Freeman

GESD Superintendent/Principal

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Michael Sanchez

School Board Member

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Andrea Gibbens

School Site Council Chairperson/Parent

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Kelly Zolotoff

School Board Member

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Keith Weiss

GESD Facilities/Maintenance Lead

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Heather Brown

Chief Business Official

---

Trudy Pellizzari

Assistant Principal

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Denise Crane

Teacher

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John Kelley

Teacher

### 1.2 Record of Changes

Change Number	Date of Change	Name	Summary of Change

### 1.3 Record of Distribution

Title and name of person receiving the plan	Agency (school office, government agency, or private-sector entity)	Date of delivery	Number of copies delivered

### 2016-17 Safe School Plan Goals for Grant Elementary School District

#### The goals in our Safe School Plan include:

- ☐ Create a school environment that prevents physical, verbal, social, and electronic media harassment and bullying through the process of educating students, parents, and staff and providing research-based resources and support for changing student behavior. By June of 2017, the percent of students surveyed that report being bullied and/or witnessing bullying will be less than 10%.
- ☐ The physical environment at Grant School will be considered safe and welcome by all stakeholders. By June of 2017, 95% of parents and students surveyed will report that they feel safe at school.

## Safe School Actions and Services in the District's Local Control Accountability Plan:

**We create and maintain learning environments where students, staff, and parents feel welcome and safe.**

### **HOW HIGHLIGHTS:**

- ☐ *Subsidize lunch and breakfast costs for “reduced” meal students (reduced=free) (\$1,500)*
- ☐ *Provide at-risk counseling for identified students (\$63,013)*
- ☐ **Improve the safety of the school campus by:**
  - **Repair roof leaks**
  - **Repair/replace Hand Held Radios**
- ☐ **Provide character development curriculum and assemblies (\$5,000)**
- ☐ **Replace elementary school drinking fountains (\$8,000)**
- ☐ **Install shade structure for Kindergarten playground (\$45,000)**
- ☐ **Replace MUR bleachers (\$20,000)**

## Annual Measurable Outcomes for School Safety in 2017-18:

### **Goal #1**

#### **EAMO's:**

- ☐ **The number of students reporting that they were bullied will be less than 10% (SP6)**
- ☐ **Maintain the percentage of students who report that they feel safe (95% in 2015/16) (SP6)**
- ☐ **Maintain or decrease the suspension rate (SP6)**
- ☐ **Maintain an expulsion rate of 0% in 2015/16. (SP6)**
- ☐ **Maintain a FIT school rating of good (SP1)**
- ☐ **Maintain a school attendance rate of 96.5% or higher (SP5)**

## **2. Purpose, Scope, Situation Overview, and Assumptions**

The purpose of the Grant Elementary School District School Emergency Operations Plan (School EOP) is to identify and respond to incidents by outlining the responsibilities and duties of the Grant Elementary School District and employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that the Grant Elementary School District has established guidelines and procedures to respond to incidents/ hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. The Grant Elementary School District regularly schedules in-service training for faculty and staff.

Lastly, developing, maintaining, and exercising the School EOP increases the Grant Elementary School District's legal protection. Schools without established incident management procedures have been found liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

### **Scope**

The Grant Elementary School District Emergency Operations Plan outlines the expectations of staff/ faculty, roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/ recovery.

### **1. Definitions**

**Incident:** An incident is an occurrence-natural, technological, or human-caused- that requires a response to protect life or property. The principal/ building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Operations Plan.

**Hazards:** Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to natural, technological, and human-caused incidents. Hazards may require an interagency response involving



law enforcement and/or emergency services agencies depending on the size and scope of the incident.

## 2. School Board Policy Statement

The Grant Elementary School District Emergency Operations Plan operates within the framework of the Grant Elementary School District.

### **Situation Overview**

#### **1. School Population**

##### **a. General Population**

The Grant Elementary School District has a current enrollment of approximately 642 students located in one school site. These students are supported by a committed staff and faculty consisting of:

- 37 Teachers and specialists
- 2 Administrators
- 5 Office/ Support Staff
- 16 Instructional Assistants
- 2 Cafeteria Staff
- 10 Preschool/Daycare Staff
- 5 Maintenance and Custodial Staff

A master schedule of where classes, grade levels, and staff are located during the day is provided to each classroom and is available in the main office. The master schedule is also located in the Appendix A.

##### **b. Special Needs Population**

The Grant Elementary School District is committed to the safe evacuation and transport of student and staff with special needs. The special needs population includes students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/ physical disabilities (Permanent and temporary), and
- Medically fragile health (including asthma and severe allergies).

## **2. School Campus Information**

The main school building was built in 1958. With the passage of the November 2003 State Facilities Bond Act, the District received State funding; combined with the passage of a local bond to construct a middle school on its current site, that added a 10,000-square foot

gymnasium with bleachers and wood floor, a visual/performing arts stage, a VAPA classroom, a library, computer lab and five classrooms. The middle school has been open since the 2004-05 school year.

The school grounds also include tennis courts, soccer, baseball and softball fields, which were paid for in part by generous donations from the community. An additional project with new construction of 8 classrooms and modernization of 4 other classrooms and the Main Office was completed during the summer of 2012.

### **3. Hazard Analysis**

Grant School staff has worked with stakeholder groups to identify any circumstances in the school or near the campus that may present unique problems or potential risk to people or property. Our Safety Committee met and analyzed specific threats to the safety of the students in the district. Their analysis considered the following:

- Probability of threat occurring
- Magnitude
- Warning time
- Duration of incident

Based on this analysis, the group then prioritized those risks and included relevant risks in the district's Emergency Operations Plan. The table on the next page summarizes the Safety Committee's analysis.

All Possible Threats and Hazards	<u>Probability</u> 4. Highly likely 3. Likely 2. Possible 1. Unlikely	<u>Magnitude</u> 4. Catastrophic 3. Critical 2. Limited 1. Negligible	<u>Warning</u> 4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	<u>Duration</u> 4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	<u>Risk Priority</u> High Medium Low	<u>Annexed Response</u>
Wildfire	4	3-4	4	4	High	Shelter in Place Evacuation Reunification Recovery Continuation of Operations
Extreme Heat	4	2	1	4	Medium	Shelter in Place
Active Shooter	1	4	4	1	High	Lockdown Evacuation Reunification Recovery
Intruder on/near Campus	2	3-4	4	1	High	Lockdown Evacuation Reunification Recovery
Domestic Violence Situation	2-3	3	4	1	Low	Lockdown
Bomb Threat	1	4	3	2	Medium	Lockdown Evacuation Reunification Recovery
Power Outage	3	2-3	1	2-3	Medium	Shelter in Place Parent Reunification
Bullying	3-4	2-3			High	Bully Identification and Intervention
Dangerous Animal	2	3	4	1	Low	Lockdown Shelter in Place
Snow	2-3	2-3	1	2-3	Medium	Shelter in Place Parent Unification
Gas Leak	1	3-4	4	2	High	Shelter in Place Evacuation Reunification Continuation of Operations

All Possible Threats and Hazards	<u>Probability</u>	<u>Magnitude</u>	<u>Warning</u>	<u>Duration</u>	<u>Risk Priority</u>	<u>Annexed Response</u>
	4. Highly likely 3. Likely 2. Possible 1. Unlikely	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. < 3 hrs.	High Medium Low	
Earthquake	2	3-4	4	3	High	Drop, Cover, and Hold Evacuation Reunification Recovery Continuation of Operations
Flood	1	3-4	3	3-4	High	Shelter in Place Evacuation Reunification Continuation of Operations
Septic Incident	3	2-3	4	3-4	High	Shelter in Place Evacuation Reunification Continuation of Operations

#### 4. Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require coordination among all those involved in emergency management and incident response activities. The Grant Elementary School District fosters preparedness at all levels including students, parents, teachers and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Grant School is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include prevention strategies for bullying and harassment and character development curriculum and support. Recently we have installed a new camera system to allow for campus supervision and security. In addition, the Grant Elementary School District requires all visiting adults to check in to the office. Also, supervision staff members use two-way radios to communicate with the main office.

Mitigation includes activities to reduce the loss of life and property from natural and/ or human-caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities.

The Grant Elementary School District has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. For

example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Grant School was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards. Furthermore, the district strives to maintain compliance with regular inspections of district facilities and systems.

## **5. Planning Assumptions and Limitations**

Stating the planning assumptions allows the Grant Elementary School District to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes:

- ☐ The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.
- ☐ A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.
- ☐ A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property.
- ☐ Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.
- ☐ There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries.
- ☐ Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.
- ☐ Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.
- ☐ Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.
- ☐ A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

It is the policy of the Grant Elementary School District that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed in the event of an actual emergency, Grant School can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

**Additional Information:**

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. a local emergency has been proclaimed,
2. a State of Emergency has been proclaimed, or
3. a Federal disaster declaration has been made.

Personnel will never be asked to assume a first responder role. Generally stated, district personnel can be assigned to any disaster service activity that promotes the protection of public health and safety during any kind of catastrophic event—natural or man-made—in which life or property is in jeopardy. Assignments might require an employee to serve at locations, during times, and/or under conditions that significantly differ from normal work assignments. Despite inconveniences, personnel have an absolute obligation to serve the public during a time of need in whatever role is directed by a superior or law enforcement agent. DSWs' home and personal preparedness is important because such personnel may not be able to return to their homes immediately after a significant emergency event. With this understanding, discussions need to take place that identify which people should be released first once it is clear that not all DSWs are needed at the affected school site(s).

## **6. Concept of Operations**

In accordance with the Standardized Emergency Management System (SEMS), California's emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. Local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

### **Field Response**

It is within the field response level that emergency response personnel and resources, under the command of an appropriate authority, carry out tactical decisions and activities in direct response to an incident or threat. The Incident Command System (ICS) is used to control and coordinate field-level response activities and provide a standard organizational structure to facilitate the Grant Elementary School District Emergency Operations Plan (EOP) coordination of multiple organizations. During a field response operation, an Emergency Operations Center (EOC) may or may not be activated depending on the severity and type of event. Generally, if day-to-day response activities can resolve an emergency situation, response will remain at the field level.

### **Local Government**

Local governments include cities, counties, and special. They are responsible for management and coordination of the overall emergency response and recovery activities within their jurisdiction. Local governments must adopt SEMS and demonstrate use of SEMS protocols when activating their EOCs or when a local emergency is declared eligible for State reimbursement of response-related personnel costs

### **Operational Area**

The OA is an intermediate level of the State's emergency services organization, which is defined by SEMS as the county and all political subdivisions located within the county, including special districts. The OA coordinates information, resources, and priorities among local governments within the area and serves as the communication link between local and regional government. Governing bodies of the county and the political subdivisions within the county make OA-level decisions. The CCSF Department of Emergency Management (DEM) serves in the capacity of the OA emergency management agency and is referred to as the Office of Emergency Services (OES) in other jurisdictions.

### **Region**

The California Emergency Management Agency (CalEMA) provides administrative coordination and support through designated, discipline-specific, mutual aid.

The CalEMA administrative regional level manages information and supports the coordination of resources among OAs within the region and between the OAs and the State. Regional activities are generally carried out at a Regional Emergency Operations Center (REOC), which serves as a link between OAs and the State Operations Center (SOC).

## **State**

CalEMA manages State resources at the State level in response to the emergency needs of the other SEMS levels. CalEMA manages and coordinates mutual aid among the mutual aid regions and between the regional levels and State level, and serves as the coordination and communication link with the Federal disaster response system. In the event that OAs and the region require Federal assistance, requests are made from the local level through the appropriate SEMS channel to the SOC, where the request is then made to the Federal Government.

## **The National Incident Management System**

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach—applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

## **7. Implementation of the Incident Command System (ICS)**

In a major emergency or disaster, Grant School may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. **The Incident Command System (ICS) will be used to manage all incidents and major planned events.**

The Incident Commander at Grant School will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

## **8. Initial Response**

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.



The Superintendent/Principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans.

## **9. Organization and Assignment of Responsibilities**

This section establishes the operational organization that will be relied on to manage the incident and includes:

- ☐ A list of the kinds of tasks to be performed by position and organization.
- ☐ An overview of who does what.

The Superintendent/Principal and assistant principal are not able to manage all the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

### **A. Superintendent/Principal**

The Superintendent/Principal may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, the Superintendent/Principal still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows the Superintendent/Principal to focus on policy-level activities and interfacing with other agencies and parents.

### **B. Incident Commander**

The Incident Commander responsibilities include:

- ☐ Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- ☐ Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- ☐ Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- ☐ Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- ☐ Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)
- ☐ Keep the Superintendent/Principal and other officials informed of the situation.

### **C. Teachers**

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

- ☐ Supervise students under their charge.
- ☐ Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- ☐ Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.
- ☐ Give appropriate action command during an incident.
- ☐ Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.
- ☐ Report missing students to the Incident Commander or designee.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- ☐ Render first aid if necessary. School staff will be trained and certified in first aid and CPR.

### **D. Instructional Assistants**

Responsibilities include assisting teachers as directed.

### **E. School Counselor and School Psychologists**

School Counselor and School Psychologist will provide assistance with the overall direction of the incident management procedures at the site.

Responsibilities may include:

- ☐ Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- ☐ Direct students in their charge according to established incident management protocols.
- ☐ Render first aid if necessary.
- ☐ Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.

### **F. School Nurse/Health Assistants**

Responsibilities include:

- ☐ Administer first aid or emergency treatment as needed.
- ☐ Supervise administration of first aid by those trained to provide it.
- ☐ Organize first aid and medical supplies.

### **G. Custodians/Maintenance Personnel**

Responsibilities include:

- ☐ Survey and report building damage to the Incident Commander or Operations Section Chief.

- ☐ Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- ☐ Provide damage control as needed.
- ☐ Assist in the conservation, use, and disbursement of supplies and equipment.
- ☐ Keep Incident Commander or designee informed of condition of school.

#### **H. School Secretary/Office Staff**

Responsibilities include:

- ☐ Answer phones and assist in receiving and providing consistent information to callers.
- ☐ Provide for the safety of essential school records and documents.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Provide assistance to the principal and Policy/Coordination Group.
- ☐ Monitor radio emergency broadcasts.
- ☐ Assist with health incidents as needed, acting as messengers, etc.

#### **I. Food Service/Cafeteria Workers**

Responsibilities include:

- ☐ Use, prepare, and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.

#### **J. Bus Drivers**

Responsibilities include:

- ☐ Supervise the care of students if disaster occurs while students are in the bus.
- ☐ Transfer students to new location when directed.
- ☐ Execute assignments as directed by the Incident Commander or ICS supervisor.
- ☐ Transport individuals in need of medical attention.

#### **K. Other Staff (e.g., Itinerant Staff, Substitute Teachers)**

Responsibilities include reporting to the Incident Commander or ICS supervisor if requested or activated.

#### **L. Students**

Responsibilities include:

- ☐ Cooperate during emergency drills and exercises, and during an incident.
- ☐ Learn to be responsible for themselves and others in an incident.
- ☐ Understand the importance of not being a bystander by reporting situations of concern.
- ☐ Develop an awareness of natural, technological, and human-caused hazards and associated prevention, preparedness, and mitigation measures.
- ☐ Take an active part in school incident response/recovery activities, as age appropriate.

#### **M. Parents/Guardians**

Responsibilities include:

- ☐ Encourage and support school safety, violence prevention, and incident preparedness programs within the school.

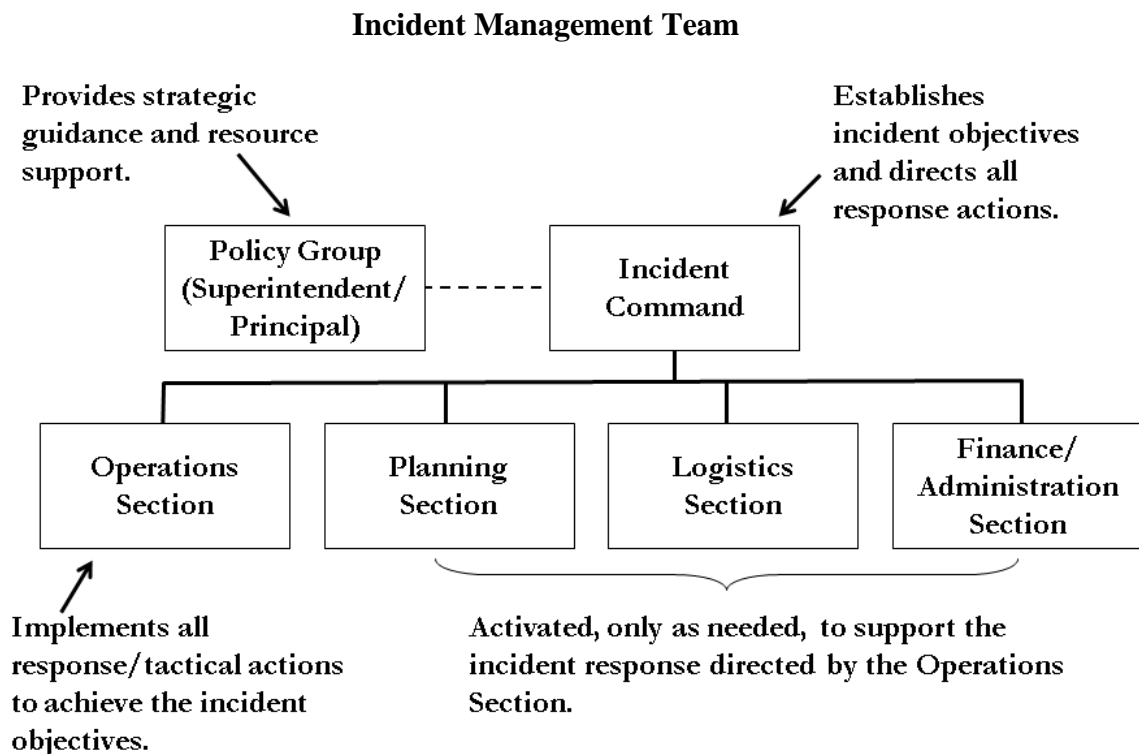
- ☐ Participate in volunteer service projects for promoting school incident preparedness.
- ☐ Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.
- ☐ Practice incident management preparedness in the home to reinforce school training and ensure family safety.
- ☐ Understanding their roles during a school emergency.

## 10. Direction, Control, and Coordination

### A. School Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the School EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.



The ICS is organized into the following functional areas:

**Incident Command:** Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- ☐ Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- ☐ Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- ☐ Coordinate media relations and information dissemination with the principal.
- ☐ Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- ☐ Document all activities.

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

Specific responsibilities include:

- ☐ Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.
- ☐ Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander, and assist in securing facility.
- ☐ Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- ☐ Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
- ☐ Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- ☐ Document all activities.

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

Duties may include:

- ☐ Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- ☐ Document all activities.

**Logistics Section:** Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

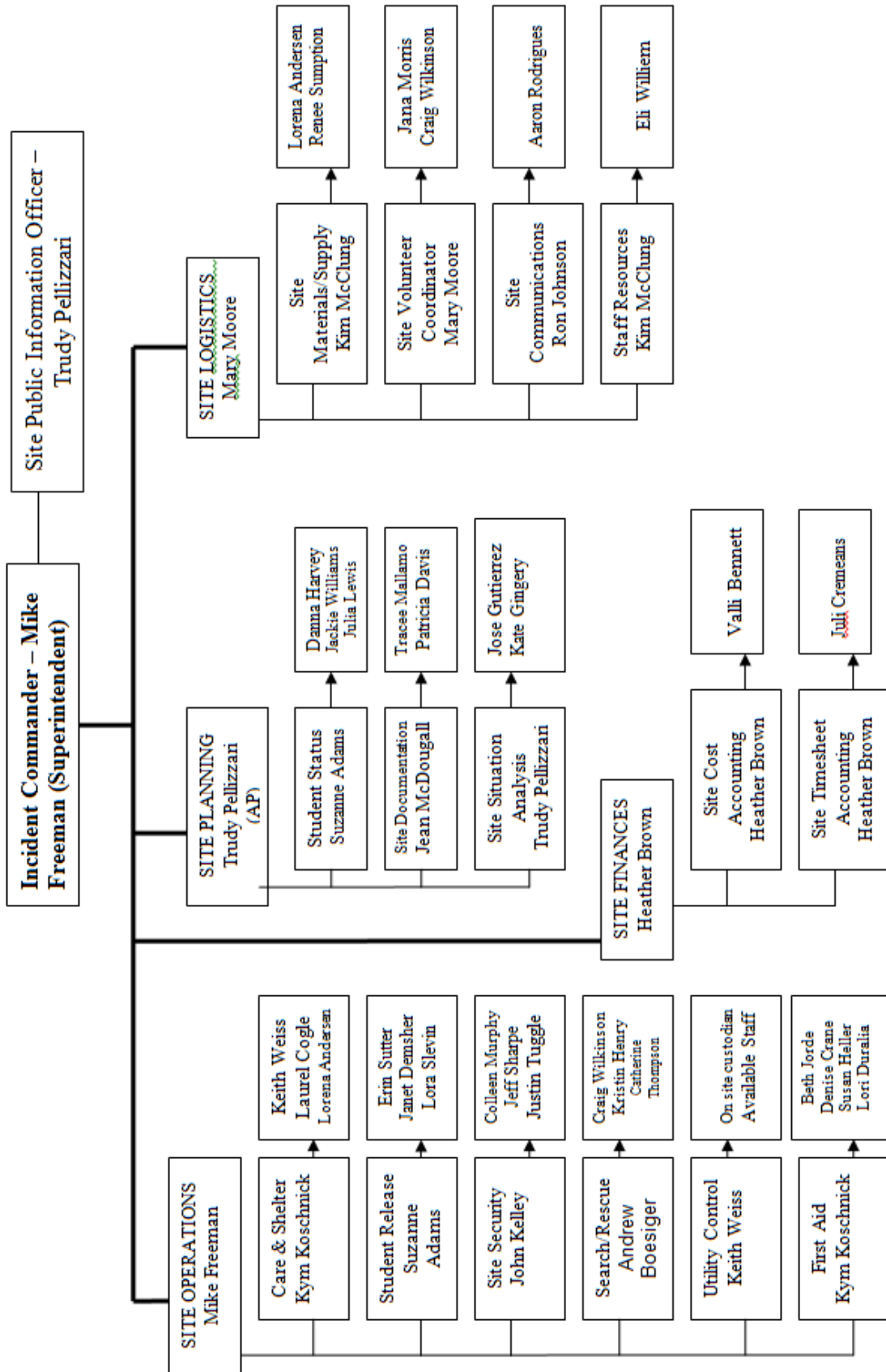
- ☐ Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- ☐ Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.
- ☐ Document all activities.

**Finance/Administration Section:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- ☐ Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- ☐ Develop a system to monitor and track expenses and financial losses, and secure all records.

# GRANT ELEMENTARY SCHOOL NIMS/SEMS DISASTER FLOW CHART 2016-2017



## 11. Communications

Communication is a critical part of incident management. This section outlines Grant School's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

### A. Internal Communications

#### 1. Communication Between Staff/Faculty Members

Faculty and staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information **internally** when appropriate:

- ☐ **Automated Dialer System:** The Superintendent/Principal or designee will use the automated dialer system to contact all staff with information on the incident and next steps.
- ☐ **Telephone Tree:** A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school. The tree originates with the Superintendent/Principal, who contacts the members of the Incident Management Team. Team members then in turn will contact groups of staff (teachers, administrators, and support staff).
- ☐ **Morning Faculty Meeting:** As appropriate, updated information about an incident will be presented at an emergency morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- ☐ **End-of-Day Faculty Meeting:** As appropriate, updated information and a review of the day's events will be presented at an end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

#### 2. Communication With the County Office of Education

The Incident Commander will notify the County Office of Education to report the status of the school and connect with needed resources and support.

### B. External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Grant School about the incident, what is being done about it, and the safety of the children and staff.

#### 1. Communication With Parents

Before an incident occurs, Grant School will:

- ☐ Develop a relationship with parents so that they trust and know how to access alerts and incident information.
- ☐ Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school newsletter and presented at parent nights like Back to School Night and/or Open House.
- ☐ Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.



- ☐ Be prepared with translation services for non-English-speaking families and students with limited English proficiency.

In the event of an incident, Grant School will:

- ☐ Disseminate information via automated dialer messages, text messages, radio announcements, web site, social media, and emails to inform parents about exactly what is known to have happened.
- ☐ Implement the plan to manage phone calls and parents who arrive at school.
- ☐ Describe how the school district is handling the situation.
- ☐ Provide information regarding possible reactions of their children and ways to talk with them.
- ☐ Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.
- ☐ Inform parents and students when and where school will resume.

After an incident, Grant School administration will schedule and attend an open question-and-answer meeting for parents as soon as possible.

## **2. Communication With the Media**

In the event of an incident, the Incident Commander will:

- ☐ Designate a Public Information Officer.
- ☐ Establish an off-campus briefing area for media representatives.
- ☐ Determine the need to establish or participate in a Joint Information Center.
- ☐ Coordinate messages with the Superintendent/Principal and Policy Group.

All Grant School employees are to refer all requests for information and questions to the designated spokesperson or Joint Information Center (if established). Templates for statements/press releases to the media, including standard procedures and protocols, have been developed and are included in the Appendix. Media contacts at the major television, Internet, and radio stations are maintained by the District and Main Offices. In the case of an incident, these media contacts will broadcast Grant School's external communications plans, including the information hotline for parents and guardians.

## **3. Handling Rumors**

In addressing rumors, the most effective strategy is to provide facts as soon as possible. To combat rumors, Grant School will:

- ☐ Provide appropriate information to internal groups including administrators, teachers, students, custodians, secretaries, instructional assistants, cafeteria workers, and bus drivers. These people are primary sources of information and are likely to be contacted in their neighborhoods, at grocery stores, etc.
- ☐ Hold a faculty/staff meeting before staff members are allowed to go home so that what is (and is not) known can be clearly communicated.
- ☐ Designate and brief personnel answering calls to help control misinformation.
- ☐ Conduct briefings for community representatives directly associated with the school.
- ☐ Enlist the help of the media to provide frequent updates to the public, particularly providing accurate information where rumors need to be dispelled.

After the immediate incident response period, Grant School will conduct public meetings as needed. These meeting are designed to provide the opportunity for people to ask questions and receive accurate information.

#### **4. Communication With First Responders**

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction.

#### **5. Communication After an Incident (Recovery Process)**

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process.

The staff/faculty teams will:

- ☐ Conduct a comprehensive assessment of the physical and operational recovery needs.
- ☐ Assess physical security, data access, and all other critical services (e.g., plumbing, electrical).
- ☐ Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.
- ☐ Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance.
- ☐ Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.
- ☐ Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.
- ☐ Educate school personnel, students, and parents on available crisis counseling services.
- ☐ Apprise the Shasta County Office of Education of recovery status.

The school district will:

- ☐ Identify recordkeeping requirements and sources of financial aid for State and Federal disaster assistance.
- ☐ Establish absentee policies for teachers/students after an incident.
- ☐ Establish an agreement with mental health organizations to provide counseling to students and their families after an incident.
- ☐ Develop alternative teaching methods for students unable to return immediately to classes: correspondence classes, videoconferencing, telegroup tutoring, etc.
- ☐ Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms).

- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

### **C. Communication Tools**

Some common internal and external communication tools that Grant School may use include the following:

- **Standard telephone:** Grant School has designated a school telephone number as a recorded “hotline” for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.
- **Cellular telephones:** These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.
- **Intercom systems:** The intercom system includes teacher-initiated communication with the office using a handset rather than a wall-mounted speaker.
- **Bullhorns and megaphones:** A battery-powered bullhorn is part of the school’s emergency to-go kit to address students and staff who are assembling outside the school. Procedures governing storage and use will help ensure readiness for use.
- **Two-way radio:** Two-way radios provide a reliable method of communication between rooms and buildings at a single site. All staff will be trained to understand how to operate the two-way radio.
- **Computers:** A wireless laptop computer may be used for communication both within the school and to other sites. Email may be a useful tool for updating information for staff, other schools in an affected area, and the district superintendent. An assigned staff member(s) will post information such as school evacuation, closure, or relocation on the home page of the school and district Web site.
- **Fax machines:** Possible uses include off-campus accidents where lists of students and staff members involved, their locations, and needed telephone numbers can be quickly and accurately communicated. Medical information, release forms, and authorizations include the designated fax number.
- **Whistles:** Whistles should be included in crisis kits in order to signal a need for immediate attention or assistance

## **12. Plan Development, Maintenance, and Distribution**

The School Site Council is responsible for the overall maintenance and revision of the Grant School EOP. District administration and the district Safety Committee is responsible for coordinating training and exercising the School EOP. Both the School Site Council and the Safety Committee teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the Superintendent/Principal are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers’ approval and suggestions will also be requested.

### **A. Approval and Dissemination of the Plan**

The School Board together with the Superintendent/Principal will approve and disseminate the plan and its annexes following these steps:

- ☐ Review and Validate the Plan
- ☐ Present the Plan (for Comment or Suggestion)
- ☐ Obtain Plan Approval (School Board)
- ☐ Distribute the Plan

### **B. Record of Changes**

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Safety Committee

### **C. Plan Review and Updates**

The basic plan and its annexes will be reviewed annually by the Safety Committee and the School Site Council. Other stakeholder input will be sought as deemed appropriate by school administration. The Superintendent/Principal will establish a schedule for annual review of planning documents.

The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

### **D. Training and Exercising the Plan**

Grant School understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Safety Committee will coordinate training and exercising efforts. Resources provided by federal government agencies will be used to evaluate the EOP.

Basic training and refresher training sessions will be conducted during the first in-service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- ☐ Hazard and incident awareness training for all staff.
- ☐ Orientation to the School EOP.
- ☐ First aid and CPR for all staff.
- ☐ Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least twice per year. Exercises will occur at least once per school year. Records of the training provided including date(s), type of training, and participant roster will be maintained.

Approved parent volunteers and community members will also be incorporated into larger training efforts.

## **Functional Annexes**

**Functional annexes** address all-hazard critical operational functions, including:

- ☐ Common procedures, and
- ☐ Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function. All functional annexes should address:

- ☐ Situations under which the procedures should be used.
- ☐ Who has the authority to activate the procedures.
- ☐ Specific actions to be taken when the procedures are implemented.

## **GRANT SCHOOL LOCKDOWN PROCEDURES**

Evacuation procedures are maintained internally, used for drill purposes and reviewed by Site Council and Law Enforcement Personnel regularly. Outside public that wishes to review the plans may contact the district office.

## **GRANT SCHOOL EVACUATION PROCEDURES**

Evacuation procedures are maintained internally, used for drill purposes and reviewed by Site Council and Law Enforcement Personnel regularly. Outside public that wishes to review the plans may contact the district office.

## **DROP, COVER, AND HOLD PROCEDURE**

### **I. PURPOSE**

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

### **II. SCOPE**

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. The plan outlines procedures for students/staff located:

- ☐ Indoors.
- ☐ Outdoors.
- ☐ In a moving vehicle.

### **III. RESPONSIBILITIES**

To implement the drop, cover, and hold procedure:

- ☐ All staff and students will undergo training and participate in incident management training and drills.
- ☐ Emergency management and response personnel will review and provide input into the plan.

## **IV. SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the Superintendent/Principal or when deemed appropriate by the situation.

### **A. Indoor Procedure**

When indoors, students/staff should:

- ☐ Drop to the floor.
- ☐ Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.
- ☐ Hold on to the table or desk until directed to stop.
- ☐ When directed by the Superintendent/Principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

## **B. Outdoor Procedure**

When outdoors, students/staff should:

- ☐ Move away from buildings, streetlights, and utility wires.
- ☐ Drop to the ground.
- ☐ Cover their face and head with their arms.
- ☐ When directed by the Superintendent/Principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

## **C. Moving Vehicle Procedure**

When in a moving vehicle, drivers/staff should:

- ☐ Stop as quickly as safety permits.
- ☐ Instruct all students/staff to stay in the vehicle.
- ☐ When it is safe to do so, proceed cautiously or evacuate the vehicle.

## **RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES**

### **I. PURPOSE**

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

### **II. SCOPE**

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

### **III. RESPONSIBILITIES**

To implement the recovery: psychological healing procedures:

- ☐ All staff will undergo training to learn how to recognize signs of trauma.
- ☐ Members of the Crisis Response Team will undergo indepth training to learn how to assist in managing trauma.
- ☐ Parents and guardians will be offered tips on how to recognize signs of trauma.
- ☐ School counselor will review and provide input into the plan.

### **IV. SPECIALIZED PROCEDURES**

The following procedures will be implemented by staff/faculty when directed by the Superintendent/Principal or when deemed appropriate by the situation.

#### **Immediately Following a Serious Injury or Death and/or Major Incident**

- ☐ Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).
- ☐ Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.

- ☐ Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.
- ☐ Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.
- ☐ Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

### **Hospital/Funeral Arrangements**

- ☐ Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be excused from school.
- ☐ Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.
- ☐ Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

### **Post-Incident Procedures**

- ☐ Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.
- ☐ Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.
- ☐ Donate all remaining memorial items to charity.
- ☐ Discuss and approve memorials with the school board's consent.



## **Functional Annexes: Hazard & Threat Specific**

### **NATURAL HAZARDS: FLOOD (NEAR OR ON SCHOOL GROUNDS)**

#### **I. PURPOSE**

Flooding is a natural feature of the climate, topography, and hydrology of Redding and its surrounding areas. Some floods develop slowly during an extended period of rain or in a warming trend following a heavy snow. Flash floods can occur quickly, without any visible sign of rain. Catastrophic floods are associated with burst dams and levees, hurricanes, storm surges, tsunamis, and earthquakes. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a flood.

#### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on school grounds.

#### **III. CORE FUNCTIONS**

The City of Redding Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the school community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or Superintendent/Principal, will activate the EOP and implement the Incident Command System.

The school bells and PA system acts as a warning system to notify staff/faculty and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

#### **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of a flood include the following:

- ☐ Evacuation
- ☐ Relocation
- ☐ Parent-Student Reunification
- ☐ Continuity of Operations (COOP)
- ☐ Recovery: Psychological Healing
- ☐ Mass Care

#### **B. Activating the EOP**

The Superintendent/Principal will determine the need to activate the EOP and designate an Incident Commander.

#### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction. In consultation with the Superintendent/Principal/Policy Group determine if evacuation is required.

- ☐ Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- ☐ Delegate a search team to ensure that all students have been evacuated.
- ☐ Activate communications plan.
- ☐ Determine if additional procedures should be activated.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Notify the Superintendent/Principal or Policy Group of the status and action taken. The Superintendent/Principal shall notify the County Superintendent of schools.
- ☐ Update the Superintendent/Principal or Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Communicate with bus drivers.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

## **2. Incident Management Team and Section Chiefs Actions**

- ☐ Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- ☐ Review procedures with staff as needed.
- ☐ Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- ☐ Implement the internal and external communications plan.
- ☐ Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

## **3. Staff Actions**

- ☐ Execute evacuation procedures when instructed by the Incident Management Team and/or Section Chiefs.
- ☐ Take the class roster and emergency to-go kits. Take attendance before leaving the campus.
- ☐ Remain with students throughout the evacuation process.
- ☐ Upon arrival at the safe site, take attendance. Report any missing or injured students to the Incident Commander.
- ☐ Do not return to the school building until it has been inspected and determined safe by proper authorities.
- ☐ Document all actions taken.

#### **4. Bus Driver Actions**

- ☐ If evacuation is by bus, do not drive through flooded streets and/or roads. Do not attempt to cross bridges, overpasses, or tunnels that may be damaged by flooding.
- ☐ If the driver is caught in an unavoidable situation, seek higher ground immediately. If the bus stalls and water is rising, abandon the bus and seek higher ground before the situation worsens.
- ☐ Use two-way radios to communicate with the Incident Commander, Incident Management Team, and Section Chiefs.
- ☐ Document all actions taken

### **TECHNOLOGICAL HAZARDS: CHEMICAL OR GAS LEAK**

#### **I. PURPOSE**

Hazardous chemicals are used for a variety of purposes and are regularly transported through many areas in and around Grant School. Currently, ammonia, chlorine, and propane are all used and stored on school grounds. The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in case of a chemical spill.

#### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a chemical spill.

#### **III. CORE FUNCTIONS**

Chemical accidents may originate inside or outside the building. Examples include: toxic leaks or spills caused by tank, truck, or railroad accident; water treatment/waste treatment plants; and industry or laboratory spills. The Grant School maintenance team inspects stored chemicals twice a month.

The school bells and PA system serve as a warning system to notify staff/faculty and students. Decontamination equipment and personal protective equipment are located in the Bus Barn.

#### **A. Operational Functions/Procedures That May Be Activated**

Operational functions, or procedures, that may be activated in the event of an **external** chemical spill include:

- ☐ Shelter-in-Place
- ☐ Evacuation
- ☐ Parent-Student Reunification
- ☐ Continuity of Operations (COOP)
- ☐ Recovery: Psychological Healing
- ☐ Mass Care

If there is an **internal** chemical spill, the following procedures may be activated:

- ☐ Evacuation
- ☐ Relocation
- ☐ Parent-Student Reunification

The Incident Commander and the Incident Management Team/Section Chiefs will determine if and when these procedures should be activated.

### **B. Activating the EOP for an External Chemical Spill**

The Superintendent/Principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **external**, the following steps will be taken by the school community:

#### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction if school is in session.
- ☐ Determine what procedures should be activated.
- ☐ Consider a reverse evacuation to bring all persons inside the building.
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ Notify local law enforcement of intent to shelter in place.
- ☐ Notify the Superintendent/Principal or Policy Group of the status and action taken. The Superintendent/Principal or Policy Group shall notify the County Superintendent of Schools.
- ☐ Activate communications plan.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- ☐ Update the principal/Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Give the “all clear” signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

#### **2. Incident Management Team and Section Chiefs Actions**

- ☐ Review procedures with staff if needed.
- ☐ Implement the internal and external communications plan.
- ☐ Monitor radio and Internet for additional information and report any developments to the Incident Commander.
- ☐ Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- ☐ Notify relocation centers and determine an alternate relocation center if necessary.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

### **3. Staff Actions**

- ☐ Move students away from immediate vicinity of danger.
- ☐ Implement the reverse evacuation procedure if students are outside; observe wind direction by observing flags or leaves and move students appropriately.
- ☐ Execute shelter-in-place procedures when instructed by the Incident Management Team and/or Section Chiefs.
- ☐ Remain with students throughout the shelter-in-place process.
- ☐ Report any missing or injured students to the Incident Commander.
- ☐ Remain in sheltered area until the “all clear” signal has been issued.
- ☐ In the event of building damage, evacuate students to safer areas of the building or from the building. If evacuation does occur, do not re-enter the building until an “all clear” signal is issued.
- ☐ Document all actions taken.

### **C. Activating the EOP for an Internal Chemical Spill**

The Superintendent/Principal will determine the need to activate the EOP and designate a temporary Incident Commander until a qualified HazMat Incident Commander arrives at the scene.

If the chemical spill is **internal**, the following steps will be taken by the school community:

#### **1. Person Discovering the Spill**

- ☐ Alert others in immediate area to leave the area.
- ☐ Close windows and doors and restrict access to affected area.
- ☐ Notify Superintendent/teacher/maintenance.
- ☐ Do not eat or drink anything or apply cosmetics.

#### **2. Incident Commander Actions**

- ☐ Issue stand-by instruction to all staff and students.
- ☐ Determine what procedures should be activated.
- ☐ Activate the evacuation procedures using primary or alternate routes, avoiding exposure to the chemical fumes.
- ☐ Consider an all-school evacuation.
- ☐ Notify Maintenance/Building and Grounds Manager to shut off mechanical ventilating systems.
- ☐ Notify the local fire department and the Department of Public Health. Provide the following information: ☐ School name and address, including nearest cross street(s).
- ☐ Location of the spill and/or materials released; name of substance, if known.
- ☐ Characteristics of spill (color, smell, visible gases).
- ☐ Injuries, if any.
- ☐ Notify local law enforcement of intent to evacuation.
- ☐ Notify the Superintendent/Principal or Policy Group of the status and action taken. The Superintendent/Principal or Policy Group shall notify the County Superintendent of schools.
- ☐ Activate communications plan.
- ☐ Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.

- ☐ Update the Superintendent/Principal or Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to return to the building until proper authorities have determined that it is safe to do so.
- ☐ Give the “all clear” signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

### **3. Incident Management Team and Section Chiefs Actions**

- ☐ Move staff and students away from the immediate danger zone and keep staff and students from entering or congregating in danger zone.
- ☐ Review procedures with staff if needed.
- ☐ Implement the internal and external communications plan.
- ☐ Disseminate information about the incident and followup actions such as where the school has relocated and parent-student reunification procedures.
- ☐ Notify relocation centers and determine an alternate relocation center if necessary.
- ☐ Implement additional procedures as instructed by the Incident Commander.
- ☐ Take appropriate action to safeguard school property.
- ☐ Document all actions taken.

### **4. Staff Actions**

- ☐ Move students away from immediate vicinity of danger.
- ☐ Report location and type (if known) of the hazardous material to Incident Commander.
- ☐ Execute evacuation and relocation procedures when instructed by the Incident Management Team and/or Section Chiefs unless there is a natural or propane gas leak or odor. If a natural or propane gas leak or odor is detected, evacuate immediately and notify the Superintendent.
- ☐ If evacuation is implemented, direct all students to report to assigned evacuation area. Take class roster and emergency to-go kits. Check that all students have left the building. Students are not to be left unattended at any time during evacuation process.
- ☐ Upon arrival at evacuation site, take attendance. Notify Incident Commander or designee of any missing or injured students.
- ☐ Remain with students throughout the evacuation and relocation process.
- ☐ Report any missing or injured students to the Incident Commander.
- ☐ Remain in sheltered area until the “all clear” signal has been issued.
- ☐ Do not return to the building until emergency response personnel have determined it is safe.
- ☐ Render first aid as needed.

## **HUMAN-CAUSED HAZARDS: INTRUDER**

### **I. PURPOSE**

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

### **II. SCOPE**

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

### **III. CORE FUNCTIONS**

To prevent intruders on campus, Grant School administrators will keep doors secure, require sign-in sheets for visitors, and use cameras and staff to monitor entryways.

In the event of an intruder, Grant School will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

#### **A. Operational Functions/Procedures That May Be Activated**

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- ☐ Evacuation
- ☐ Reverse Evacuation
- ☐ Lockout
- ☐ Lockdown
- ☐ Parent-Student Reunification
- ☐ Recovery: Psychological Healing

#### **B. Activating the EOP**

The Superintendent/principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

#### **1. Incident Commander Actions**

- ☐ Issue stand-by instruction.
- ☐ Determine what procedures should be activated depending on the location and nature of the intruder.
- ☐ Consult with local law enforcement and emergency management agencies and monitor the situation.
- ☐ If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.
- ☐ Notify law enforcement to assist if necessary. Provide a description and location of intruder.
- ☐ Keep subject in view until police or law enforcement arrives.
- ☐ Activate communications plan.
- ☐ Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

- ☐ Notify the Superintendent/Principal or Policy Group of the status and action taken. The Superintendent/Principal or Policy Group shall notify the County Superintendent of schools.
- ☐ Be available to deal with the media and bystanders and keep site clear of visitors.
- ☐ Activate the Crisis Response Team to implement recovery: psychological healing procedures.
- ☐ Update the Superintendent/Principal or Policy Group, Incident Management Team, and Section Chiefs of any significant changes.
- ☐ Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.
- ☐ Give the “all clear” signal after the threat has passed.
- ☐ Determine whether school will be closed or remain open.
- ☐ Document all actions taken.

## **2. Staff Actions**

- ☐ Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.
- ☐ Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.
- ☐ Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.
- ☐ Remain inside rooms until the “all clear” instruction is announced