



Green Point School

2021-2022 Comprehensive School Safety Plan

Green Point School District

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Section 1 – Introduction

SB 187 & AB 1747 Compliant Document

Preface

This comprehensive school safety plan is evaluated, and amended as needed, no less than once per year per Education Code section 35294.2(e)). This plan is available for public inspection during normal business hours at the Green Point School District office located at 180 Valkensar Lane, Blue Lake, California 95525. For questions regarding this plan please call (707) 668-5921.

NOTE: Tactical responses to criminal incidents are excluded from this public inspection document. This document is not available for public inspection on the internet.

An “Inspection Log” is utilized to record the name, address, phone number and identification method of all individuals that perform a public inspection of this plan.

Green Point School CSSP

School Stakeholders

- **School Site Council Representative:** Bill Trewartha
- **Teachers:** Dara Soto
- **Administrators:** Bill Trewartha
- **Classified:** Alances Nelson
- **Parents:** Melanie Laporte

Law Enforcement, Fire Department, Emergency Response

- **Sheriff, Police:** Humboldt County Sheriff's Office
- **Fire Department:** Green Point Volunteer Fire Department

Vision/Mission Statement

Green Point School provides a well-balanced education in a safe and respectful environment where the strengths and interests of each student can flourish. Green Point students achieve academic excellence through positive, multi-age peer support and a highly qualified staff specializing in the arts, sciences, and computer technologies. Individualized instruction, cooperative learning, and experiential education techniques prepare our students for their futures. Green Point facilitates student creativity, positive social interaction, and integration in the local and global community.

Meeting Minutes

Section 2 – Policies and Procedures

(Policies and Procedures have been excerpted and reformatted for this document. Code and Legal References have been removed. For access to documents in their original and approved form please contact the (707) 668-5921

Child Abuse Reporting Procedures– BP 5141.4

Child Abuse Prevention And Reporting The Governing Board is committed to supporting the safety and well-being of district students and desires to facilitate the prevention of and response to child abuse and neglect. The Superintendent or designee shall develop and implement strategies for preventing, recognizing, and promptly reporting known or suspected child abuse and neglect.

The Superintendent or designee may provide a student who is a victim of abuse with school-based mental health services or other support services and/or may refer the student to resources available within the community as needed.

Child Abuse Prevention The district's instructional program shall include age-appropriate and culturally sensitive child abuse prevention curriculum. This curriculum shall explain students' right to live free of abuse, include instruction in the skills and techniques needed to identify unsafe situations and react appropriately and promptly, inform students of available support resources, and teach students how to obtain help and disclose incidents of abuse.

The district's program also may include age-appropriate curriculum in sexual abuse and sexual assault awareness and prevention. Upon written request of a student's parent/guardian, the student shall be excused from taking such instruction. (Education Code 51900.6)

The Superintendent or designee shall, to the extent feasible, seek to incorporate community resources into the district's child abuse prevention programs and may use these resources to provide parents/guardians with instruction in parenting skills and child abuse prevention.

Child Abuse Reporting The Superintendent or designee shall establish procedures for the identification and reporting of known and suspected child abuse and neglect in accordance with law.

Procedures for reporting child abuse shall be included in the district and/or school comprehensive safety plan. (Education Code 32282)

District employees who are mandated reporters, as defined by law and administrative regulation, are obligated to report all known or suspected incidents of child abuse and neglect.

The Superintendent or designee shall provide training regarding the duties of mandated reporters.

Suspected Child Abuse Report Form (BCIA 8572)



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

DEPARTMENT OF JUSTICE
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SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

[Print Form](#)

[Clear Form](#)

To Be Completed by Mandated Child Abuse Reporters
PLEASE PRINT OR TYPE

CASE NAME: _____

CASE NUMBER: _____

A. REPORTING PARTY	NAME OF MANDATED REPORTER		TITLE		MANDATED REPORTER CATEGORY		
	REPORTER'S BUSINESS/AGENCY NAME AND ADDRESS Street City Zip				DID MANDATED REPORTER WITNESS THE INCIDENT? <input type="checkbox"/> YES <input type="checkbox"/> NO		
	REPORTER'S TELEPHONE (DAYTIME)		SIGNATURE		TODAY'S DATE		
B. REPORT NOTIFICATION	<input type="checkbox"/> LAW ENFORCEMENT <input type="checkbox"/> COUNTY PROBATION		AGENCY				
	<input type="checkbox"/> COUNTY WELFARE / CPS (Child Protective Services)						
	ADDRESS Street City Zip				DATE/TIME OF PHONE CALL		
C. VICTIM One report per victim	NAME (LAST, FIRST, MIDDLE)			BIRTHDATE OR APPROX. AGE		SEX	
	ADDRESS Street City Zip			TELEPHONE			
	PRESENT LOCATION OF VICTIM			SCHOOL		CLASS	
	GRADE						
	PHYSICALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		DEVELOPMENTALLY DISABLED? <input type="checkbox"/> YES <input type="checkbox"/> NO		OTHER DISABILITY (SPECIFY)		
	PRIMARY LANGUAGE SPOKEN IN HOME						
	IN FOSTER CARE? <input type="checkbox"/> YES <input type="checkbox"/> NO		IF VICTIM WAS IN OUT-OF-HOME CARE AT TIME OF INCIDENT, CHECK TYPE OF CARE: <input type="checkbox"/> DAY CARE <input type="checkbox"/> CHILD CARE CENTER <input type="checkbox"/> FOSTER FAMILY HOME <input type="checkbox"/> FAMILY FRIEND <input type="checkbox"/> GROUP HOME OR INSTITUTION <input type="checkbox"/> RELATIVE'S HOME		TYPE OF ABUSE (CHECK ONE OR MORE): <input type="checkbox"/> PHYSICAL <input type="checkbox"/> MENTAL <input type="checkbox"/> SEXUAL <input type="checkbox"/> NEGLECT <input type="checkbox"/> OTHER (SPECIFY) _____		
RELATIONSHIP TO SUSPECT			PHOTOS TAKEN? <input type="checkbox"/> YES <input type="checkbox"/> NO		DID THE INCIDENT RESULT IN THIS VICTIM'S DEATH? <input type="checkbox"/> YES <input type="checkbox"/> NO <input type="checkbox"/> UNK		
D. INVOLVED PARTIES	VICTIM'S SIBLINGS	NAME		BIRTHDATE		SEX	
		ETHNICITY		NAME		BIRTHDATE	
		SEX		ETHNICITY			
		1. _____		3. _____			
	VICTIM'S PARENTS/GUARDIANS	NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE	
		NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE	
	SUSPECT	SUSPECT'S NAME (LAST, FIRST, MIDDLE)		BIRTHDATE OR APPROX. AGE		SEX	
		ADDRESS Street City Zip		HOME PHONE		BUSINESS PHONE	
TELEPHONE							
E. INCIDENT INFORMATION	OTHER RELEVANT INFORMATION						
	IF NECESSARY, ATTACH EXTRA SHEET(S) OR OTHER FORM(S) AND CHECK THIS BOX <input type="checkbox"/> IF MULTIPLE VICTIMS, INDICATE NUMBER: _____						
	DATE/TIME OF INCIDENT		PLACE OF INCIDENT				
NARRATIVE DESCRIPTION (What victim(s) said/what the mandated reporter observed/what person accompanying the victim(s) said/similar or past incident(s) involving the victim(s) or suspect)							

DO NOT submit a copy of this form to the Department of Justice (DOJ). The investigating agency is required under Penal Code section 11169 to submit to DOJ a Child Abuse or Severe Neglect Indexing Form BCIA 8583 if (1) an active investigation was conducted and (2) the incident was determined to be substantiated.



STATE OF CALIFORNIA
BCIA 8572
(Rev. 04/2017)

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SUSPECTED CHILD ABUSE REPORT (Pursuant to Penal Code section 11166)

DEFINITIONS AND GENERAL INSTRUCTIONS FOR COMPLETION OF FORM BCIA 8572

All Penal Code (PC) references are located in Article 2.5 of the California PC. This article is known as the Child Abuse and Neglect Reporting Act (CANRA). The provisions of CANRA may be viewed at: <http://leginfo.ca.gov/faces/codes.xhtml> (specify "Penal Code" and search for sections 11164-11174.3). A mandated reporter must complete and submit form BCIA 8572 even if some of the requested information is not known. (PC section 11167(a).)

I. MANDATED CHILD ABUSE REPORTERS

Mandated child abuse reporters include all those individuals and entities listed in PC section 11165.7.

II. TO WHOM REPORTS ARE TO BE MADE ("DESIGNATED AGENCIES")

Reports of suspected child abuse or neglect shall be made by mandated reporters to any police department or sheriff's department (not including a school district police or security department), the county probation department (if designated by the county to receive mandated reports), or the county welfare department. (PC section 11165.9.)

III. REPORTING RESPONSIBILITIES

Any mandated reporter who has knowledge of or observes a child, in his or her professional capacity or within the scope of his or her employment, whom he or she knows or reasonably suspects has been the victim of child abuse or neglect shall report such suspected incident of abuse or neglect to a designated agency immediately or as soon as practically possible by telephone and shall prepare and send a written report thereof **within 36 hours** of receiving the information concerning the incident. (PC section 11166(a).)

No mandated reporter who reports a suspected incident of child abuse or neglect shall be held civilly or criminally liable for any report required or authorized by CANRA. Any other person reporting a known or suspected incident of child abuse or neglect shall not incur civil or criminal liability as a result of any report authorized by CANRA unless it can be proven the report was false and the person knew it was false or made the report with reckless disregard of its truth or falsity. (PC section 11172(a).)

IV. INSTRUCTIONS

SECTION A – REPORTING PARTY: Enter the mandated reporter's name, title, category (from PC section 11165.7), business/agency name and address, daytime telephone number, and today's date. Check yes/no whether the mandated reporter witnessed the incident. The signature area is for either the mandated reporter or, if the report is telephoned in by the mandated reporter, the person taking the telephoned report.

IV. INSTRUCTIONS (*continued*)

SECTION B – REPORT NOTIFICATION: Complete the name and address of the designated agency notified, the date/time of the phone call, and the name, title, and telephone number of the official contacted.

SECTION C – VICTIM (One Report per Victim): Enter the victim's name, birthdate or approximate age, sex, ethnicity, address, telephone number, present location, and, where applicable, enter the school, class (indicate the teacher's name or room number), and grade. List the primary language spoken in the victim's home. Check the appropriate yes/no box to indicate whether the victim may have a developmental disability or physical disability and specify any other apparent disability. Check the appropriate yes/no box to indicate whether the victim is in foster care, and check the appropriate box to indicate the type of care if the victim was in out-of-home care. Check the appropriate box to indicate the type of abuse. List the victim's relationship to the suspect. Check the appropriate yes/no box to indicate whether photos of the injuries were taken. Check the appropriate box to indicate whether the incident resulted in the victim's death.

SECTION D – INVOLVED PARTIES: Enter the requested information for Victim's Siblings, Victim's Parents/Guardians, and Suspect. Attach extra sheet(s) if needed (provide the requested information for each individual on the attached sheet(s)).

SECTION E – INCIDENT INFORMATION: If multiple victims, indicate the number and submit a form for each victim. Enter date/time and place of the incident. Provide a narrative of the incident. Attach extra sheet(s) if needed.

V. DISTRIBUTION

Reporting Party: After completing form BCIA 8572, retain a copy for your records and submit copies to the designated agency.

Designated Agency: **Within 36 hours** of receipt of form BCIA 8572, the initial designated agency will send a copy of the completed form to the district attorney and any additional designated agencies in compliance with PC sections 11166(j) and 11166(k).

ETHNICITY CODES

1 Alaskan Native	6 Caribbean	11 Guamanian	16 Korean	22 Polynesian	27 White-Armenian
2 American Indian	7 Central American	12 Hawaiian	17 Laotian	23 Samoan	28 White-Central American
3 Asian Indian	8 Chinese	13 Hispanic	18 Mexican	24 South American	29 White-European
4 Black	9 Ethiopian	14 Hmong	19 Other Asian	25 Vietnamese	30 White-Middle Eastern
5 Cambodian	10 Filipino	15 Japanese	21 Other Pacific Islander	26 White	31 White-Romanian

Suspension And Expulsion/Due Process – BP 5144.1

The Governing Board desires to provide district students access to educational opportunities in an orderly school environment that protects their safety and security, ensures their welfare and well-being, and promotes their learning and development. The Board shall develop rules and regulations setting the standards of behavior expected of district students and the disciplinary processes and procedures for addressing violations of those standards, including suspension and/or expulsion.

The grounds for suspension and expulsion and the procedures for considering, recommending, and/or implementing suspension and expulsion shall be only those specified in law, in this policy, and in the accompanying administrative regulation.

Except when otherwise permitted by law, a student may be suspended or expelled only when his/her behavior is related to a school activity or school attendance occurring within any district school or another school district, regardless of when it occurs, including, but not limited to, the following: (Education Code 48900(s))

1. While on school grounds
2. While going to or coming from school
3. During the lunch period, whether on or off the school campus (cf. 5112.5 - Open/Closed Campus)
4. During, going to, or coming from a school-sponsored activity

Appropriate Use of Suspension Authority

District staff shall enforce the rules concerning suspension and expulsion of students fairly, consistently, equally, and in accordance with the district's nondiscrimination policies.

Except when a student's act violates Education Code 48900(a)-(e), as listed in items #1-5 under "Grounds for Suspension and Expulsion: Grades K-12" of the accompanying administrative regulation, or when his/her presence causes a danger to others, suspension shall be used only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5, 48900.6)

A student's parents/guardians shall be notified as soon as possible when there is an escalating pattern of misbehavior that could lead to on-campus or off-campus suspension.

No student may be suspended for disruption or willful defiance, except by a teacher pursuant to Education Code 48910. (Education Code 48900)

Students shall not be suspended or expelled for truancy, tardiness, or absenteeism from assigned school activities.

On-Campus Suspension

To ensure the proper supervision and ongoing learning of students who are suspended for any of the reasons enumerated in Education Code 48900 and 48900.2, but who pose no imminent danger or threat to anyone at school and for whom expulsion proceedings have not been initiated, the Superintendent or designee shall establish a supervised suspension classroom program which meets the requirements of law.

Except where a supervised suspension is permitted by law for a student's first offense, supervised suspension shall be imposed only when other means of correction have failed to bring about proper conduct. (Education Code 48900.5)

Authority to Expel

A student may be expelled only by the Board. (Education Code 48918(j))

As required by law, the Superintendent or principal shall recommend expulsion and the Board shall expel any student found to have committed any of the following "mandatory recommendation and mandatory expulsion" acts at school or at a school activity off school grounds: (Education Code 48915)

1. Possessing a firearm which is not an imitation firearm, as verified by a certificated employee, unless the student had obtained prior written permission to possess the item from a certificated school employee, with the principal or designee's concurrence
2. Selling or otherwise furnishing a firearm
3. Brandishing a knife at another person
4. Unlawfully selling a controlled substance listed in Health and Safety Code 11053-11058
5. Committing or attempting to commit a sexual assault as defined in Penal Code 261, 266c, 286, 288, 288a, or 289, or committing a sexual battery as defined in Penal Code 243.4
6. Possessing an explosive as defined in 18 USC 921

For all other violations listed in the accompanying administrative regulation under "Grounds for Suspension and Expulsion: Grades K- 12" and "Additional Grounds for Suspension and Expulsion: Grades 4-12," the Superintendent or principal shall have the discretion to recommend expulsion of a student. If expulsion is recommended, the Board shall order the student expelled only if it makes a finding of either or both of the following: (Education Code 48915(b) and (e))

1. That other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. That due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

A vote to expel a student shall be taken in an open session of a Board meeting.

The Board may vote to suspend the enforcement of the expulsion order pursuant to the requirements of law and the accompanying administrative regulation. (Education Code 48917)

No student shall be expelled for disruption or willful defiance. (Education Code 48900)

No child enrolled in a preschool program shall be expelled except under limited circumstances as specified in AR 5148.3 - Preschool/Early Childhood Education.

The Board shall provide for the fair and equitable treatment of students facing suspension and/or expulsion by affording them their due process rights under the law. The Superintendent or designee shall comply with procedures for notices, hearings, and appeals as specified in law and administrative regulation. (Education Code 48911, 48915, 48915.5, 48918)

Maintenance and Monitoring of Outcome Data

The Superintendent or designee shall maintain outcome data related to student suspensions and expulsions in accordance with Education Code 48900.8 and 48916.1, including, but not limited to, the number of students recommended for expulsion, the grounds for each recommended expulsion, the actions taken by the Board, the types of referral made after each expulsion, and the disposition of the students after the expulsion period. For any expulsion that involves the possession of a firearm, such data shall include the name of the school and the type of firearm involved, as required pursuant to 20 USC 7961. Suspension and expulsion data shall be reported to the Board annually and to the California Department of Education when so required.

In presenting the report to the Board, the Superintendent or designee shall disaggregate data on suspensions and expulsions by school and by numerically significant student subgroups, including, but not limited to, ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students. Based on the data, the Board shall address any identified disparities in the imposition of student discipline and shall determine whether and how the district is meeting its goals for improving school climate as specified in its local control and accountability plan.

Procedures to Notify Teachers of Dangerous Students

The district shall provide information to the teacher based upon any records that the district maintains or receives from a law enforcement agency, regarding pupil(s) having engaged in, or is reasonably suspected to have engaged in, the provisions of Section 48900, “Conditions for Suspension, Expulsion,” except for subdivision (h), (see Administrative Guide for Conditions for Suspension, Expulsion). For the 1996 – 1997 school year and each school year thereafter, the information provided shall be from the previous three school years.

Teachers shall consider such information confidential in the strictest professional sense, and shall not discuss it, or take overt action to reveal it to any person. An employee of the district who knowingly fails to have provided information about a pupil is guilty of a misdemeanor. No district officer or employee shall be civilly or criminally liable for providing information under this section unless it is proven that the officer or employee knew that the information was false. 49079. (a) A school district shall inform the teacher of each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts described in any of the subdivisions, except subdivision (h), of Section 48900 or in Section 48900.2, 48900.3, 48900.4, or 48900.7 that the pupil engaged in, or is reasonably suspected to have engaged in, those acts.

The district shall provide the information to the teacher based upon any records that the district maintains in its ordinary course of business, or receives from a law enforcement agency, regarding a pupil described in this section. (b) A school district, or school district officer or employee, is not civilly or criminally liable for providing information under this section unless it is proven that the information was false and that the district or district officer or employee knew or should have known that the information was false, or the information was provided with a reckless disregard for its truth or falsity. (c) An officer or employee of a school district who knowingly fails to provide information about a pupil who has engaged in, or who is reasonably suspected to have engaged in, the acts referred to in subdivision (a) is guilty of a misdemeanor, which is punishable by confinement in the county jail for a period not to exceed six months, or by a fine not to exceed one thousand dollars (\$1,000), or both. (d)

For the 1994-95 school year, the information provided shall be from the previous two school years. For the 1996-97 school year and each school year thereafter, the information provided shall be from the previous three school years. (e) Any information received by a teacher pursuant to this section shall be received in confidence for the limited purpose for which it was provided and shall not be further disseminated by the teacher.

Sexual Harassment – BP 5145.7

The Governing Board is committed to maintaining a safe school environment that is free from harassment and discrimination. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment targeted at any student by anyone. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

Health and HIV/AIDS Prevention Instruction

The Superintendent or designee shall take appropriate actions to reinforce the district's sexual harassment policy.

Instruction/Information

The Superintendent or designee shall ensure that all district students receive age-appropriate information on sexual harassment. Such instruction and information shall include:

1. What acts and behavior constitute sexual harassment, including the fact that sexual harassment could occur between people of the same sex and could involve sexual violence
2. A clear message that students do not have to endure sexual harassment under any circumstance
3. Encouragement to report observed incidents of sexual harassment even where the alleged victim of the harassment has not complained
4. A clear message that student safety is the district's primary concern, and that any separate rule violation involving an alleged victim or any other person reporting a sexual harassment incident will be addressed separately and will not affect the manner in which the sexual harassment complaint will be received, investigated, or resolved
5. A clear message that, regardless of a complainant's noncompliance with the writing, timeline, or other formal filing requirements, every sexual harassment allegation that involves a student, whether as the complainant, respondent, or victim of the harassment, shall be investigated and prompt action shall be taken to stop any harassment, prevent recurrence, and address any continuing effect on students

6. Information about the district's procedure for investigating complaints and the person(s) to whom a report of sexual harassment should be made
7. Information about the rights of students and parents/guardians to file a civil or criminal complaint, as applicable, including the right to file a civil or criminal complaint while the district investigation of a sexual harassment complaint continues
8. A clear message that, when needed, the district will take interim measures to ensure a safe school environment for a student who is the complainant or victim of sexual harassment and/or other students during an investigation and that, to the extent possible, when such interim measures are taken, they shall not disadvantage the complainant or victim of the alleged harassment

Complaint Process and Disciplinary Actions

Sexual harassment complaints by and against students shall be investigated and resolved in accordance with law and district procedures specified in AR 1312.3 - Uniform Complaint Procedures. Principals are responsible for notifying students and parents/guardians that complaints of sexual harassment can be filed under AR 1312.3 and where to obtain a copy of the procedures.

Upon investigation of a sexual harassment complaint, any student found to have engaged in sexual harassment or sexual violence in violation of this policy shall be subject to disciplinary action. For students in grades 4-12, disciplinary action may include suspension and/or expulsion, provided that, in imposing such discipline, the entire circumstances of the incident(s) shall be taken into account.

Upon investigation of a sexual harassment complaint, any employee found to have engaged in sexual harassment or sexual violence toward any student shall have his/her employment terminated in accordance with law and the applicable collective bargaining agreement.

Record-Keeping

The Superintendent or designee shall maintain a record of all reported cases of sexual harassment to enable the district to monitor, address, and prevent repetitive harassing behavior in district schools.

Hate Motivated Behavior – BP 5145.9

Preventing Bullying

The Governing Board is committed to providing a safe learning environment that protects students from discrimination, harassment, intimidation, bullying, and other behavior motivated by a person's hostility towards another person's real or perceived ethnicity, national origin, immigrant status, sex, gender, sexual orientation, religious belief, age, disability, or any other physical or cultural characteristic. The Superintendent or designee shall design strategies to promote harmonious relationships among students, prevent incidents of hate-motivated behavior to the extent possible, and address such incidents if they occur.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. Such collaborative efforts shall focus on ensuring an efficient use of district and community resources, developing effective prevention strategies and response plans, providing assistance to students affected by hate-motivated behavior, and/or educating students who have perpetrated hate-motivated acts.

The district shall provide students with age-appropriate instruction that includes the development of social-emotional learning, promotes their understanding of and respect for human rights, diversity, and acceptance in a multicultural society, and provides strategies to manage conflicts constructively.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

The Superintendent or designee shall ensure that the rules prohibiting hate-motivated behavior and procedures for reporting a hate-motivated incident are provided to students and parents/guardians.

The Superintendent or designee shall provide staff with training on recognizing and preventing hate-motivated behavior and on effectively enforcing rules for appropriate student conduct.

Complaint Process

A student or parent/guardian who believes the student is a victim of hate-motivated behavior is strongly encouraged to report the incident to a teacher, the principal, or other staff member.

Any staff member who is notified that hate-motivated behavior has occurred, observes such behavior, or otherwise becomes aware of an incident shall immediately contact the principal or the compliance officer responsible for coordinating the district's response to complaints and complying with state and federal civil rights laws. As appropriate, he/she shall also contact law enforcement.

Any complaint of hate-motivated behavior shall be investigated and, if determined to be discriminatory, shall be resolved in accordance with law and the district's uniform complaint

procedures specified in AR 1312.3 - Uniform Complaint Procedures. If, during the investigation, it is determined that a complaint is about nondiscriminatory behavior, the principal or designee shall inform the complainant and shall take all necessary actions to resolve the complaint.

Emergency Operations Plan

Assumptions (Read Me First)

This Emergency Operations Plan (EOP) is designed to be reader-friendly and avoids, as much as possible, technical jargon. However, you will better understand this plan and be equipped to manage incidents and crisis events by taking some preliminary, on-line courses. These courses are expected of you, if you are identified as a member of our District's Emergency Operations team.

If you have never taken any Federal Emergency Management Administration (FEMA) courses or if it has been several years, you will need to register for a Student Identification Number (SID) at: <https://cdp.dhs.gov/femasid>. The SID will be necessary for all FEMA Independent Study (IS) course registrations and in order to take the exam for each class – retain the ID for our records

The courses you are expected to take, as a minimum, are as follows:

- IS-100.C: Introduction to the Incident Command System
 - <https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c>
- IS-200.C: Basic Incident Command System for Initial Response
 - <https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c>
- IS-700.B: An Introduction to the National Incident Management System
 - <https://training.fema.gov/IS/courseOverview.aspx?code=IS-700.b>

There are many other online or in-person courses you could take, and these would only enhance your understanding of our plan and the methodology used both in California, and nationwide, for managing incidents.

Format of this Plan



This plan follows current best practices and is formatted into three sections, as identified below. They are, the “*Basic Plan*,” the “*Functional Annex*,” and the “*Hazard/Threat Annex*.”

The **Basic Plan** section of the school EOP provides an overview of the school's approach to emergency operations. Although the Basic Plan section guides the development of the more operationally oriented annexes, its primary audiences consist of the school, local emergency officials, and the community (as appropriate). The elements listed in this section should meet the needs of these audiences while providing a solid foundation for the development of supporting annexes.

The **Functional Annexes** section details the goals, objectives, and courses of action of functions (e.g., evacuation, communications, and recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.

The **Threat and Hazard-Specific Annexes** section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, active assailant). Threat and hazard-specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency. *(Excerpted from the Guide for Developing High-Quality School Emergency Operations Plans; copyright 2013.)*

Promulgation

BILL TREWARTHA
SUPERINTENDENT
GREEN POINT SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN PROMULGATION

The primary role of government is to provide for the welfare of its citizens. The welfare and safety of citizens is never more threatened than during disasters. The goal of emergency management is to ensure that mitigation, preparedness, response, and recovery actions exist so that public welfare and safety is preserved.


The Green Point School District Emergency Operations Plan provides a comprehensive framework for District-wide emergency management. It addresses the roles and responsibilities of government organizations and provides a link to local, State, Federal, and private organizations and resources that may be activated to address disasters and emergencies in Green Point School District.

The Green Point School District Emergency Operations Plan ensures consistency with current policy guidance and describes the interrelationship with other levels of government. The plan will continue to evolve, responding to lessons learned from actual disaster and emergency experiences, ongoing planning efforts, training and exercise activities, and Federal guidance.

Therefore, in recognition of the emergency management responsibilities of the Green Point School District and with the authority vested in me as the Superintendent of Green Point School District, I hereby promulgate the Green Point School District Emergency Operations Plan.

March 27, 2021

Date

DocuSigned by:

C863EDDE6A4E43F

BILL TREWARTHA
SUPERINTENDENT
GREEN POINT SCHOOL DISTRICT

Collaborative Planning Team

This Emergency Operations Plan was developed under the leadership of a collaborative planning team. Representatives whose signatures appear below are standing members of that team.

DocuSigned by:

C863EDDE6A4F43F

Bill Trewartha
Superintendent
Green Point SD

DocuSigned by:

A3CA3DB10C56487

Dara Soto
Teacher/Vice Principal
Green Point SD

DocuSigned by:

533C32B85794DA

Ann Egan
Board President
Green Point SD

DocuSigned by:

7AD175D586F2480

Kathleen Wolfberg
Community Member
Green Point SD

Approval and Implementation

This plan supersedes the existing Green Point School District Emergency Operations Plan.


The transfer of management authority for actions during an incident is done through the execution of a written delegation of authority from a District to the incident commander. This procedure facilitates the transition between incident management levels. The delegation of authority is a part of the briefing package provided to an incoming incident management team. It should contain both the delegation of authority and specific limitations to that authority.

The Green Point School District Emergency Operations Plan delegates the Superintendent's authority to specific individuals in the event that he or she is unavailable. The chain of succession in a major emergency or disaster is as follows:

1. Teacher – Dara Soto
2. Board President – Ann Egan
3. Associate Superintendent of Educational Services


March 27, 2021

Date

DocuSigned by:

C863FDD6A4E43F
BILL TREWARTHA
SUPERINTENDENT
GREEN POINT SCHOOL DISTRICT

[illegible]

Record of Distribution

Plan #	Office/Department	Representative	Signature
01	Keenan & Associates- IMReady	Eric Olson	 DocuSigned by: Eric Olson 4F198F477D0F40F
02			
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Basic Plan

Purpose

The primary purpose of the Emergency Operations Plan (EOP) is to define roles and responsibilities at the site of incidence and between the site of incidence and District Office Administration. The EOP establishes the minimum requirements for school and site plans throughout our District. This Plan meets State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) requirements.

A “Multi-Hazard” approach is used as recommended by the Governor’s Office of Emergency Services (OES – California). Multi-Hazard emergency management focuses on similar responses for similar incidents. This makes our job easier because we do not have to use voluminous plans for figuring out what we are going to do. It is based on easy-to-remember instructions and ensures that all students, employees, and visitors (constituents) know what to do at any given time for any given incident.

If you are reading this Emergency Operations Plan for the first time, please don’t be overwhelmed by the notion that you have to know everything there is to know about emergency or incident management. Our expectation is that you will discover how to use this plan by understanding its format and scope. We work with our community and governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response to certain incidents.

Our primary objective will always be to protect the lives and welfare of students, employees, and visitors in the event of a disaster or emergency condition. We will provide shelter, evacuate, relocate, or redirect our students, employees, and visitors, when necessary in order to protect lives and welfare. We will continue or reconvene instruction as soon as is prudently possible. We will strive to protect and preserve District property.

Objectives

- To protect the lives and welfare of students, employees, and visitors (constituents) in the event of a disaster or emergency condition.
- To shelter, evacuate, relocate, or redirect our students, employees, and visitors (constituents), when necessary, to protect lives and welfare.
- To continue or reconvene instruction as soon as is safely and prudently possible.
- To protect and preserve District property.

Scope

SEMS AND NIMS

The Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) are both very similar and utilize a standardized Incident Control System (ICS). They are considered transitional organizational structures that are used during an emergency or disaster. They remain in effect until school operations return to normal (pre-incident) conditions. This transitional organizational structure is based upon five principal activities performed at all emergency incidents. These are:

- Command/Management - knowing who is in charge
- Operations - personnel to respond to the emergency
- Planning/Intel - getting the facts straight and planning for the future
- Logistics - providing needed supplies and equipment
- Finance/Admin - accounting and record keeping

The Incident Command System (ICS) organization allows for a modular and rapid expansion to meet the needs imposed by the scale of the emergency. An Incident Commander (IC) may implement the Site Plan for a site-specific event. The Superintendent will activate the District Emergency Operations Center when necessary, typically for larger, multi-site events. Delegation utilizing the Incident Command System (ICS) is from the top down and modular in nature so that only needed positions are filled. Ideally, no position directly supervises more than five subordinates.

When making assignments using this system it may be decided, due to the size of the site, that additional teams are needed, such as Search and Rescue. Additional teams can be assigned to cover this function. If, during a major disaster or crisis, all work for a particular function has been completed, those employees can be reassigned to different functions.



ICS can be used during any emergency at a school and is particularly useful for any kind of incident involving multiple school sites or outside agency involvement because of the standardized organization and terminology. ICS provides clear authority, direction, control, coordination and communication during and following any emergency.

Emergency Management Phases

The phases of an emergency or disaster situation are commonly placed into the following categories:

Preparedness

Includes plans or preparations made to save lives and to help response and rescue operations. Preparedness activities take place before an emergency occurs.

Response

Includes actions taken to save lives and prevent further property damage in an emergency situation. Response is putting our preparedness plans into action. Response activities take place during an emergency.

Recovery

Includes actions taken to return to a normal or an even safer situation following an emergency. Recovery activities take place after an emergency.

Prevention/Mitigation

Includes any activities that prevent an emergency, reduce the chance of an emergency happening, or reduce the damaging effects of unavoidable emergencies. Mitigation activities take place before and after emergencies

The majority of Preparedness, Prevention, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses “before,” “during,” and “after.” Collaboration between schools and community partners ensures the coordination of efforts and the integration of emergency management plans.

Situation Overview and Hazard Analysis

Our District recognizes that it may respond to critical incidents or emergencies that occur within our jurisdiction. We are responsible for having an Emergency Operations Plan that addresses those risks which may occur and are within the scope of the District's ability to respond.

In order to provide a framework for our District's response to potential risks, we have conducted a Hazard/Threat Assessment (HTAS) and included the HTAS report at the beginning of the Hazard/Threat Annex. We have provided our plans for each identified risk in our Hazard/Threat Annex. Our District relies upon the emergency responders in our community, including Humboldt County Sheriff's Department and Blue Lake Volunteer Fire Department (Blue Lake Fire Protection District) to provide primary services and support if the District is unable to address internally.

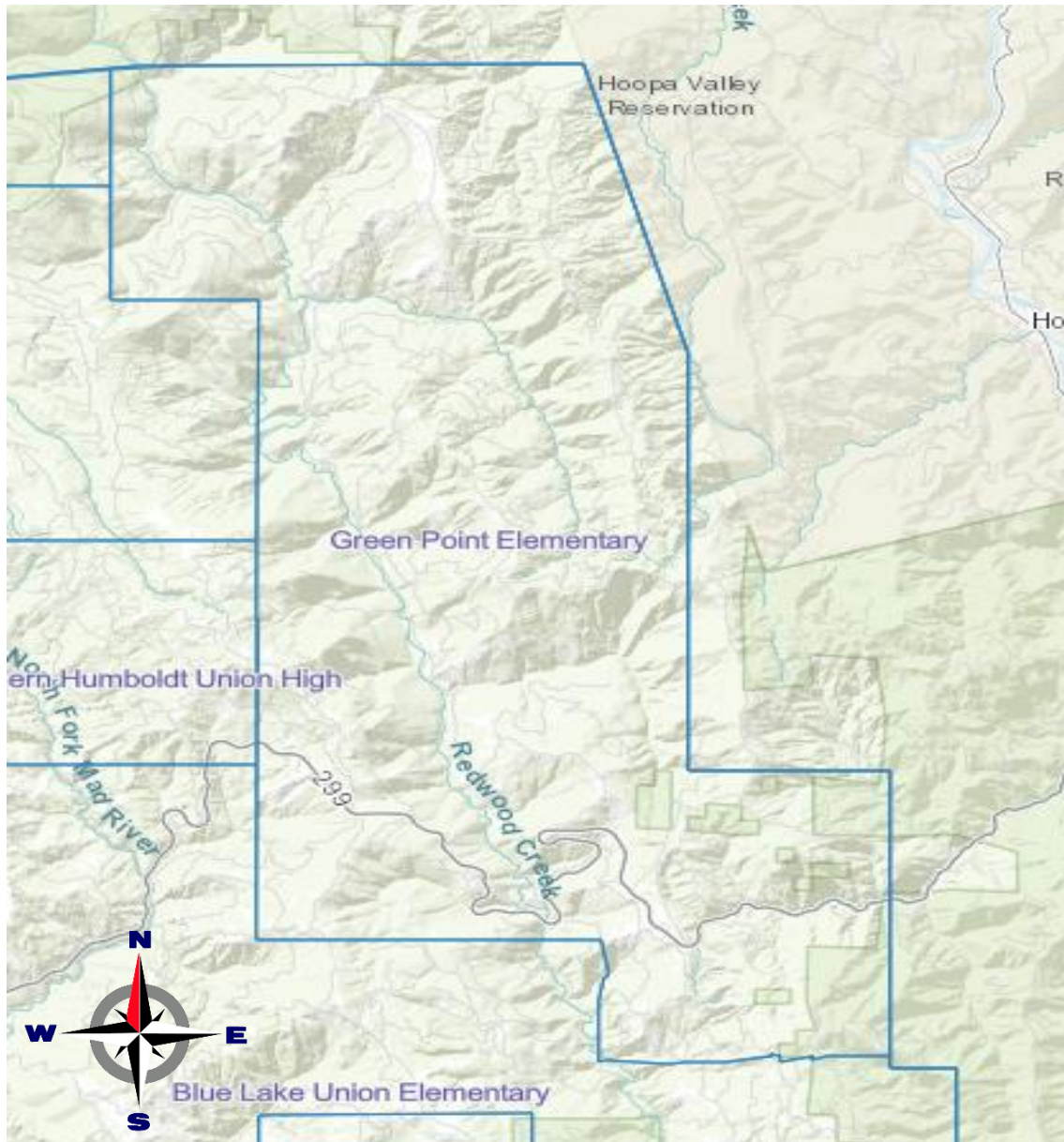
Our District utilizes the California Standardized Emergency Management System (SEMS), which fully complies, and in some cases exceeds the requirements of the National Incident Management System. SEMS is required by law in the State of California and utilizes a management tool called the Incident Command System (ICS) for managing emergencies and critical incidents that occur in California. More information on these items can be found in the Training and Exercises portion of the Basic Plan.

General Characteristics

Location

The Green Point School District is located in Humboldt County, California. The District Office is located in an unincorporated area of Blue Lake, California. The District Office is located at Green Point School. Green Point School provides a well-balanced education in a safe and respectful environment where the strengths and interests of each student can flourish. A highly qualified staff ensures that Green Point students achieve academic excellence through positive, multi-age peer support and a rigorous curriculum

District Boundary Map



Site Characteristics

District Office

General Population

Current occupancy is approximately 7 staff.

Building Information

The site is located at 180 Valkensar Lane, Blue Lake, California. This is an unincorporated area of Humboldt County, California. The campus contains all administrative offices that are not located on school sites and is comprised of 3 permanent buildings with no portable buildings.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are included in the Authorities and References section of the Basic Plan. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

Facilities

This plan is intended to account for incidents and emergencies occurring throughout the District's facilities, including:

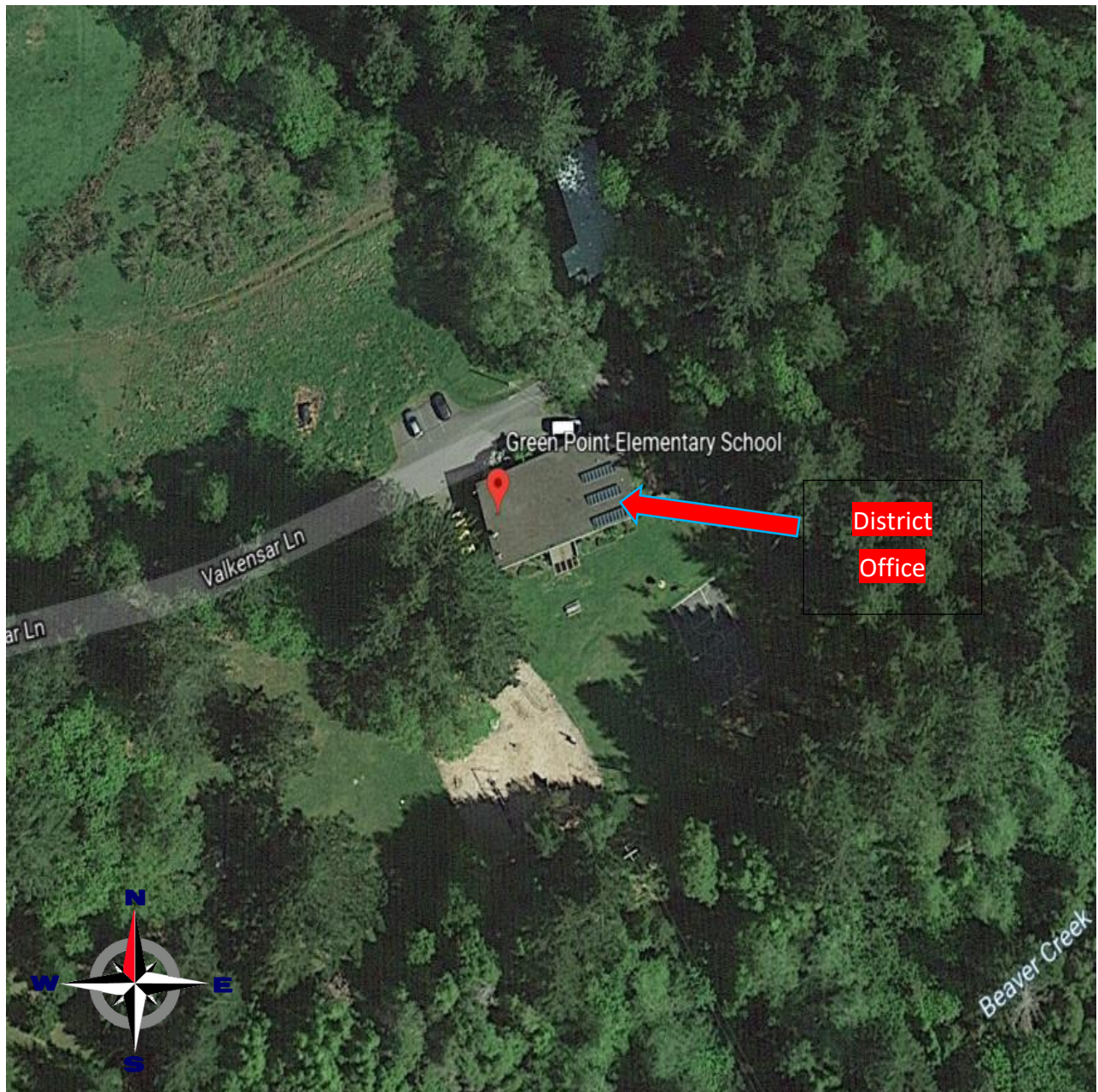
District Support Facilities

District Office

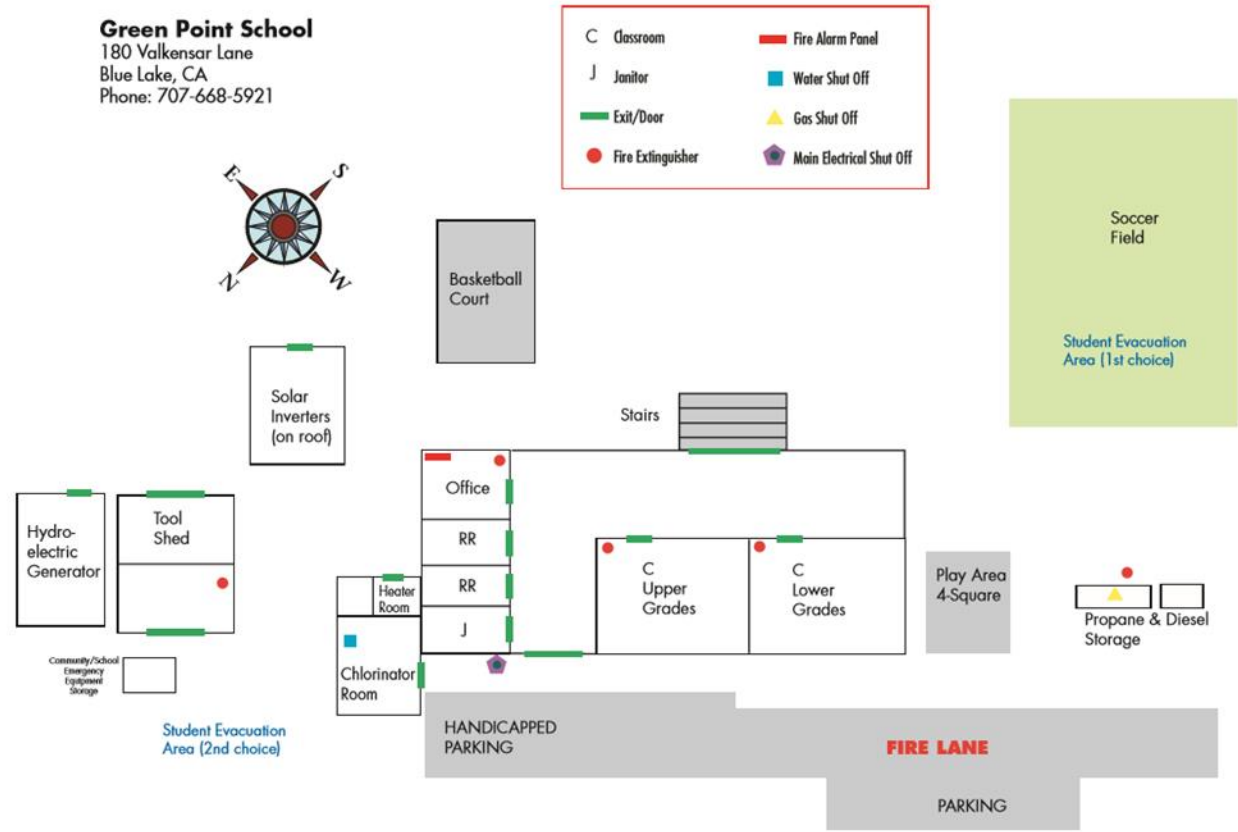
Elementary Schools

Green Point School

District Office Area Map



District Office Site Map



Green Point Elementary School

General Population

Current enrollment is approximately 10 students. These students are supported by a committed staff and faculty consisting of:

Count	Occupation
2	Teachers and specialists
1	Administrator
1	Instructional Assistant
2	Maintenance and Custodial staff

Special Needs Population

Classrooms containing students and staff that require additional assistance during an incident will be noted in a separate tracking document and identified by name and most likely locations. Staff members that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are also listed in the tracking document.

Building Information

The school includes 3 buildings, 1 athletic field, and 1 parking lot.

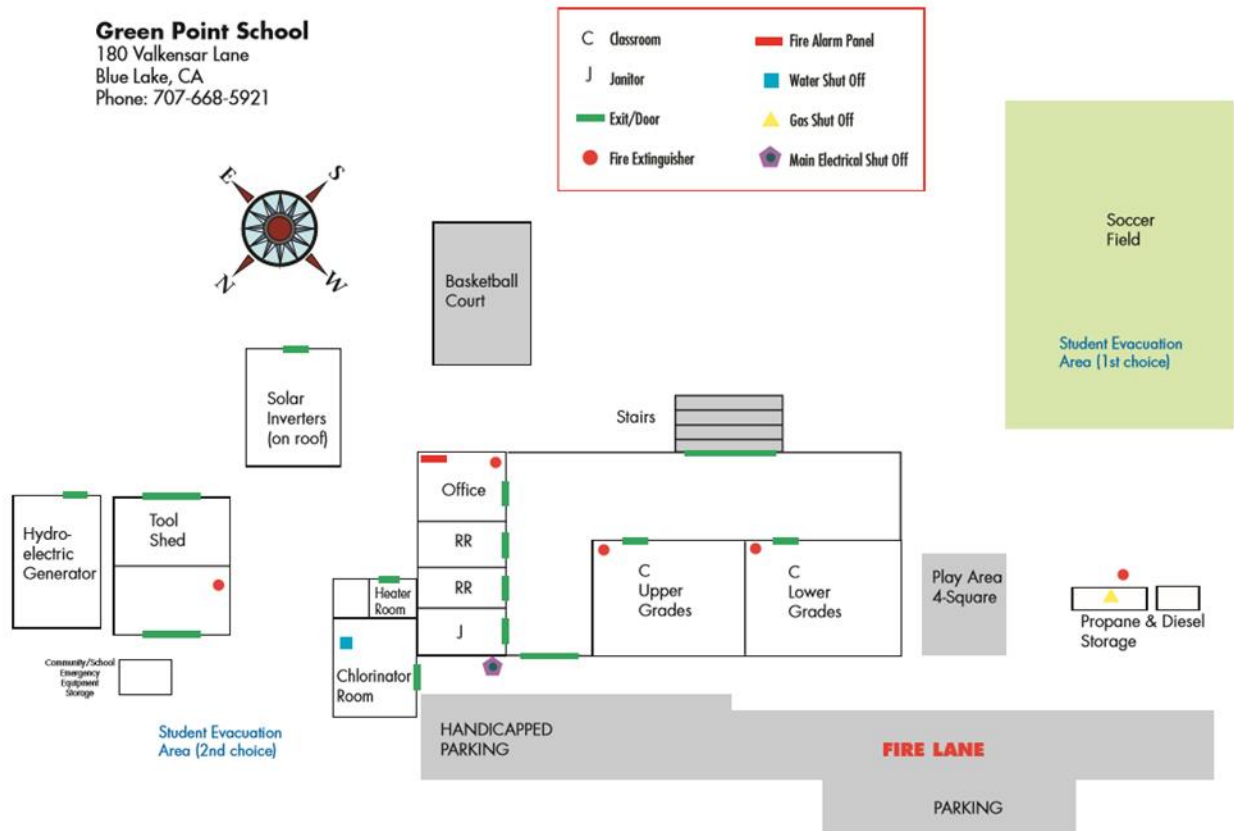
General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are included in the Authorities and References section of the Basic Plan. All staff members are required to know these locations as well as how to operate the utility shutoffs.

Green Point Elementary School Area Map



Green Point Elementary School Site Map



Planning Assumptions

Effective prediction and warning systems have been established that make it possible to anticipate certain disaster situations that may occur throughout the District or the general area beyond the District's boundaries.

It is assumed that any of the disaster contingencies could individually, or in combination, cause a grave emergency situation within the District. It is also assumed that these contingencies will vary in scope and intensity, from an area in which the devastation is isolated and limited, to one that is wide-ranging and extremely devastated. For this reason, planning efforts are made as general as possible so that great latitude is available in their application, considering they could occur in several locations simultaneously.

Initial actions to mitigate the effects of emergency situations or potential disaster conditions will be conducted as soon as possible by the District.

Assistance to the District is provided by Humboldt County Sheriff's Department and Blue Lake Volunteer Fire Department (Blue Lake Fire Protection District). We may receive additional assistance from other jurisdictions through mutual aid. These agencies would supplement the efforts of the District in an efficient, effective, and coordinated response when District officials determine our own resources to be insufficient.

The California Office of Emergency Services, Coastal Region Operational Area, Mutual Aid Region II will supplement, not substitute for, relief provided by local jurisdictions.

It is the responsibility of officials under this plan to save lives, protect property, relieve human suffering, sustain survivors, repair essential facilities, restore services, and protect the environment.

Concept of Operations

Bill Trewartha, Superintendent of the Green Point School District, has the authority to activate this plan, or in the absence of the Superintendent, another District manager who has been pre-designated in the [Approval and Implementation](#) section, has the authority to activate this plan. The nature of some responses taken by the District may be limited, based upon the scope of the incident. This is because the agencies responsible for resolving the most serious incidents are police, fire, emergency medical, emergency management, and utilities personnel. The District's primary responsibility is to protect students and staff.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

In view of the District's susceptibility and vulnerability to natural, technological, and national security emergencies; continuing emphasis is placed on:

- Emergency planning
- Protecting life (highest priority), property, and the environment
- Training of all personnel on their emergency response duties
- District-wide emergency response awareness and education
- Meeting the immediate emergency needs of students, faculty, staff, and guests; which include rescue, medical care, food, and shelter
- Ensuring the adequacy and availability of sufficient resources to cope with such emergencies
- Mitigating hazards that pose a threat to life, property, and the environment

Concepts presented consider the full spectrum of emergency responses to a hazardous condition. Some emergencies, preceded by a buildup period, may provide advance warning, while other emergencies occur with little or no advance warning. In either event, all available elements of the District's emergency management organization must respond promptly and effectively to minimize the damages caused to life, property, and operations.

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 function
- An overview of who does what in the Incident Command System (ICS)

The District may not be able to manage all the aspects associated with an incident without assistance. The District relies on other key 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.

Local staff may be required to remain on site to assist in an incident. If the Emergency Operations Plan 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.

Roles and Responsibilities

Roles and responsibilities exist at three levels – the “**Senior Executive and Policy Group**” which consists of the Superintendent and the School Board (Superintendent is the School Board point of connection to the District). The second is the **District Emergency Operations Center (DEOC)** and is typically staffed with upper and middle management. The third is the “**School Site**” level which would include all the operations and facilities of each school or District site.

*For a visual representation of these roles and responsibilities refer to “Figure 1. Incident Management Team Overview” located in the **Direction, Control, and Coordination** section of the Basic Plan.*

I – Senior Executive and Policy Group

When an Incident affects more than one site, or the site’s ability to respond appropriately, the Superintendent may decide to activate the District Emergency Operations Center (DEOC). The Superintendent’s decision includes the response level and activations necessary to appropriately staff the District Emergency Operation Center (DEOC) in response to the Incident. The Superintendent may delegate or reassign responsibilities to others to remain free to operate at a Cabinet or Policy/Coordination Group level and maintain communication with the Board of Education, other agencies, and/or the public.

Overarching Priorities

- Life Safety: Ensure the safety and security of District students, staff, volunteers, and visitors, including first responders, support personnel, and the general population
- Unity of Effort: Coordinate and prioritize activities across all organizations involved in the response, to achieve common objectives
- Incident Stabilization: Establish leadership to stabilize the incident and reduce future impacts
- Protect Property and Environment: Protect infrastructure assets, systems, and networks, whether physical or virtual
- Recovery: Reestablish educational services and help the community return to a new normal

Essential Responsibilities

- Ensure the continuity of government
- Activate specific legal authorities (disaster declarations, evacuations, states of emergency, and other protective actions)
- Coordinate with the PIO/Joint Information Center (JIC) to keep the media and public informed
- Request assistance through the DEOC director
- Resolve any resource allocation conflicts
- Coordinate with other elected officials and senior executives, including local, county, state and Federal offices, legislative delegations, and other dignitaries, to implement protective actions and ensure constituents' safety and welfare
- Request and authorize release and approval of funding
- Initiate Continuity of Operations (COOP) plan or Continuity of Government (COG) plan as required
- Coordinate with all Incident Commanders (ICs) if multiple on-scene events occur.

Cabinet Members

- Take direction from Superintendent and act as a liaison between administration and staff

II – District Emergency Operations Center (DEOC)

- Gathers and analyzes incident information
- Provides situational assessments during an incident
- Receives questions and concerns

DEOC Director

The DEOC Director, under the direction of the Superintendent shall have the primary responsibility for supporting and maintaining all communication and coordination for the District in an emergency or disaster.

- Coordinates the District Crisis Response Team
- Establishes an office communications center and assigns office personnel to duties in the emergency headquarters, or at specific facilities
- Maintains communication and provides direction to individual school sites and appropriate office staff
- Ensures a prearranged communication system is in place between the District office and the affected sites in the event the regular telephone system is disrupted by the conditions of the disaster or emergency

Public Information Officer (PIO)

Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the DEOC Director and the Superintendent. Additional coordination may be necessary with incident commanders and City/County Offices of Emergency Services. The press should be handled by the PIO exclusively and permitted to approach staff and students only after it has been determined this contact will not cause any adverse effects.

The duties of the PIO may include preparation of press releases, communication with parents and with all outside agencies, establishment of on-site rumor control/information post, and other related duties:

- Determine, according to direction from the IC, any limits on information release
- Develop accurate, accessible, and timely information for use in press/media briefings
- Obtain DEOC Director's approval of news releases
- Conduct periodic media briefings
- Arrange for tours and other interviews or briefings that may be required
- Monitor and forward media information that may be useful to incident planning
- Maintain current information, summaries, and/or displays on the incident
- Make information about the incident available to incident personnel
- Participate in planning meetings

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 District may not be able to manage all the aspects associated with an incident without assistance. The District relies on other key 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.

Local staff may be required to remain at their site to assist in an incident. If this 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.

Maintenance Staff

The maintenance staff will procure, distribute, and account for supplies, equipment, and other resources as needed. Maintenance personnel will be sent to District sites as needed, in order of highest to lowest priority. Assistance will be provided to the custodial staff at District sites as necessary, ensuring all gas, water, and electricity are shut off or provided under safe conditions.

- Maintain tool inventory for emergency use
- Check utility systems and appliances for damage
- Shut off the main power and/or gas, if necessary
- Fire control (Extinguish small fires before they get out of control)
- Coordinate entrance and exits of emergency personnel and vehicles
- Seal off and indicate areas where hazardous materials have been spilled
- Other

Secretary/Clerical

- Assist Superintendent as directed
- Establish and coordinate Communication Center

District Office Personnel

Superintendent will assign staff (usually the District secretary and an assistant) to coordinate and operate the Communication Center.

- Materials/Equipment
- Emergency Operations Plan
- Student rosters
- Emergency cards
- Office equipment such as tables, chairs, phones, battery-operated radio, two-way radio, bullhorn, copy machine, general office supplies

Other District Personnel

Perform duties as directed by their supervisors. In the event any District site personnel are in transit within the District when an emergency occurs (e.g., an earthquake), they are to report to the nearest District site as soon as it is safe to do so and report their location to their supervisors. (California Government Code, Ch.8, IV, Title 1)

III – School Site

The on-site administrator typically assumes the role of Incident Commander (IC) in SEMS/NIMS, manages incidents at the site level based upon this Plan and relevant Incident Action Plans. The Incident Commander (IC) establishes a Command Post (CP) at the site and remains at the Command Post (CP) to direct and coordinate activities on behalf of the Site. The Incident Commander (IC) liaises with appropriate emergency and disaster service agencies responding to the Incident.

Incident Commander(s)

The role of an Incident Commander may only be transferred or discontinued under the authority of this plan when the incident has been deemed stabilized or inactive by the Superintendent or his designee. The Incident Commander may delegate that authority to a qualified individual following a transfer of command responsibility.

The Incident Commander's 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 or his/her designee and other officials informed of the situation
- Prepare the Incident Action Plan (IAP)
 - Can work alone in establishing the incident management objectives or can include the input of the command staff
 - IAP reflects overall priorities and supporting activities for a designated period, for each incident

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed otherwise. Responsibilities 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 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
- 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

Counselors

Counselors aid 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 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

School Secretary

Acts as medical/health coordinator allocate medical care and supplies as needed, maintain casualty reports, and in the case, of a major disaster, works in coordination with the Public Health Services.

- Administers first aid/CPR as necessary to students and staff
- Distributes first aid supplies as necessary
- Works with emergency medical personnel
- Organize first aid and medical supplies

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 the condition of the site

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
- Aid the Incident Commander
- Monitor radio emergency broadcasts
- Assist with health incidents as needed, acting as messengers, etc.

Direction, Control, and Coordination

The District uses the Incident Command System as identified in the [Authorities and References](#) section of this plan.

In the event of a major disaster, there is no guarantee emergency medical or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

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.

Figure 1. Incident Management Team Overview

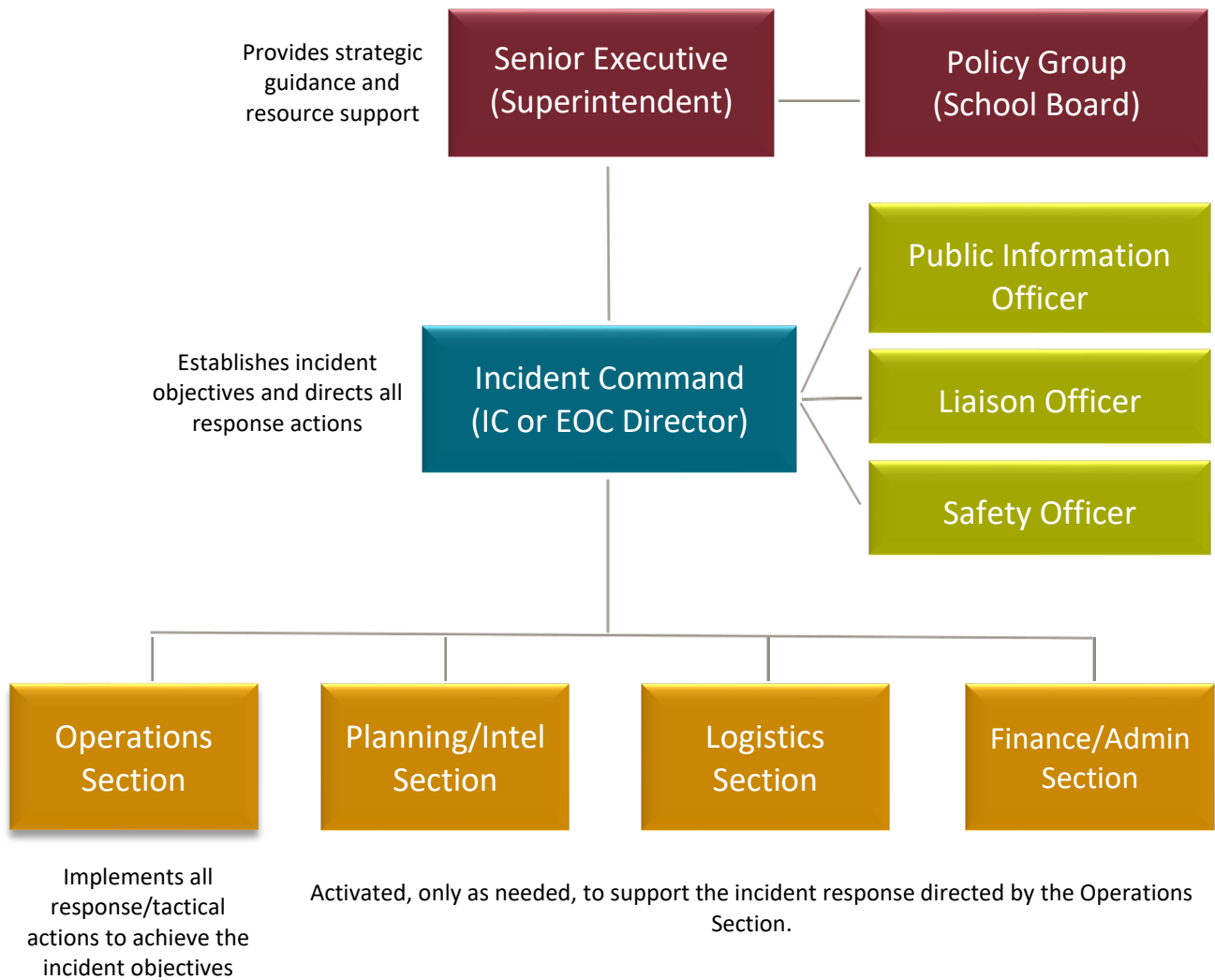
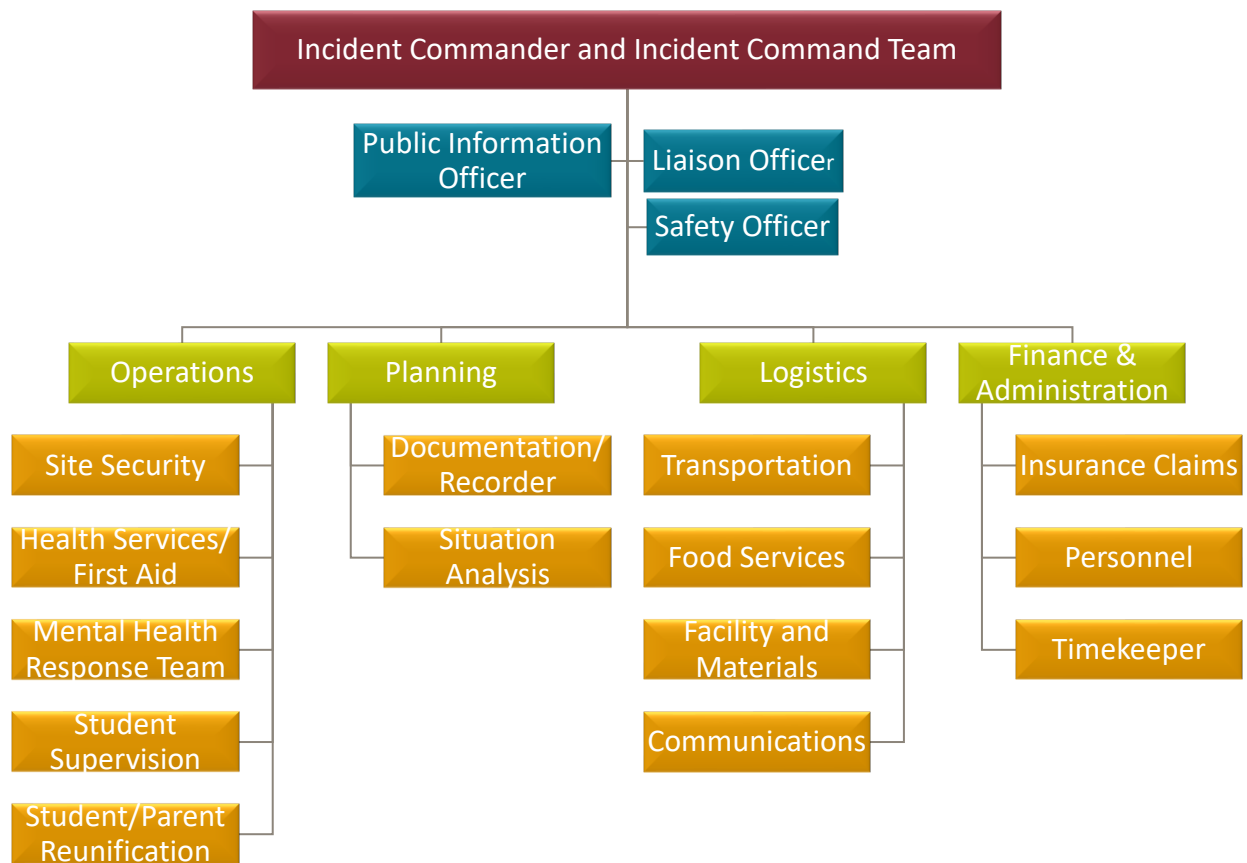


Figure 2. Incident Management Team Detail



ICS Functional Areas

The ICS is organized into the following functional areas:

Command Staff:

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

This section may not be established onsite at the incident. Rather, the school and school District management offices may assume responsibility for these functions.

Working with Policy Group

In complex incidents, a Policy Group will be convened at the District emergency operations center.

The role of the Policy Group is to:

- Support the Superintendent or designee in policy level decision making
- Provide policy and strategic guidance
- Help ensure that adequate resources are available
- Identify and resolve issues common to all organizations
- Keep elected officials and other executives informed of the situation and decisions
- Provide information, both internally and externally through the Joint Information Center

The School Principal and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

The District maintains an Emergency Operations Plan (EOP) to address hazards and incidents. The School Site EOP has been developed to fit into the larger District EOP in the case of a large-scale incident. The District's EOP stands alone from other agency EOPs but follows the SEMS using the Incident Command System.

Coordination with First Responders

An important component of the School Site EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and the school.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authority of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Information Collection, Analysis, and Dissemination

It is very important to have access to information before, during, and following a major emergency or incident. The following information resources have been identified by the District as relevant to the Emergency Operations Plan:

Fire Conditions

- California Department of Forestry and Fire Protection (Cal Fire-Humboldt County)
 - (707) 725-4413
 - <http://www.fire.ca.gov/>
- Humboldt County Fire Department
 - <https://humboldt.gov/698/Fire-Protection-Services>
 - (707) 441-4000

Road Conditions

- California Department of Transportation (Caltrans)
 - 916-654-2852
 - <https://www.dot.ca.gov/>
- Humboldt County – Public Works Services
 - 707-445-7421
 - <https://humboldt.gov/1422/Road-Conditions>

Seismic Conditions

- United States Geological Survey (USGS)
 - 888-275-8747
 - <https://earthquake.usgs.gov/>

Tsunami Conditions

- Del Norte Community Alert System - Register
 - <https://member.everbridge.net/index/892807736723128#/signup>
- Humboldt Alert – Register
 - <https://member.everbridge.net/index/453003085616405#/signup>
- NOAA / National Weather Service – U.S. Tsunami Warning System
 - <https://ntwc.ncep.noaa.gov/>

Weather Conditions

- National Weather Service (NWS)
 - Get the app for your smartphone, or
 - Visit our area NWS website <http://www.weather.gov/sto/> , or
 - Radio

This information may be obtained by a central source and distributed via intranet or other methods, such as phone or email. Should there be a loss of electrical power to the District the back-up method will be the use of portable, self-generating or solar powered devices to obtain the necessary information.

Training and Exercises

The District understands the importance of training, drills, and exercises in planning for and managing an incident. To ensure that District personnel and community first responders are aware of their duties and responsibilities under the Emergency Operations Plan and incorporate best practices, the following training, drill, and exercise actions will occur.

See District Emergency Drill Schedule for current academic year. Records are maintained at each site.

Student Safety – Training, Drills, and Exercises

Active Assailant Drill (Run, Hide, Fight)	Provide this training for adult employees only, at least once per year, and it should be all-inclusive, addressing the Run, Hide, Fight protocols outlined by the FBI.
Earthquake Drill	Elementary Schools – one time per quarter Secondary Schools – one time per semester Education Code Requirements (excerpted) (II) A drop procedure whereby each pupil and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
Evacuation Drill	This drill should be done one time per semester and can be combined with the Lock Down Drill (Fire Code 403.5.2 indicates the first emergency evacuation drill of each school year shall be conducted within 10 days of the beginning of class)
Fire Drill(s)	Elementary and Intermediate Schools – not less than once every calendar month Secondary Schools – not less than twice yearly Legal Requirement: 19 CCR § 3.13 § 3.13. Fire Drills. (a) Group E Occupancies. (1) General. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the fire alarm signal to be sounded not less than once every calendar month at the elementary and intermediate levels, and not less than twice yearly at the secondary level, in the manner prescribed in California Code of Regulations, Title 24, Part 2, Section 907.
Lock Down Drill (2)	This drill should be done one time per semester and can be combined with the Evacuation Drill

Administration, Finance, And Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents. All pre-negotiated agreements and contracts are included in the District Business Office.

A listing of those contracts is provided, below. Please coordinate any emergency purchases with Maintenance and Operations Manager. In his/her absence please contact the Director of Business:

- Shaffer's Ace – General hardware vendor

Recordkeeping

- Administrative Controls
The District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local and state fiscal policies and standard cost accounting procedures.
- Activity Logs
The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:
 - Activation or deactivation of incident facilities
 - Significant changes in the incident situation
 - Major commitments of resources or requests for additional resources from external sources
 - Issuance of protective action recommendations to the staff and students
 - Evacuations
 - Casualties
 - Containment or termination of the incident

Incident Costs

- Annual Incident Management Costs of the District Emergency Operations Plan
The ICS Finance and Administration Section is responsible for maintaining records

summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

- Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs
- Equipment operations costs
- Costs for leased or rented equipment
- Costs for contract services to support incident management operations
- Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files, as well as property and tax records. The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly.

Plan Development and Maintenance

Before a crisis occurs, proactive planning is essential. The Emergency Operations Plan is a living document that guides our planning. Therefore, please note the following suggestions:

- Maintain a current copy of the school map with an evacuation plan, and identify the location of fire extinguishers, utility shut offs, first aid supplies, and fire alarm switches.

Review all emergency procedures with school site employees.

After-action debriefs should be conducted:

- During training and exercise of the plan
- When incidents occur

This debrief should include what worked and what needs to be improved in the plan. We will utilize this information to update the EOP as needed.

Authorities and References

Authorities

Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, Public Law 93-288, as amended
- Homeland Security Presidential Policy Directive #5, February 28, 2003
- Homeland Security Presidential Policy Directive #8, March 30, 2011

State

- California Government Code, 8550 - 8668, California Emergency Services Act,
- California Government Code, 3100 – Disaster Service Workers
- California Code of Regulations, Title 19– Standardized Emergency Management System Regulations
- Education Code 39140-39159, The California Field Act of 1933
- Education Code 32280-32289, Emergency Operations Plans
- Education Code 35295 – 35297, The Katz Bill
- Executive Order S-2-05, National Incident Management System Integration into the State of California

References

Federal

- FEMA, “CPG 101: Developing and Maintaining Emergency Operations Plans”, November 2010
- U.S. Department of Education, “Guide for Developing High-Quality School Emergency Operations Plans”, 2013.
- U.S. Department of Homeland Security, “National Response Framework”, 2008

State

- OES: “SEMS Guidelines”, 2009
- OES, “California Implementation Guidelines for the National Incident Management System”, April 2006

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

Functional Annex

Accounting for all Persons

Attendance Records

It is our daily practice to maintain manual attendance records in the Administrative Office of each site. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Crisis or Incident Accounting

- In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.
- These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.
- In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

- Student Daily Attendance
- Site Employee Log
- Visitor Log
- Itinerant Employee Log

Student Release

Student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records will be checked and recorded as students leave the site.

Communications

Purpose

The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g., cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:

- Channel designations
- Contingency communications procedures
- Training in back-up communications equipment

Key Tasks/Responsibilities

- Develop a local communications plan
- Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations
- Support communications equipment (radio, computer, fax, etc.) as needed
- Provide communications capability
 - Email and Phone Tree
- Maintain equipment inventory
- Designate a centrally located area (usually main office) easily identified by staff, media, and the public
- Predetermine an alternate location in case the primary location is inaccessible
- Establish communication with staff
- Maintain telephone and radio communication with emergency services

- Post rumor control and information on the internet and in an area accessible to our students and the community
- Record emergency related incidents
- Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices)

Internal Communications

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:

Alert Notifications (SMS Texting)

In most cases our alert notification system Green Point Phone Tree will be used to activate and communicate within our emergency management system (following our Emergency Operations Plan). It may also be used to activate and manage our Emergency Operations Center (EOC).

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication with the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

- The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the

Communications annex coordinates and supports emergency response/recovery telecommunications requirements

- Immediately report communications degradation, interruption, or failure by alternate means (e.g., cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer
- The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General

Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- Emergency delegation of authority and an orderly line of succession, as necessary.
- Safekeeping of essential personnel, resources, facilities, and vital records.
- Emergency acquisition of resources necessary for business resumption.
- The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

- Determine when to close District, and/or send students/staff to alternate locations

- Disseminate information internally to students and staff
- Communicate with family, media, and the larger community
- Identify a line of succession, including who is responsible for restoring which business functions for the District
- Ensure systems are in place for rapid contract execution after an incident
- Identify relocation areas for site and administrative operations
- Create a system for registering students (off site or into alternative locations)
- Brief and train staff regarding their additional responsibilities
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations
- Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies)
- Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds
- Manage the restoration of the District's buildings and grounds (e.g., debris removal, repainting, and/or landscaping)
- Collaborate with private and public-sector service providers and contractors

Administrative Services, District Staff

- Maintain inventory
- Maintain essential records (and copies of records) including the District's insurance policy
- Ensure redundancy of records is kept at a different physical location.
- Secure District's equipment and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
- Retrieve, collect, and maintain personnel data
- Provide accounts payable and cash management services

Administrative Support Staff

- Establish necessary support services for students and staff
- Implement additional response and recovery activities according to established protocols
- Collaborate with public and private providers

Food Services Worker

- Determine how food services will resume
- Support staff and volunteers as much as possible

Transportation

- Provide emergency transportation services as needed
- Assess and implement alternative transportation services that may be necessitated

Evacuation

General

Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:

- Local Police
- Environmental Health & Safety
- Facilities Services
- Administrator, director, or building supervisor
- Fire Department with jurisdiction
- Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

- Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
- Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card (red on one side and green on the other side)
- Close all doors and windows. (DO NOT LOCK DOORS)
- Follow the safest evacuation route to the assembly or safe dispersal area.
- Teachers are to take roll and make certain no one reenters the building for any reason.
- If all students are present with staff member, staff will hold up the GREEN sheet to acknowledge to responsible incident management person that all students are present.
- Support staff who have regular schedules with students need to have a green and red card also. If all students who are regularly scheduled are in their care and custody, they are to raise the green card, so staff member and responsible incident management person can see.
- Staff members are to raise the red card even if they think a student is with support staff so responsible incident management person can account for those students.
- If a student is not present, the staff member will hold up the RED card and wait for the administration to contact him/her to see who is absent. The responsible incident management person will coordinate the search for the missing student.
- Students should remain 30 – 50 feet away from any building.
- Students are to remain in groups, until the all-clear signal is given.

On-Site Evacuation

- The Incident Commander or designee activates fire alarm.
- All staff follow the Evacuation Procedures identified above.
- Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
- Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.

- The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
- Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
- Once assembled off-site, staff members and students stay in place until further instructions are given.
- In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:

- Review all paths of travel and potential obstacles
- Know the facility, grounds, paths, exits and potential obstacles
- Determine the primary and secondary paths of exit to be used during emergencies
- Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path
- Compile and distribute evacuation route information to be used during emergency operations
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger
- Install appropriate signage and visual alarms

- Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, “NOT AN EXIT”
- Place emergency notification devices appropriate for each student
- Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (Americans with Disabilities Act) Accessibility

Buildings and Facilities Signage Requirements

- Approximately 60 inches above the floor
- In a location that is not obscured in normal operation such as a swinging door
- In all primary function areas

Preparation and Planning

- Identify the students and staff with special needs and the type of assistance they will require in an emergency
- Allow visitors to self-identify on a sign-in log if they have special evacuation needs
- Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e., a student with a broken leg)
- Train staff in general evacuation procedures
- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment
- Provide in-depth training to those designated to evacuate students with special needs
- Train the staff for proper lifting techniques when lifting a person for evacuation
- Anyone can assist a student with a visual impairment
- Check on each special needs student to assure he/she is accounted for during an evacuation
- Review the plan with emergency response personnel, including local police, fire and emergency medical technicians
- Identify “areas of rescue” in our site for students to wait for evacuation assistance from emergency personnel
- Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency
- Complete all contracts and Statements of Understanding with key emergency support providers
- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency
- Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment

- Specify who will do what to address these transportation needs
- Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency
- Review the evacuation plan with students and staff to be familiar with the process and identify any problems
- Practice implementation of special duck and cover actions by students with able-bodied partners
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e., elevator)
- Special pre-planned assistance must be provided and reviewed regularly

Lockdown (Deny Entry or Closing)

General

A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Public Address (PA) system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

- If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
- If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
- District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
- Landline phones should not be used. District staff should use cell phones and speak quietly.
- All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General

Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
- Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
- Develop procedures for reporting information to local, State, and Federal Public Health agencies.
- Contact local Public Health agency to determine notification procedures for students/family, staff, and public, if necessary.
- Send out any required notification to students/family, staff and public as required.
- Establish a dedicated contact phone number for questions and concerns.
- Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
- Provide CPR/First Aid/AED to all staff designated to work in medical capacity
- Establish a triage area for injured students and staff
- Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
- Keep a record of students and staff that are transported off-site for treatment.
- Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

- Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies
- Activate crisis counselors during the incident to begin identifying students and staff that require assistance
- Keep a log of individuals counseled or that require counseling following the incident
- Notify students, family, and staff of counseling services available
- Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Public Safety and Security

Purpose

The Public Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Public Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide public safety and security.

Key Tasks/Responsibilities

Coordinate public safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.

- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Private Security Companies

Coordinate critical information dissemination regarding public safety/security through mass warning/notification.

- County Sheriff's Office
- Police Department
- Dispatch
- County Emergency Management
- Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Fire/EMS

Concept of Operations

- Local law enforcement authorities have the primary responsibility for public safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
 - In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure
- Through the Public Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
- The Public Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities
 - As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States
- The Public Safety and Security Annex is activated when public safety and security capabilities and resources are needed to support incident operations
 - This includes threat or pre-incident as well as post-incident situations
- When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies
- The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations
 - This includes threat or pre-incident as well as post-incident situations
- The Public Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities
 - The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed

Recovery

General

When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, **labor and materials specific to the disaster response** get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss there may be a chance it is reimbursable.

Before – Action Items

- Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC)
- Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure
- Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
- Modify and update our Emergency Operations Plan as necessary

During – Action Items

- Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
 - Incident name
 - Date
 - Worker's name
 - Log each major activity and track start and end times
 - Don't be concerned with tracking too much – that can be sorted out after the event
 - This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)

- Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
- Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).
 - Have all sites or units collect information on their ability to sustain operations.
 - Develop staffing pattern for the Recovery Unit.
 - Collect information on damages, duration and impact from the following:
 - Utility Providers
 - Social, medical and health services
 - Transportation routes and services
 - Debris issues
 - County Government Operations
 - Private sector retail and wholesale providers
 - Others
 - Develop initial short term and long-term recovery objectives.
 - Refer to hazard/threat-specific annexes for information.
 - Develop information for the PIO on the recovery process and progress.
 - Develop a plan to assign personnel to sustain the recovery effort
 - Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.
- While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:
 - It will keep our District “in the loop” and better informed when an incident affecting our District occurs
 - It will alert us to any notice of “Public Assistance” informational meetings to learn about getting Federal and State reimbursement for disaster related District activity
- If our county’s OACC is overwhelmed with an incident, we should reach out directly to our Emergency Services Coordinator at the Governor’s Office of Emergency Services Region Operational Area.
 - Ask them to put the District on the list for notification of “Public Assistance” informational meetings

- There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA)
- If our employees and volunteers remain under our direction and control, we are responsible for any costs associated with their activities. Should they perform work that they would not normally do, and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
- If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples for other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
- Or, local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.
- When in doubt, ask for help.

After – Action Items

- Begin closing the Recovery Unit
 - Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates
 - Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA
- Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District
- Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team
- Participate in and debriefings provided by our ICS team and close the Recovery Unit

Resources

- [Activity Log \(ICS 214\)](#)
- [Cal OES Regional Operations](#)
- Form [Cal OES 126](#) – Project Application, California Disaster Assistance Act Program
- Form [Cal OES 130](#) – Designation Of Applicant's Agent Resolution For Non-State Agencies
- Form [Cal OES 89](#) – Project Assurances For Federal Assistance – Construction Programs
- Form [FEMA 009-0-49 9/16](#) – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Reunification

General

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include certain procedures to accomplish the main priority of safety planning which is to ensure the safety of the students to every extent possible.

There are a wide variety of emergency situations that might require student/family reunification. Student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students. This area must be away from the both the damage and the student's assembly area. In a typical release the following steps will be followed:

- Family member will report to the assigned area and give the name of the student
- Picture ID will normally be required by the person in charge to insure the person requesting a minor is a match to the name on the emergency release card
- A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area
- Parents will be asked to sign a form indicating they picked up the minor (the date and time will also be indicated on the pick-up form)
- If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children
- Counselors, when available, will be located close to the first aid area in the event they are needed

Traffic Control

- Traffic may be controlled by trained and authorized employees who meet the requirements outlined in the Manual on Uniform Traffic Control Devices (MUTCD) Part 7, Traffic Control for School Areas. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
- To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles

- As the situation develops there may be time for barricades and other traffic control devices to be delivered and set up
 - It should be understood this will not occur at the beginning of the incident
- When law enforcement arrives on the scene, they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster

Maintaining the Procedures

- Student rosters should be updated at least twice a year
 - If enrollment dictates this may be updated more frequently
- Updated rosters should be stored in every room in an area easily identified by the both staff and substitutes.
 - Additional copies of the rosters should be distributed to the site administrator and placed in the back of the emergency plan binder
- Emergency cards should be filled out at the beginning of the year
 - This card should include contact information on family members, as well as other adults who can be contacted if the family member is not available
 - The card should also indicate who the minor is permitted to leave site with, if necessary
- DO NOT release students to people not listed on the student emergency card.
 - A well- intentioned friend may offer to take a minor home; however, District staff must be certain that students are only released to the appropriate people, so their families will know where they are
 - The card should also include all pertinent medical information such as allergies, medications, and doctor contact information
 - These cards should be stored in the front office in both hard copy and electronically, if possible

Things to Remember

- Some family members will refuse to cooperate with the student/family reunification process
 - This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs
 - They should be reminded that the safety of their student is our utmost priority
- Family members may be emotional when arriving at the site
 - Have counselors available to deal with issues if needed
- Shortly after the incident, the media will have a presence on our site

- The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media, however, it is important that family be sheltered from media representatives

Shelter-in-Place

General

This action is taken to place and/or keep students indoors in order to provide a greater level of protection from airborne contaminants in outside air. Shelter-in-place is implemented when there is a need to isolate students and staff from the outside environment and includes the shutdown of room and/or building air systems. During shelter-in-place, no one should be exposed to the outside air.

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

“YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED.”

- If inside, staff should keep students in their rooms until further instructions are given
- If outside, students must proceed to their rooms if it is safe to do so
 - If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
 - Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air
 - Anyone who is exhibiting symptoms must be treated
- Staff is responsible for securing individual rooms and for completing the following procedures as needed:
 - Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system
 - Turn off local fans in the area
 - Close and lock doors and windows

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition of the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.

The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an “opponent,” can thereby “get inside” the opponent’s decision cycle and gain the advantage.

- **Observe** – Sensing yourself and the world around you
- **Orient** – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
- **Decide** – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
- **Act** – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex addresses the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:

- Develop and maintain a personal family communication plan
 - Use the *Family Emergency Communication Plan – Wallet Sized* provided by our District
 - The plan should be completed at hire and updated when any of the information changes but at least annually
 - Share our plan with your family
- Review and familiarize yourself with the District’s Emergency Operations Plan (EOP)
- Prepare a “Go-Bag” for yourself with a 3-day supply of food and water
 - See the “Go-Bag” guide for help in assembling and stocking
- Keep a copy of the District’s *Critical Incident* Field Operations Guide (FOG) with you at all times during work hours

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

- If you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others)
- Assess the situation using the OODA loop and take appropriate action
- Follow our District’s Communication protocols as outlined in the EOP
- If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site
- If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location
- Provide our District’s Emergency Operations Center (EOC) with as much detailed information as possible:
 - Time, Date, and Location of Critical Incident
 - Your condition (unaffected, injured, etc.) and the condition of your equipment
 - Describe the type of incident such as fire, hazmat, earthquake, etc.
 - Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws
- Know the special needs demographics of the attending students on site
- Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency
- Consider emergency accommodations for those with temporary disabilities
- Identify existing resources within the site and local community that meet the special needs of these students
- Develop new community partners and resources, as needed
- Inform family members about the efforts to keep students safe
- Identify medical needs and make an appropriate plan
- Determine transportation needs, special vans, and buses for students
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids
- Include local responders and establish a relationship with individual students with disabilities and staff

Hazard/Threat Annex

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:

- Active Assailant
- Earthquake
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Infectious Disease
- Landslides and Debris Flo
- Power-Utility Failure
- Severe Weather

HTAS Report

Hazard	[SCORE]	Probability	[SCORE]	Magnitude	[SCORE]	Warning	[SCORE]	Duration	Risk Priority
Earthquake	3.5	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.7
Power-Utility Failure	3.3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.7
Infectious Disease	3.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.5
Fire-Forest, Wildfire, or Urban Interface	2.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.3
Fire-Structural	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.0
Active Assailant	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.6
Extreme Heat and Unhealthy Air Quality	2.7	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Bomb Threat or Explosion	1.5	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.6	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Tsunamis/Tidal Wave	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.3
Severe Weather	2.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Transportation Incident (Air, Sea, Land)	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Civil Disobedience or Disturbance	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Landslides and Debris Flow	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.0
Hazardous Materials Incident	1.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.8
Flood	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.6	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.5
Dam and Levee Failures	1.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.3
Volcanic Eruption	1.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.2
Top 3 Concerns		Earthquake		Active Assailant		Infectious Disease			

Active Assailant

General

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms(s) and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Because active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active assailant situation.

Good Practice for Coping

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.
- Call 911 when it is safe to do so

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access. For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

- Location of the active assailant
- Number of assailants
- Identity of the assailant(s), if known
- Physical description of assailant(s)
- Number and type of weapons held by the assailant(s)
- Number of potential victims at the location

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:

- Have an escape route and plan in mind
- Evacuate regardless of whether others agree to follow
- Leave your belongings behind
- Help others escape, if possible
- Prevent individuals from entering an area where the active assailant may be
- Keep your hands visible, to prevent confusion to law enforcement
- Follow the instructions of law enforcement personnel
- Do not attempt to move wounded people
- Notify Police when you are safe

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:

- Be out of the active assailant's view
- Provide protection if shots are fired in your direction (i.e., a room with a closed and locked door)
- Not trap you or restrict your options for movement
- Remember Cover vs. Concealment
- Spread out to reduce target area
- To prevent an active assailant from entering your hiding place:
 - Lock the door, if possible
 - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
 - Cover any windows or openings that have a direct line of sight into a hallway

If the active assailant is nearby:

- Lock the door, if possible

- Close windows, shades and curtains.
- Silence all cell phone and other electronic devices
- Turn off any source of noise (i.e., radios, televisions, etc.)
- Hide behind large items (i.e., cabinets, desks)
- Remain silent
- Do not sound the fire alarm
 - A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit
- Notify Police when it is safe to do so

Fight

If running and hiding are not possible:

- Remain calm
- Notify Police, if possible, to alert them of the active assailant's location
- If you cannot speak, leave the line open and allow the dispatcher to listen

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

- Acting as aggressively as possible against him/her
- Throwing items and improvising weapons
- Yelling
- Committing to your actions

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment
- Officers may be armed with rifles, shotguns, handguns
- Officers may use pepper spray or tear gas to control the situation
- Officers may shout commands, and may push individuals to the ground for their safety

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

- Remain calm, and follow officers' instructions
- Put down any items in your hands (i.e., cell phones, bags, jackets)
- Immediately raise hands and spread fingers
- Always keep hands visible
- Avoid making quick movements toward officers such as holding on to them for safety
- Avoid pointing, screaming and/or yelling
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

To best prepare for an active assailant/physical threat situation, local law enforcement can educate and train students on this plan. Training and exercises will prepare us to effectively respond and help minimize loss of life.

Components of Training Exercises

Preparedness

- Educate students through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training
 - Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.

Prevention

- Foster a respectful school community
- Be aware of indications of violence and take remedial actions accordingly (i.e., If you see something, say something)
- Recognizing indicators for potential violence by an individual:
 - Increased use of alcohol and/or illegal drugs
 - Unexplained increase in absenteeism; vague physical complaints
 - Noticeable decrease in attention to appearance and hygiene
 - Depression/withdrawal
 - Resistance and overreaction to changes in policy and procedures
 - Repeated violations of District policies
 - Increased severe mood swings
 - Noticeably unstable, emotional responses
 - Explosive outbursts of anger or rage without provocation

- Suicidal; comments about “putting things in order”
- Behavior which is suspect of paranoia, (“everybody is against me”)
- Increasingly talks of personal problems
- Talk of severe financial problems
- Talk of previous incidents of violence
- Empathy with individuals committing violence
- Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to **Duck, Cover, and Hold**.

The Incident Commander will make the following announcement on the PA System:

“ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW.”

Note: If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions, email, etc.

Description of Action

If inside

- Drop to knees
- Get under desk and remain facing away from windows
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.

If outside

- Drop to knees
- Clasp both hands behind neck
- Bury face in arms
- Make body as small as possible
- Close eyes and cover ears with forearms.
- Avoid glass and falling objects

Procedures

- Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
- When the shaking stops, the Incident Commander will issue the All-Clear Response
- Use prescribed routes and proceed directly to the Assembly Area. Teachers shall notify the Student Attendance/Release Team of missing students.
- The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.

- Warn all personnel to avoid touching fallen electrical wires.
- First Aid Team will check for injuries and provide appropriate first aid.
- The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
- If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
- The Incident Commander will contact the EOC to determine if additional actions are deemed necessary.

During Non-Operating Hours

- The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.
- If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Fire - Structural

The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

NOTE – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.

- If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.
 - The Incident Commander will call 911 and provide the location and nature of the incident
- The Incident Commander will immediately initiate the Off-Site Evacuation Procedures
 - Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area
- Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students
 - Staff will notify the Incident Commander of any missing students
- If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives
 - All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out"
- The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles
- The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer
- Outreach and Communication to disseminate information
 - In the event that students need to be released from the school site, refer to the Reunification Annex for reunification procedures
 - If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site will open the following day.

Fire – Forest, Wildfire, or Urban Interface

General

Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Procedure

- Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander
- The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation
- The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident
- The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles
- The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions
- If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area
- All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students
- The Incident Commander should monitor local radio stations for emergency information.
- The Incident Commander will notify the Senior Executive of the emergency situation
- The office of the Senior Executive should work with the Office of Public Outreach and Communication to disseminate information
- If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation

- The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions
- In the event that students need to be released from the District site, refer to the Reunification Annex for reunification procedures

Infectious Disease

Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. **This annex does not replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to Cal OSHA requirements.** Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

- EOPs may have to be activated with community partners if there is an infectious disease outbreak;
- Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex;
- Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex;
- Depending on the disease, there may potentially be some deaths in the community; and,
- If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:

- Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a *viral infection*,
- *Bacterial infections* that can cause E. Coli, MRSA, and strep throat, and
- *Fungal infections*, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity
- Depending upon the specific virus, it can cause more severe illness than regular flu

Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The “**Historical Information**” section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as *an individual* with the disease.

Outbreak

An outbreak is defined as a *localized*, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the *occurrence of more cases of disease than expected* in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an *epidemic occurring over a very wide area* (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.

Phase 1: A virus in animals has caused no known infections in humans.

Phase 2: An animal flu virus has caused infection in humans.

Phase 3: Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

Phase 4: The risk for a pandemic is greatly increased but not certain.

Phase 5: Spread of disease between humans is occurring in more than one country of one WHO region.

Phase 6: Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)



Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-202?).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel protective equipment and telework policies are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on handshaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);

- Establishing flexible work hours or worksite, (e.g., telecommuting);
- Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.

When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.
- Ensure essential personnel are at the primary worksite.
- Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.
- Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to “normal.” This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

- During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur
- Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general
- It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP
- We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention ([cdc.gov](https://www.cdc.gov)) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:

- Your local health department contact
- (Searchable database <https://www.naccho.org/membership/lhd-directory>)
- California Department of Public Health – <https://www.cdph.ca.gov/>
- Centers for Disease Control and Prevention (CDC) - <https://www.cdc.gov/>

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice, it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:

- Communication annex
- Continuity of Operations Plan (COOP) annex

Additional actions include:

- Maintain contact with our local Health Department and coordinate our actions based upon their recommendations
- Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant
- Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
- Insure those who are ill stay home
- Send the sick home immediately
- Provide fact sheets and guidelines for families to make them aware of symptoms and remind them of respiratory hygiene etiquette
- Monitor bulletins and alerts from the Department of Health and Human Services
- Keep staff and students informed of developing issues
- Assist the Department of Health and Human Services in monitoring outbreaks
- Respond to media inquiries regarding organization attendance status
- Implement telework procedures, if necessary, so that staff can stay home
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community

After

As with any major crisis or incident the major goal of our institution is to get things back to “normal.” This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to “normal.”

COVID-19 Specific Guidance

The source of information contained in this portion of the Infectious Disease annex is located on the Center for Disease Control and Prevention (CDC) website, in the Covid-19 section at:

<https://www.cdc.gov/coronavirus/2019-nCoV/index.html>

Primary Symptoms

- fever
- dry cough
- shortness of breath
- fatigue
- Newly acquired loss of taste or smell

Preventative Measures

- Vaccines are available. Consider getting vaccinated.



- Wear face Coverings
- Avoid close contact and maintain Social Distancing (approximately 6 feet apart)

The CDC has posters available for our use. See “**Stop the Spread of Germs**” poster in Figure 2 as an example.

- Know How It Spreads
- Wash Your Hands Often
- Avoid Close Contact (Social distancing)
- Wear Face Coverings
- Clean and Disinfect
- Monitor Your Health Daily

Know How It Spreads

There is currently no vaccine to prevent coronavirus disease 2019 (COVID-19). **The best way to prevent illness is to avoid being exposed to this virus.** The virus is thought to spread mainly from person-to-person:

- Between people who are in close contact with one another (within about 6 feet).
- Through respiratory droplets produced when an infected person coughs, sneezes or talks.
- These droplets can land in the mouths or noses of people who are nearby or possibly be inhaled into the lungs.
- Some recent studies have suggested that COVID-19 may be spread by people who are not showing symptoms.

Wash Your Hands Often

- Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, or sneezing. It’s especially important to wash:
- Before eating or preparing food
- Before touching your face
- After using the restroom
- After leaving a public place
- After blowing your nose, coughing, or sneezing

- After handling your cloth face covering
- After changing a diaper
- After caring for someone sick
- After touching animals or pets

If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry.

Avoid touching your eyes, nose, and mouth with unwashed hands.

Avoid Close Contact

Inside your home:

- Avoid close contact with people who are sick.
- If possible, maintain 6 feet between the person who is sick and other household members.

Outside your home:

- Put 6 feet of distance between yourself and people who don't live in your household.
- Remember that some people without symptoms may be able to spread virus.
- Stay at least 6 feet (about 2 arms' length) from other people.
- Keeping distance from others is especially important for people who are at higher risk of getting very sick.

Wear Face Coverings

- Cover your mouth and nose with a cloth face cover when around others
- You could spread COVID-19 to others even if you do not feel sick.
- The cloth face cover is meant to protect other people in case you are infected.
- Everyone should wear a cloth face cover in public settings and when around people who don't live in your household, especially when other social distancing measures are difficult to maintain.
- Cloth face coverings should not be placed on young children under age 2, anyone who has trouble breathing, or is unconscious, incapacitated or otherwise unable to remove the mask without assistance.
- Do NOT use a facemask meant for a healthcare worker. Currently, surgical masks and N95 respirators are critical supplies that should be reserved for healthcare workers and other first responders.
- Continue to keep about 6 feet between yourself and others. The cloth face cover is not a substitute for social distancing.

Clean and Disinfect

- Clean and disinfect frequently touched surfaces daily. This includes tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, toilets, faucets, and sinks.

- If surfaces are dirty, clean them. Use detergent or soap and water prior to disinfection.
- Then, use a household disinfectant. Most common EPA-registered household disinfectants will work.

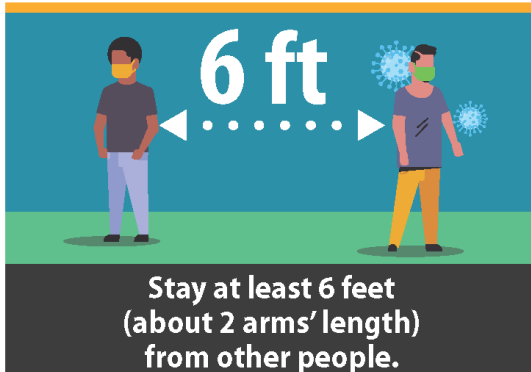
Monitor Your Health Daily

Be alert for symptoms. Watch for fever, cough, shortness of breath, or other symptoms of COVID-19. This is especially important if you are running essential errands, going into the office or workplace, and in settings where it may be difficult to keep a physical distance of 6 feet.

- **Take your temperature** if symptoms develop.
- Don't take your temperature within 30 minutes of exercising or after taking medications that could lower your temperature, like acetaminophen.
- Follow CDC guidance if symptoms develop.

Stop the Spread of Germs

Help prevent the spread of respiratory diseases like COVID-19.



cdc.gov/coronavirus

316917-A May 13, 2020 11:00 AM

Figure 2: Stop the Spread of Germs

Historical Information

This timeline captures the last century, to date. See Figure 3, following.

1918: H1N1 flu

H1N1 is a strain of flu that still circulates the globe annually.

1921-1925: Diphtheria epidemic

Diphtheria peaked in 1921, with 206,000 cases. It causes swelling of the mucous membranes, including in your throat, that can obstruct breathing and swallowing.

1916-1955: The peak of polio

Polio is a viral disease that affects the nervous system, causing paralysis. It spreads through direct contact with people who have the infection.

1957: H2N2 flu

A major flu outbreak occurred again in 1957. The H2N2 virus, which originated in birds, was first reported in Singapore in February 1957, then in Hong Kong in April 1957.

1981-1991: Second measles outbreak

Measles is a virus that causes fever, runny nose, cough, red eyes, and sore throat, and later a rash that spreads over the whole body.

1993: Contaminated water in Milwaukee

One of Milwaukee's two water treatment plants became contaminated with cryptosporidium, a parasite that causes the cryptosporidiosis infection. Symptoms include dehydration, fever, stomach cramps, and diarrhea.

2009: H1N1 flu

In the spring of 2009, the H1N1 virus was detected in the United States and spread quickly across the country and the world. This outbreak made headlines as the swine flu.

2010, 2014: Whooping cough

Pertussis, known as whooping cough, is highly contagious and one of the most commonly occurring diseases in the United States. These coughing attacks can last for months.

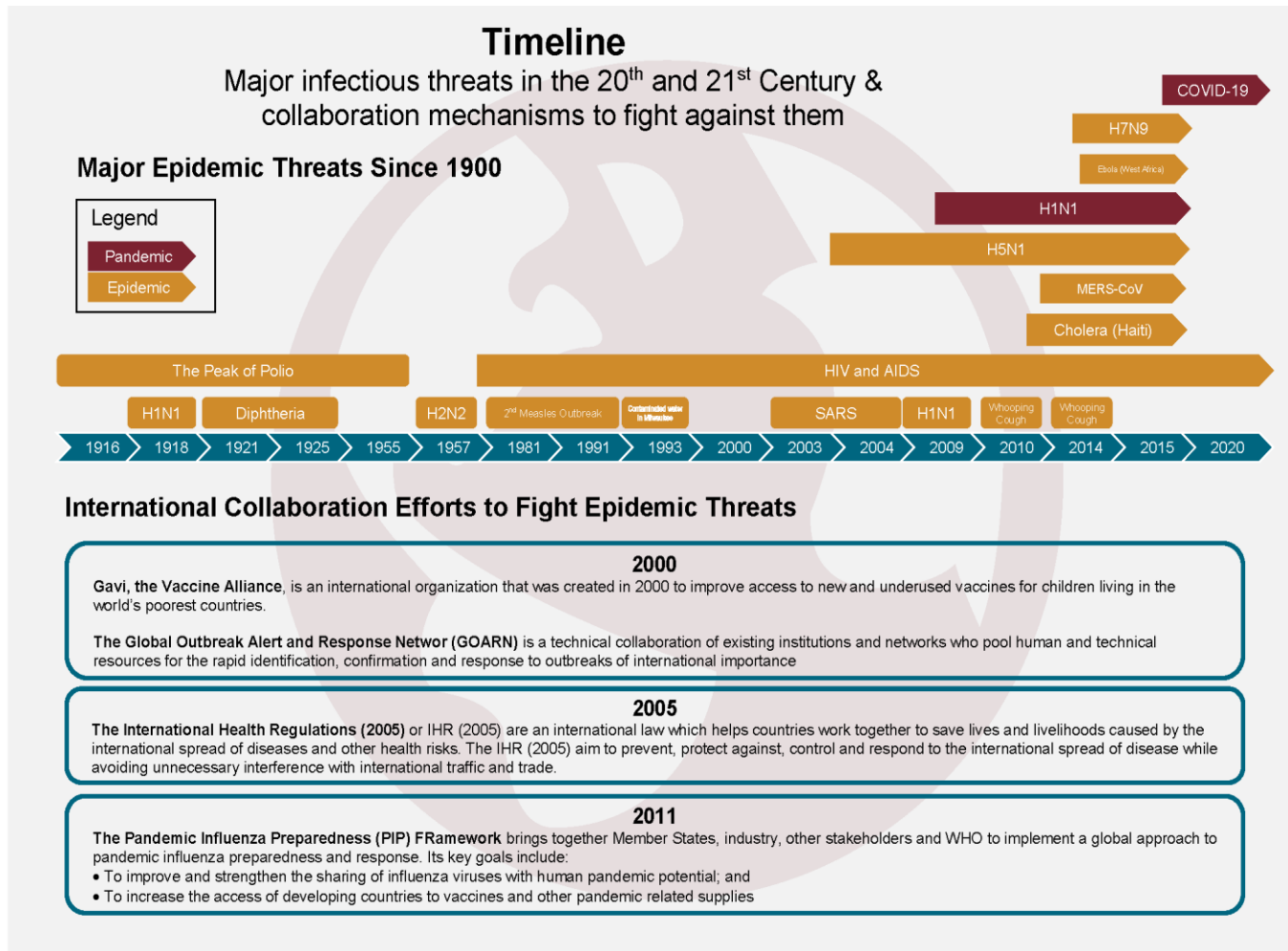
1980s to present: HIV and AIDS

First documented in 1981, the epidemic known today as HIV appeared to be a rare lung infection. Now we know that HIV damages the body's immune system and compromises its ability to fight off infections. AIDS is the final stage of HIV and, according to the CDC, in 2018 it was the 9th leading cause of death in the United States among people 25 to 34 years old. Just because a person gets HIV doesn't mean they'll develop AIDS.

2020: COVID-19

The SARS-CoV-2 virus, a type of coronavirus that causes the disease COVID-19, was first detected in Wuhan City, Hubei Province, China in late 2019. It seems to spread easily and sustainably in the community. Cases have been reported all over the world, and as of late May 2020, there were over 1.5 million cases and over 100,000 deaths in the United States.

Figure 3: Infectious Disease Timeline - 21st Century



Landslides & Debris Flow

Landslides occur in all U.S. states and territories and can be caused by many factors including earthquakes, storms, volcanic eruptions, fire and human modification of land. The deadliest landslides are the ones that occur quickly, like debris flows, often with little notice. Whether you are at work or at home, the best way to prepare is to stay informed, and understand when a dangerous landslide is likely to occur.

In a landslide, masses of rock, earth or debris move down a slope. Debris and mud flows are rivers of rock, earth, and other debris saturated with water. They develop during intense rainfall, runoff, or rapid snowmelt, changing the earth into a flowing river of mud or “slurry.” They can flow rapidly, striking with little or no warning at avalanche speeds (faster than a person can run). They also can travel many miles from their source, growing as they pick up trees, boulders, cars and other materials. Debris flows don’t always stay in stream channels and they can flow sideways as well as downhill.

When a wildfire burns a slope, it increases the chance of debris flows for several years. Although some landslides require lengthy rain and saturated slopes, a debris flow can start on a dry slope after only a few minutes of intense rain. “Intense” rain means a burst of rain at a fast rate, about half an inch in an hour. With debris flows, the rate matters more than total rainfall.

How to protect staff, students and property depends on the type of landslide. Land-use zoning, professional inspections, and proper design can reduce many landslide problems, but evacuation is often the only way to protect lives from a debris flow or other fast-moving landslide. Never ignore an evacuation order.

Before a Landslide

The following are things we can do to protect staff, students, visitors and property from the effects of a landslide or debris flow:

- To begin preparing, build an emergency kit and make sure our Communications Annex is up to date.
- Connect with our local emergency services, heed evacuation warnings.
- Leave if we have been told to evacuate or we feel it is unsafe to remain at our site.
Text **SHELTER** + your ZIP code to **43362** (4FEMA) to find the nearest shelter in your area (example: **shelter 12345**).
- Prepare for landslides by following proper land-use procedures - avoid building near steep slopes, close to mountain edges, near drainage ways or along natural erosion valleys.
- Become familiar with the land around us. Learn whether landslides have occurred in our area by contacting local officials. However, don’t assume that what happened last time will happen next time. Debris flows can start in places they’ve never been and return to slopes where they’ve already been.

- Get an assessment of our District's property by a qualified geotechnical professional.
- Consult a professional for advice on appropriate preventative measures for our District's sites.
- Protect District property based on the recommendations from the 'qualified geotechnical professional' and/or local city/county guidance on protection from debris flow and flooding. We can't stop or change the path of a debris flow. However, we may be able to protect District property from floodwaters or mud by use of sandbags, retaining walls or k-rails (Jersey barriers).
- In mud and debris flow areas, consider building channels or deflection walls to try to direct the flow around buildings. Be aware, however, that when a flow is big enough, it goes where it pleases. Also, if we divert the flow and it flows onto property owned by others, we may be liable for damages.

Recognize Warning Signs

Watch for debris flows and other fast-moving landslides that pose threats to life:

- If you are near a wildfire burn area, sign up for emergency alerts and pay attention to weather forecasts for the burn area. The weather in the burn area could be very different from where you are.
- Listen and watch for rushing water, mud, unusual sounds.
- Unusual sounds, such as trees cracking or boulders knocking together, might indicate moving debris.
- A faint rumbling sound that increases in volume is noticeable as the landslide nears.
- Fences, retaining walls, utility poles, k-rails, boulders, or trees move.
- Huge boulders in the landscape can be signs of past debris flows.

Watch for slow-moving landslides that pose threats to District property:

- Changes occur in landscape such as patterns of storm-water drainage on slopes (especially the places where runoff water converges) land movement, small slides, flows, or progressively leaning trees.
- Doors or windows stick or jam for the first time.
- New cracks appear in plaster, tile, brick, or foundations.
- Outside walls, walks, or stairs begin pulling away from the building.
- Slowly developing, widening cracks appear on the ground or on paved areas such as streets or parking lots.
- Underground utility lines break.
- Bulging ground appears at the base of a slope.
- Water breaks through the ground surface in new locations.
- Fences, retaining walls, utility poles, or trees tilt or move.
- The ground slopes downward in one direction and may begin shifting in that direction under your feet.

During a Landslide

- Activate our Emergency Operations Plan and follow the plan concerning all notifications and communications.
- Listen to local news stations on a battery-powered radio for warnings.
- Heed all warnings and evacuation notices.
- Be aware that by the time you are sure a debris flow is coming, that will be too late to get away safely. Never cross a road with water or mud flowing. Never cross a bridge if you see a flow approaching. It can grow faster and larger too quickly for you to escape.
- If you do get stuck in the path of a landslide move uphill as quickly as possible.
- Avoid river valleys and low-lying areas during times of danger.
- If you are near a stream or channel, be alert for any sudden increase or decrease in water flow or water that changes from clear to muddy. These can be signs that a landslide is coming.

After a Landslide

- Stay away from the slide area. There may be danger of additional slides.
- Listen to local radio or television stations for the latest emergency information.
- Watch for flooding. Floods sometimes follow landslides and debris flows because they may both be started by the same conditions.
- Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- Report broken utility lines and damaged roadways and railways to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.
- Allow trained professionals to check the building foundations, and surrounding land for damage.
- Replant damaged ground as soon as possible since erosion caused by loss of ground cover can lead to flash flooding and additional landslides in the near future.
- Seek advice from a geotechnical expert for evaluating landslide hazards or designing corrective techniques to reduce landslide risk. A professional will be able to advise you of the best ways to prevent or reduce landslide risk, without creating further hazard.

Power/Utility Failure

Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

- Disrupt communications, water, and transportation
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services
- Cause food spoilage and water contamination
- Prevent use of medical devices

Protect Students and Staff During A Power Outage

- Keep freezers and refrigerators closed
- Only use generators outdoors and away from windows or air intakes
- Do not use gas appliances for heating
- Disconnect appliances and electronics to avoid damage from electrical surges
- Have alternate plans for refrigerating medicines or using power-dependent medical devices
- If safe, go to an alternate location for heat or cooling

Electrical Systems

The M&O Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map “Electrical Systems Field Operations Guide” (known as the Electrical Systems FOG)
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG
- Include a photo of each panel and label the photos corresponding to the panel numbers
- If panels do not have a numeric identifier, consider adding that at all panel locations
- Label the site main and subpanel main shut-off for each panel to minimize confusion
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure

Backup Supplies and Other Resources

- Identify all the items needed that rely on electricity
- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life

- Plan for batteries and other alternatives to meet our needs when the power goes out
- Sign up for local alerts and warning systems. Monitor weather reports
- Ensure that any carbon monoxide detectors are in working order and that battery backups are available
- Determine whether the phone system will work in a power outage and how long battery backup will last
- Review the supplies that are available in case of a power outage
- Have flashlights with extra batteries available for individual rooms or offices without exterior light sources
- Maintain an inventory of nonperishable food and water
- Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher
- Keep mobile phones and other electric equipment charged and gas tanks full

Survive During

When power goes out, a trained and responsible employee should:

- Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
- Maintain food supplies that do not require refrigeration
- Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows
- Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary “surges” or “spikes” that can cause damage

Power Restoration

- When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
- If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug’s label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

General

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.

Hazard Analysis

Severe Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to \$1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Incident condition

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Planning Facts and Assumptions

- Severe weather-related hazards can occur at any time throughout the year
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted
- Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves
- The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed

Section 3 – Data Analysis

School Performance Overview Dashboard

School Performance Overview – 2021

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at [COVID-19 and Data Reporting](#) and the [COVID-19 Accountability FAQs](#).

School Details

NAME

Green Point Elementary

ADDRESS

180 Valkensar Lane
Blue Lake, CA 95525-9700

WEBSITE

N/A

GRADES SERVED

K-8

CHARTER

No

**DASHBOARD ALTERNATIVE
SCHOOLS STATUS**

No

School Performance Overview – 2020

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. More information regarding 2020 accountability is available on the [2020 COVID-19 Accountability FAQs](#) web page.

School Details

NAME

Green Point Elementary

ADDRESS

180 Valkensar Lane
Blue Lake, CA 95525-9700

WEBSITE

N/A

GRADES SERVED

K-8

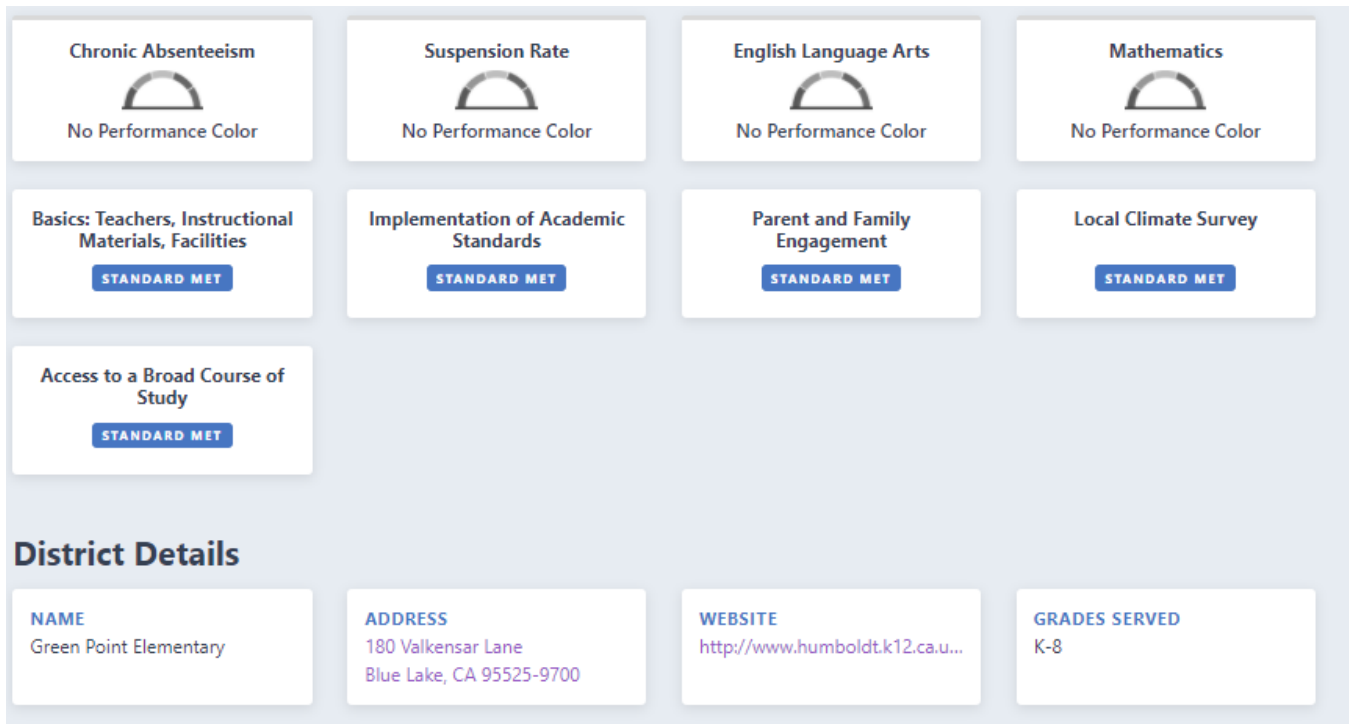
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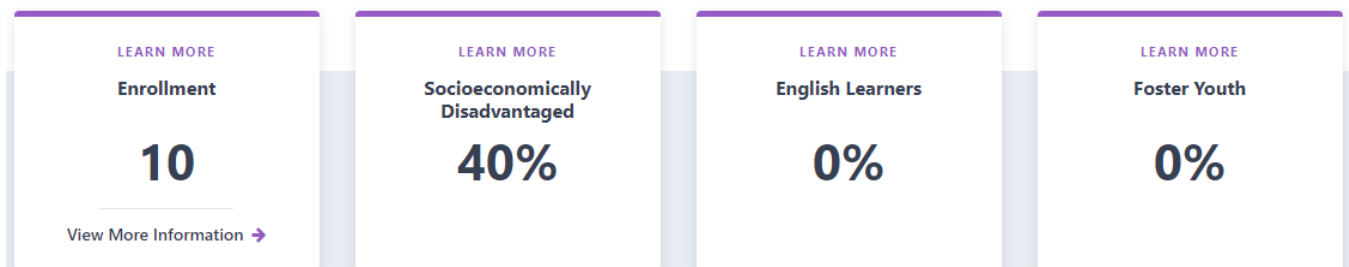
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SCHOOLS STATUS**

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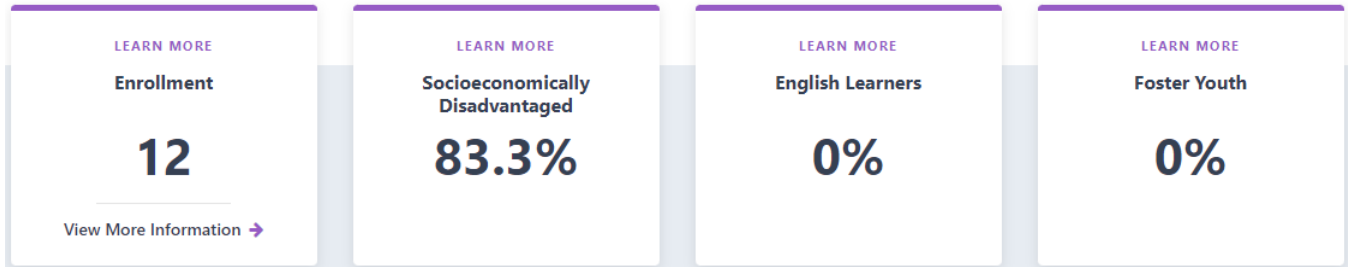
School Performance Overview – 2019



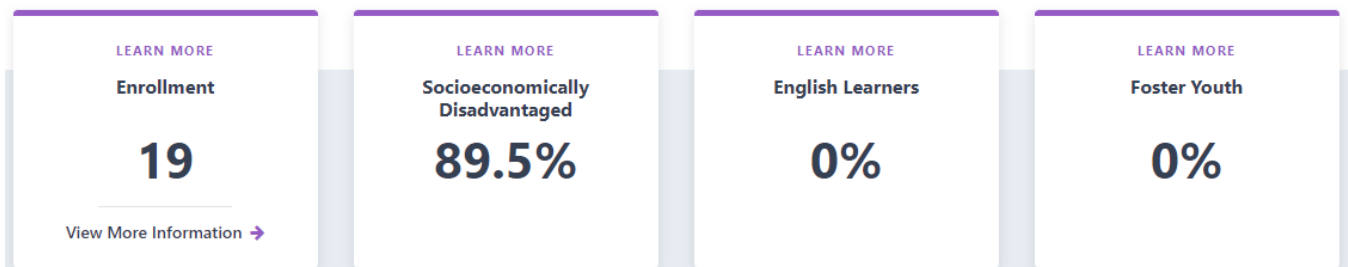
Student Population – 2021



Student Population – 2020



Student Population – 2019



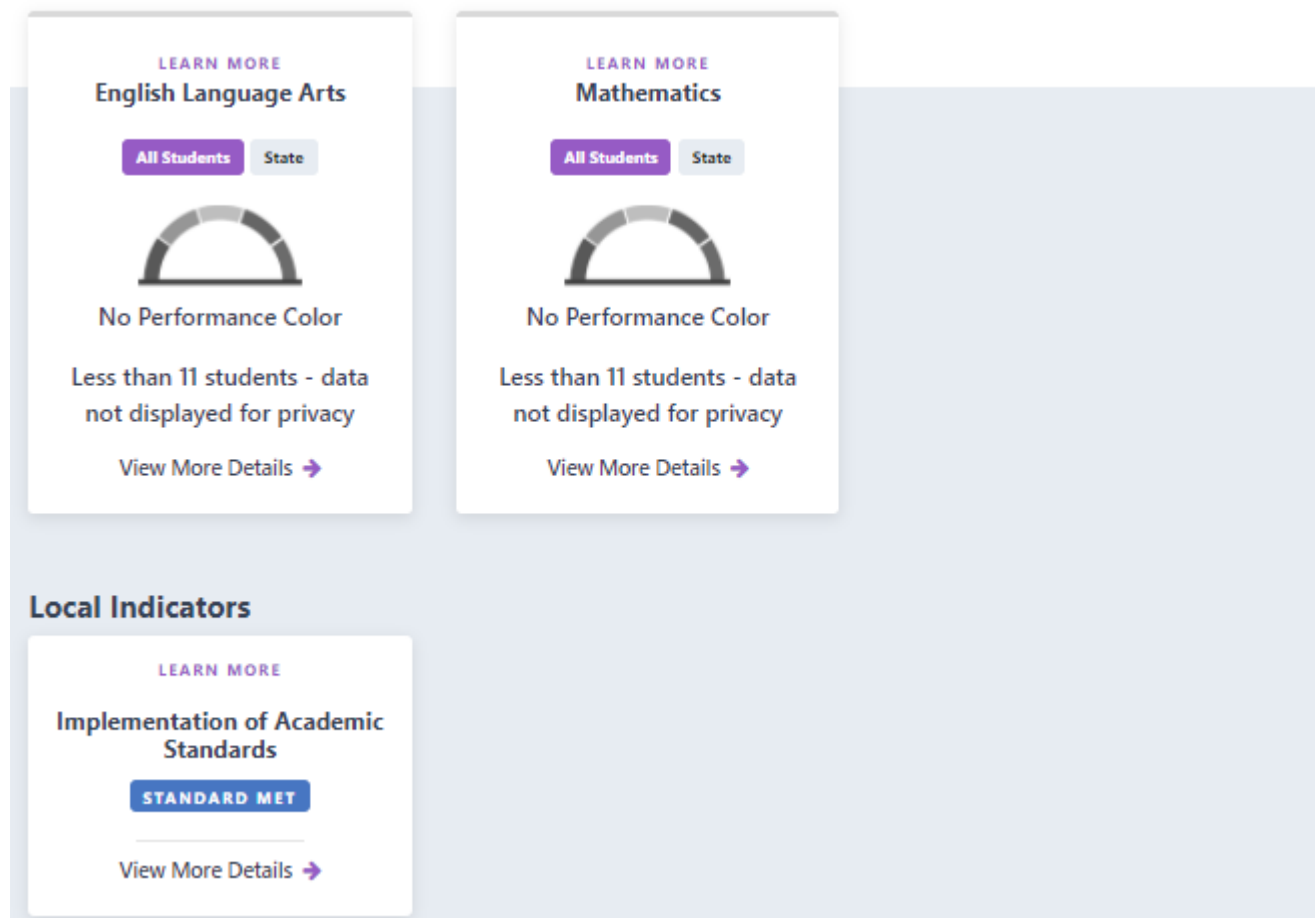
Academic Performance – 2021

No Data Available

Academic Performance – 2020

No Data Available

Academic Performance – 2019



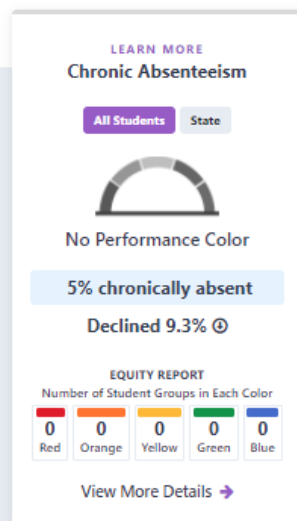
Academic Engagement – 2021

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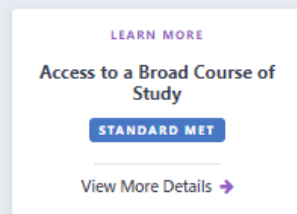
Academic Engagement – 2020

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Academic Engagement – 2019



Local Indicators



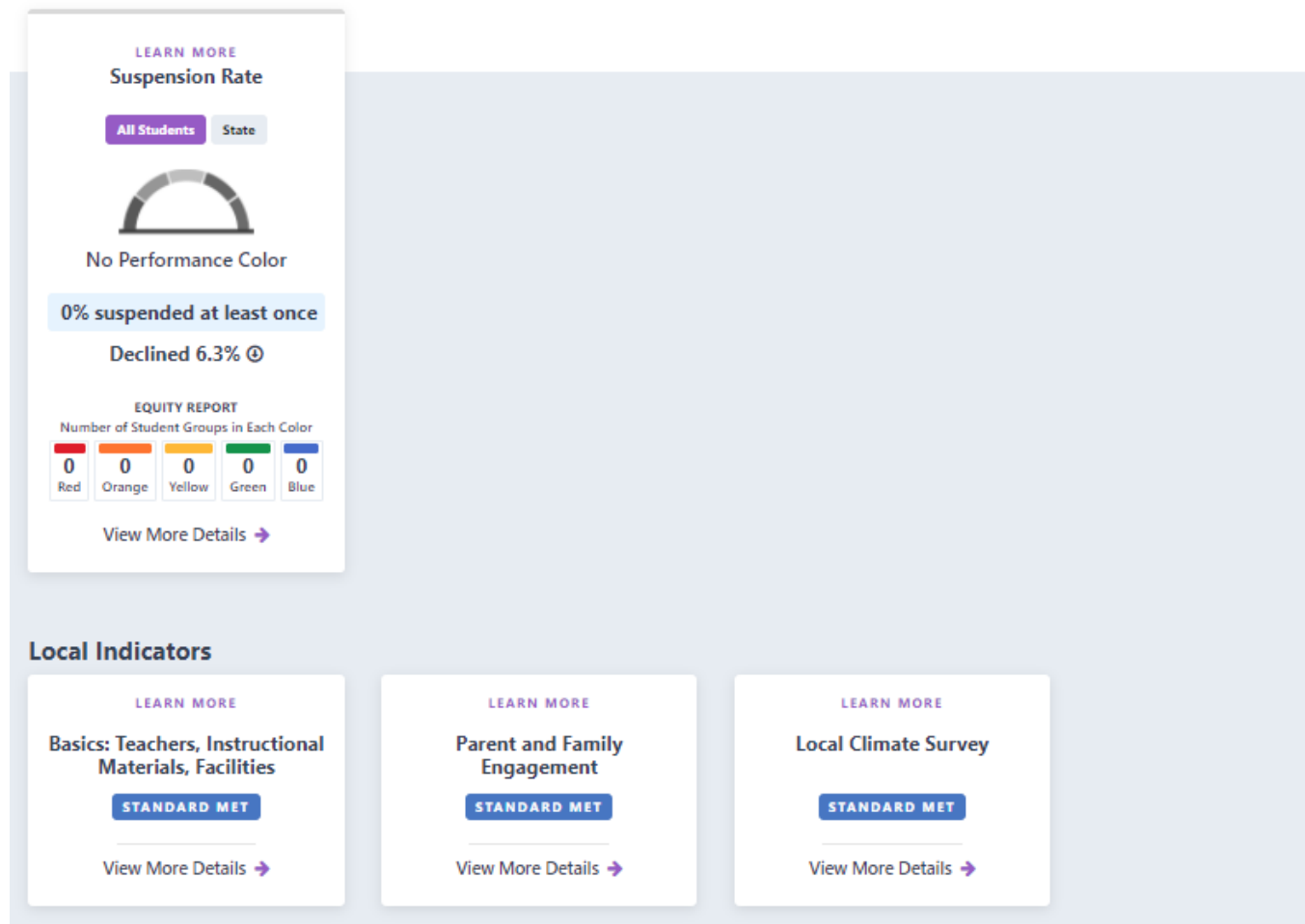
Conditions and Climate – 2021

No Data Available

Conditions and Climate – 2020

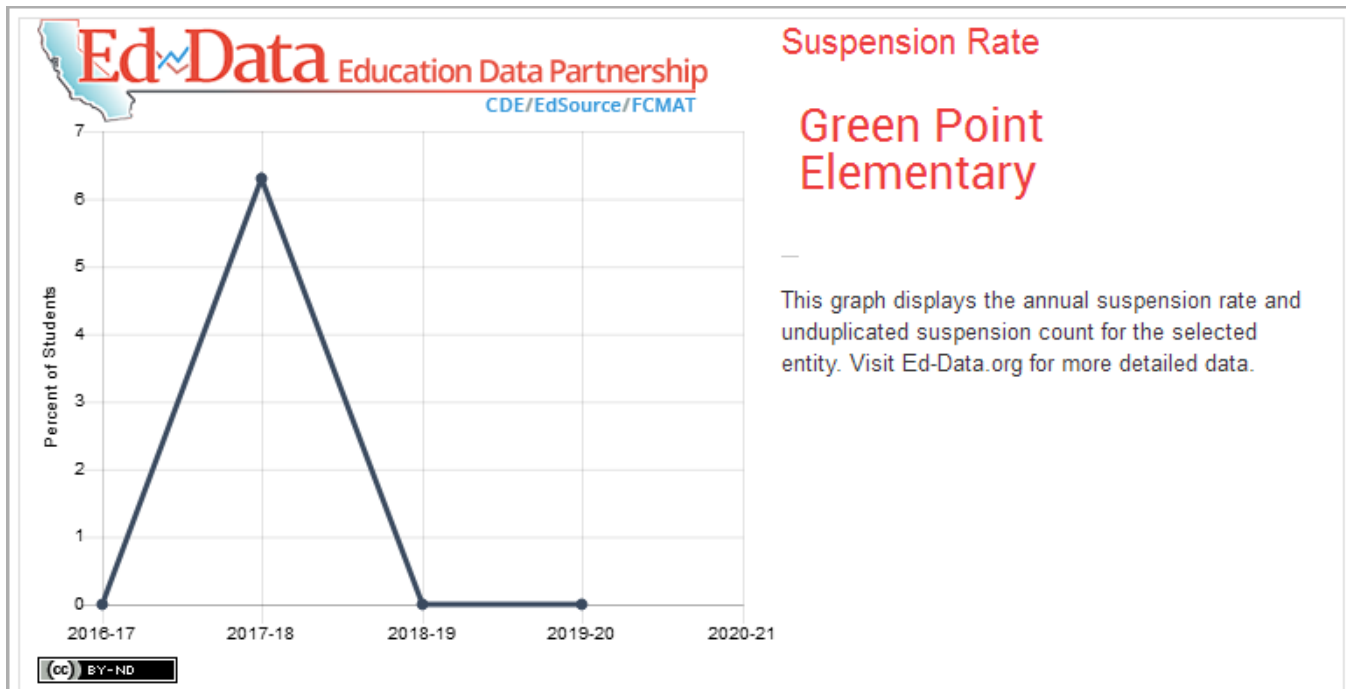
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Conditions and Climate – 2019

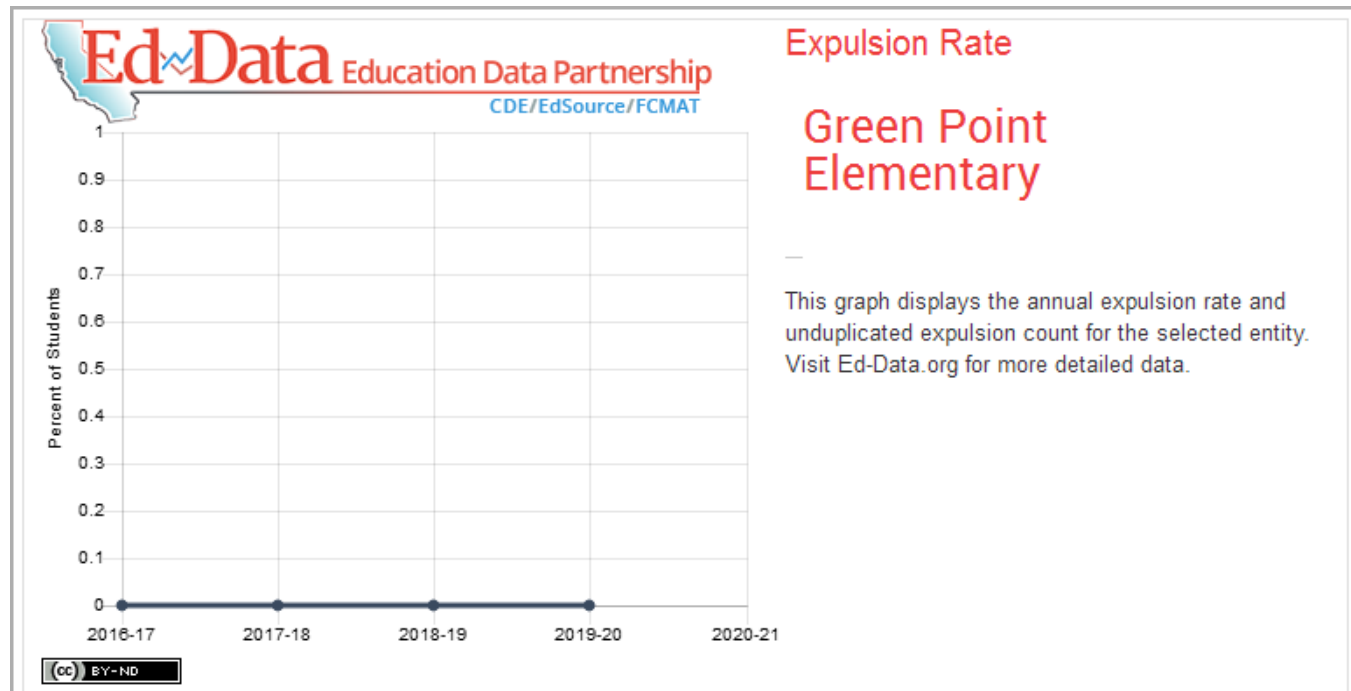


Suspension/Expulsion Data

Suspension Rate



Expulsion Rate



Section 4 – Action Plan

Action Plan

Areas of Pride/Accomplishments

- The District stakeholders discussed their pride in maintaining a small school site for the families in the valley. Areas of acknowledgement included the outdoor science program, community feel in the school with mixed grade instruction, and the ratio of adults to students on campus.

Findings & Desired Improvements

- The stakeholders discussed their hope for new curriculum, Ensuring a safe outside environment for students, and maintaining a reliable transportation system.

Priorities/Goals

- The District has prioritized the need to maintain transportation services, Improve enrollment of our in-district families and facilitate more community outreach opportunities.

Overall Strategies for the 2021/2022 School Year

Component 1 People and Programs(School Climate):

- The District will review PBIS programs to support an incentive program to recognize good behavior.

Component 2 Places (Physical Environment):

- The District will focus on trimming trees in our outdoor spaces to reduce the risk of harm to students and staff.