

MODEL EMERGENCY PLAN FOR SCHOOLS

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Third Printing
March, 2001

Provided by the Contra Costa County CAER Group, Inc.
Contact CAER toll-free at (888) 972-CAER (2237).

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Appendix No.1

Outline To Implement The Model Emergency Plan In Three Years p. i-iv

IMPORTANT INFORMATION

Emergency: Dial 911

Local Police Department non-emergency phone number: _____

Local Fire Department non-emergency phone number: _____

Contra Costa County Office of Emergency Services: (925) 228-5000

School District Office: _____

Red Cross Concord Office: (925) 603-7400

Red Cross Richmond Office: (510) 307-4400

Name and phone number of mentor: _____

Nearest hospital and phone number: _____

PG&E phone number: _____

Local Water Company phone number: _____

Clergy/Counselor's phone number: _____

News Radio Stations:

Radio Station A: _____

Radio Station B: _____

Radio Station C: _____

Radio Station D: _____

Radio Station E: _____

PROCEDURE TO CALL 911

1. State your emergency.
2. Stay Calm.
3. Give your name and address.
4. Listen. Allow 911 employee to direct conversation.
5. Be Prepared to answer questions in a clear, calm manner.
6. Remain on the telephone. **DO NOT** hang up until the dispatcher says to do so.

Contributions from: the Mt. Diablo Unified School District Emergency Preparedness Manual.

**PREPARING YOUR SCHOOL SITE FOR DISASTER
PRINCIPAL'S CHECKLIST**

General:

- 1. Determine who will be your designee (when you are absent) in the event of an emergency.
- 2. Develop a relationship with local police and fire departments. [Note: For large critical incidents, schools are mandated to use SEMS – the Standardized Emergency Management system, which is a nationally recognized emergency operations plan. There is a clear chain of command among law enforcement, emergency personnel of the fire department and paramedics. The California Attorney General recommends developing a Memorandum of Understanding (MOU) between the school and these emergency responders. Refer to the publication “Crisis Response Box” listed under references.]
- 3. Review emergency plan annually with local police and fire. Discuss their expectations of actions outlined in emergency plan. Ask for guidance about how to determine when certain emergency actions are required. For example, when should a bomb threat be taken seriously and the school evacuated? What criteria should be used to make this decision?
- 4. Contact your local City or County Office of Emergency Services. Determine how you will be able to coordinate with them in an emergency. Use this office as a resource.
- 5. Review emergency plan annually with staff. Ensure that all staff members are aware of their responsibilities and actions in the event of an emergency.
- 6. Review with staff the procedure for calling 911.
- 7. Do a Hazard Assessment of your school site (refer to p. 10).
- 8. Remove or correct hazards found in the Hazard Assessment where possible.
- 9. Develop and maintain the file of students and staff susceptible to respiratory problems, as mentioned under "Air Pollution Episode" section (refer to p. 20).
- 10. Perform and document all emergency preparedness drills.

Communication:

- 1. Develop communication network at your site.
- 2. Have battery operated AM radio in office.
- 3. Build a relationship with RACES (HAM radio – see page iii of Appendix).

Staff Instructions:

- 1. Inventory staff for skills such as First Aid and CPR. Encourage staff to become certified in First Aid and CPR and to maintain their certification. Encourage frequent parent volunteers to become certified as well. The Red Cross offers classes in First Aid and CPR.
- 2. Assign teachers in a "buddy system" to assist each other during any disaster.
- 3. Inform staff of California Government Code 3100, designating all public school employees as Disaster Service Workers. This may require their presence at the school for several days.
- 4. Instruct staff to prepare emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies.

Family Information:

- 1. Send an annual letter to families about the school's emergency plans. Include instructions about what each parent should/should not do in the event of an emergency. Ask each family to supply their child's individual emergency kit as well as some of the canned or dry food supplies listed under earthquake supplies.
- 2. Ask for parent volunteers who are willing to be trained in CPR and First Aid. Ask these volunteers if they would be willing to come to the school site after an earthquake and serve on the First Aid team.
- 3. Ask for parent volunteers would be willing to come to the school site after an earthquake to assist in other areas such as Search and Rescue Teams, etc.

Preparing for an Earthquake:

- 1. Determine who will be assigned to the six Emergency Response Teams (refer to p. 45). Direct each team to complete their team's responsibilities.
- 2. Prepare a color-coded utility map of the school site (p.18) (electric: red, gas, oil, steam: yellow, communication: orange, water: blue, sewer: green).
- 3. Paint utilities on building the colors depicted on the utility map.
- 4. Conduct "Duck-Cover-Hold" and the "assemble at meeting place" earthquake drills on a quarterly basis at the elementary school level. Once per semester at the secondary school level.
- 5. Conduct a full-scale earthquake drill (complete with search and rescue) annually.
- 6. Prepare and inventory earthquake supplies for your school site (p. 41-44).
- 7. Determine who will have access to the earthquake storage supply shed.

- 8. Issue keys to the individuals responsible for the Search and Rescue Teams, the Security/Damage Assessment Team and your designee in the event of your absence.

Preparing for a Fire:

- 1. Prepare fire drill map of school site (p.14).
- 2. Conduct fire drills monthly at the elementary school level, quarterly at the secondary school level.
- 3. Obtain fire extinguisher training for self and staff.
- 4. Know number and locations of fire extinguishers. Check them monthly/have them serviced annually.

Preparing for Evacuation:

- 1. Prepare evacuation plan of school site (refer to p. 13-15). Identify primary and secondary evacuation sites. Become familiar with evacuation routes.
- 2. Determine how many busses would be needed to accommodate the entire student population and staff. Also assess availability of alternative vehicles (especially if your district does routinely bus the majority of the student population).
- 3. Conduct a full-scale evacuation drill annually.

Preparing for a Chemical Accident:

- 1. Prepare shelter-in-place map of school site (p. 16).
- 2. Conduct shelter-in-place drills quarterly.

**PREPARING SCHOOL SITE FOR DISASTER
STAFF'S CHECKLIST**

- 1. Prepare your own family and home for a disaster in the event that you may be required to be away for a few days.
- 2. Review the school emergency plans with the principal.
- 3. Teachers should prepare the emergency backpacks for classroom and individual student emergency kits. Each teacher is to prepare their own backpack and make sure the students bring the supplies requested for their individual emergency kits and for the canned or dry food earthquake supplies (refer to p. 11-12).
- 4. Correct or remove hazards identified in your area by the hazard assessment of the school site.
- 5. Instruct students in emergency preparedness: fire prevention, clothing on fire with STOP-DROP-ROLL, earthquake readiness and DUCK-COVER-HOLD, hazardous materials accident with SHELTER-SHUT-LISTEN, and other emergencies.
- 6. Participate fully in all emergency drills.
- 7. Know your buddy assignment and coordinate with your buddy teacher.
- 8. Become certified in First Aid and CPR through the Red Cross.
- 9. Become prepared to perform your Emergency Team assignments in the event of an earthquake.
- 10. Take fire extinguisher training.

HAZARD ASSESSMENT OF SCHOOL SITE

A qualified structural and/or civil engineer should perform the hazard assessment of the school site where appropriate.

The interior and exterior portions of the school buildings as well as the school grounds should be assessed for potential hazards.

The hazard assessment should include evaluation of the following potential hazards to impact the school site, staff or students:

- Proximity of toxic, flammable, corrosive, chemically reactive or radioactive material, including proximity to industry and trucking and railroad routes.
- Proximity of high voltage power lines.
- Proximity to fault lines
- Likelihood and possible effects of flooding, including proximity to dams in the event of their failure.
- Likelihood and possible effects of a Wildland fire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after earthquake or other disaster. Consider the proximity of gas, water and sewer lines locating these areas.
- Locations of interior hanging fixtures on ceilings, etc. such as fluorescent lights.
- Locations of windows, particularly those near doorways.
- Stability of bookcases and shelving in classrooms as well as the objects on the shelves, cabinets and hanging on walls.
- Stability of water heaters.
- Prevention of the school piano from rolling during an earthquake.
- Security of AV equipment, computers, TV monitors, aquariums, etc. from motion during an earthquake.

An effort should be made to remove or correct the identified hazards to the school site if possible to do so.

Contributions from: St. Patrick's School Emergency Plan.

EMERGENCY BACKPACK FOR CLASSROOM (teacher and classroom supplies)

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The emergency backpack is to be carried by the teacher during the evacuation.

- 1 pint bottled water
- Personal snacks similar to individual student kits
- Work gloves
- Neck lanyard with whistle
- 18" pry bar
- 3 space blankets
- 1 Richter highway blanket
- 1 flashlight
- 1 portable radio
- 2 sets spare batteries for each flashlight and radio
- 3 pressure dressings
- 3 pair latex gloves
- 6 rolls Kerlix bandaging material
- 4 rolls medical tape
- 1 pair medical scissors
- 4 ice packs
- 1 package Band-Aids
- Feminine hygiene products (if applicable)
- Classroom roster
- Paper and writing tools (chalk, pens or sharpies)
- Student release forms
- Copies of student emergency cards
- Copy of disaster plan
- Copy of "What to Expect After a Disaster: Children's Typical Reactions" from the Governor's Office of Emergency Services.
- Buddy list
- Copy of utility map
- Search and Rescue tags--green for all clear, red for injured or trapped individuals
- Suitable container to hold supplies (like a large backpack)

Information from the Rodeo/Hercules Fire Protection District.

INDIVIDUAL STUDENT EMERGENCY KITS

The intention of the emergency backpack and individual student emergency kit is to have these supplies accompany the class whenever an evacuation occurs. The individual student emergency kits may either be carried by each student, or the large container with all the kits inside may be carried out of the classroom.

At the beginning of the school year, parents should be asked to provide this kit for their children.

Put all these items in a 1 gallon zip lock bag

2 high energy bars (granola, etc.) Stay away from any containing peanut butter.

1 fruit cup, not from refrigerator section. Alternative--2 Jell-O cups.

1 package unsalted crackers or wafers (no larger than 4x4x2).

1 4 ounce size Jell-O gelatin (or 2 fruit cups)--not pudding.

2 Fruit roll-ups

2 small canned juice (5.5 ounce), no boxed juices.

1 pint plastic bottled water

2 small pocket size Kleenex (4x2x1), not in a box.

A note and/or photo from family reassuring to child.

A small book, puzzle or toy which will fit inside bag.

Completed copy of child's emergency card, covered in clear contact paper. The card should have 2 holes at the top and string or yarn attached so that it can be worn by the child in the event of an emergency.

The individual student emergency kits should be placed into a 50-gallon *Rubbermaid* container or similar sized container.

Information from the Rodeo/Hercules Fire Protection District.

PROCEDURE TO EVACUATE A SCHOOL SITE

Evacuation of the Building:

Students and staff should leave the building in an orderly fashion using the primary or alternate fire routes shown on p. 14. These routes should be selected considering students with disabilities. The emergency backpack and student kits should be brought along. The assembly area should be selected as a safe location on the school campus away from the building and any emergency response equipment, which may arrive at the school. Roll should be taken and attendance reported to the Principal/designee.

Evacuation of the School Site (leaving the campus):

This action should be implemented if it not safe to remain on the school campus. The students and staff should evacuate the building as above. The campus should be left by vehicle or by walking. The emergency backpack and student kits should be brought along.

To Evacuate by Bus:

Enough busses should be brought to the school site to accommodate the entire student population and staff. Consideration should be given to keeping classes together to allow teachers to account for all students. **Take roll before leaving the campus.** Bus drivers should take the safest route to the pre-identified evacuation sites (refer to p.15). Dangers should be avoided such as driving through flooded roads, crossing bridges of swollen rivers, *etc.* Upon arrival at the safe site, students should exit the bus and roll should be taken again. Attendance should be reported to the Principal/designee.

Students should remain quiet and seated while on the bus. Students should keep their head, hands, *etc.* away from the open windows.

To evacuate by other Vehicles:

If busses are unable to get to the campus quickly or not enough are available, consider other modes of transportation. A list should be developed of school owned vehicles, staff vehicles and parent vehicles that are available. Drivers should take the safest route to the pre-identified evacuation sites (refer to p. 15). Students should be accounted for before transportation occurs and after arrival at the safe site. **This method of evacuation should only be used in extreme emergency since there is a great potential to lose track of the students.**

To evacuate by Walking:

If it is safe to do so, students may be walked to evacuation sites nearby. Students should be lined up in an orderly fashion and walk away from the danger. The procession should follow the safest route to the evacuation site (p. 15). Attendance should be taken before leaving the campus and upon arrival at the safe site.

Contributions from: the John Swett Elementary School and the St. Patrick's School Emergency Plans and the "Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo Office of Emergency Services.

BLANK PAGE: ATTACH FIRE DRILL MAP HERE.

(show primary and alternate routes to evacuate the building in different colors.)

BLANK PAGE: ATTACH EVACUATION MAP (PLAN) HERE.
(show primary and alternate routes to one or more safe site(s) off campus in different colors.)

BLANK PAGE: ATTACH SHELTER-IN-PLACE MAP HERE.
(Areas identified should be easy to seal from the outside air.)

BLANK PAGE: ATTACH MAP OF SEVERE WEATHER SHELTER SITES.
(Areas identified should have few windows and not have large roof spans.)

BLANK PAGE: ATTACH COLOR-CODED UTILITY MAP

(Electric--red, gas/oil/steam--yellow, communication--orange, water--blue, sewer--green.)

EMERGENCIES

AIR POLLUTION EPISODE

This event could affect students and staff who are susceptible to respiratory problems.

RESPONSIBILITIES:

- Principal 1. Develop and maintain a file of students and staff who have or are susceptible to respiratory problems. The file should contain data on the location of such persons at different times during the day.
- Principal 2. Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode.
- Principal 3. When notified from district office or via news media of a smog advisory, the principal shall inform all staff and notify those individuals in file to stay indoors and minimize physical activity.
- Principal 4. Cancel all athletic competitions and practices and any other activities which require strenuous physical activity such as marching band, pep squad etc.
- Principal 5. Instruct employees to minimize strenuous physical activity.
- Principal 6. Cancel any events, which require the use of vehicles.
- Principal 7. Urge staff and high school students to minimize use of vehicles.

Contributions from: the John Swett Unified School District and the Walnut Creek School District Emergency Plans.

BOMB THREATS

In the event that the school receives a bomb threat, by letter or telephone, the following procedures will be accomplished.

RESPONSIBILITIES:

- Staff 1. If the bomb threat is in the form of a letter, note the manner in which it was delivered, who found it and where it was found. Take care while handling the message by immediately placing it in an envelope so that possible fingerprints may be detected.
- Staff 2. If the bomb threat is a telephone call, keep the caller on the line. Delay the caller with statements such as "I am sorry, I did not understand you. What did you say?" Note the time the call was received, manner of caller, background noises and what the caller is saying. Use the worksheet that follows to assist you.
- Principal 3. Immediately notify the police and fire departments (or designee) (call 911).
- Principal 4. If the caller is still on the phone, call the phone company to trace the call.
- Principal 5. Instruct staff and students to turn off any pagers, cellular phones or two-way radios. Do not use these devices during this threat.
- Staff 6. Caution students against picking up or touching any strange objects or packages.
- Principal 7. If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor.
- Staff 8. Evacuate students using primary and alternate routes (p. 14). Take emergency backpack and student kits. Check to be sure all students have left the building.
- Staff 9. Upon arrival at the designated safe site, take roll. Notify the principal/designee and emergency response personnel of any missing students.
- Staff 10. Do not return to the building until emergency response officials determine it is safe.

BOMB THREAT CHECKLIST

REMAIN CALM! Notify other staff by prearranged signal while caller is on the line. Listen. Do not interrupt the caller except to ask:

1. When will it go off? _____
2. Where is it planted? _____
3. What does it look like? _____
4. What floor is it on? _____
5. Why are you doing this? _____
6. Who are you? _____

Call received by: _____ Time of call: _____ Date: _____

Description of caller: Male _____ Female _____ Adult _____ Juvenile _____

Approximate age of caller: _____

Voice characteristics: Loud _____ Soft _____ High Pitched _____ Deep _____
Raspy _____ Pleasant _____ Intoxicated _____
Other _____

Speech: Fast _____ Slow _____ Distinct _____ Distorted _____ Stutter _____
Nasal _____ Slurred _____ Precise _____ Other _____

Language: Excellent _____ Good _____ Fair _____ Poor _____ Foul _____
Other _____
Use of certain phrases: _____

Accent: Local _____ Not Local _____ Foreign _____ Regional _____ Race _____
Other _____

Manner: Calm _____ Angry _____ Rational _____ Irrational _____
Coherent _____ Incoherent _____ Deliberate _____
Emotional _____ Righteous _____ Laughing _____

Background Noises:
Office Machines _____ Street Traffic _____ Factory Machines _____
Airplane _____ Bedlam _____ Trains _____ Animals _____
Voices _____ Quiet _____ Music _____ Mixed _____ Party Atmosphere _____

Contributions from: the Lafayette School District, the Moraga School District, the San Ramon Valley Unified School District, the Walnut Creek School District and the West Contra Costa Unified School District Emergency Plans.

CHEMICAL ACCIDENT (offsite)

Chemical accidents of a disaster magnitude could result from a transportation accident or an industrial accident. Should any such accidents endanger the students or staff, the following will be accomplished.

WARNING: An alert message will be broadcast over the "Weather Radio" located in your school office and the safety siren may be heard.

RESPONSIBILITIES:

- | | | |
|--------------------------|----------------------------|---|
| <input type="checkbox"/> | Principal
(or designee) | 1. Have all students report to nearest designated building. |
| <input type="checkbox"/> | Staff | 2. Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in-place). |
| <input type="checkbox"/> | Staff | 3. Take roll. Notify Principal or designee of any missing students. |
| <input type="checkbox"/> | Staff | 4. If necessary, use tape, rags, clothing or any other available material of seal air leaks. |
| <input type="checkbox"/> | Principal | 5. CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor and radio station ____ for further instructions. |
| <input type="checkbox"/> | Staff | 6. If you believe that gas is entering the building, protect everyone with a wet cloth or towel over the mouth and nose. Have everyone breathe in short, quick shallow breaths. |
| <input type="checkbox"/> | Principal | 7. If evacuation orders are received, proceed with school evacuation plan (refer to p. 13-15). |
| <input type="checkbox"/> | Staff | 8. Evacuate students. Take the class roster and emergency backpack and student kits. |
| <input type="checkbox"/> | Principal | 9. A check should be performed to be sure all students have been evacuated. |
| <input type="checkbox"/> | Principal | 10. A notice should be left on the office door stating where the school has relocated and notify the school district. |
| <input type="checkbox"/> | Staff | 11. Upon arrival at safe site, take roll and report attendance to Principal/designee immediately. |

Contributions from: the John Swett Elementary School, San Ramon Unified School District and St. Patrick's School Emergency Plans.

CHEMICAL ACCIDENT (onsite)/THREAT OF EXPLOSION

This incident could be the result of spilled cleaning chemicals within the school building, in the school lab, a material a student brings to school, or a broken gas main. Should any such accidents endanger the students or staff, take the following actions

RESPONSIBILITIES:

- Principal (or designee) 1. Determine if evacuation is required.
- Principal 2. Notify appropriate local authorities of incident (call 911).
- Principal 3. If necessary, proceed with school evacuation procedure using primary or alternate routes, avoiding exposure to the chemical fumes.
- Staff 4. Evacuate students from the building using primary and/or alternate fire routes (p.14). Take class roster and emergency backpack and student kits. Check to be sure all students have left the school building.
- Staff 5. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation.
- Staff 6. Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately. Notify emergency response personnel of any missing students.
- Staff 7. Do not return to the building until emergency response personnel have determined it is safe.

CRIMINAL ACT

This incident could occur if a crime has been committed on the campus.

RESPONSIBILITIES:

- Staff 1. If there is a victim of the crime, care for the victim. Provide any medical attention that is needed.
- Principal 2. Notify police (dial 911).
- Principal 3. Identify all parties involved (if possible). Identify witnesses, if any.
- Principal 4. Deny access to crime scene until police arrive.
- Principal 5. If an individual is armed with any type of weapon, **USE EXTREME CAUTION.** Do not attempt to remove the weapon from their possession, allow police to do so.

EXPLOSION

If an explosion occurs in the school building, the following shall be accomplished.

RESPONSIBILITIES:

- | | | |
|--------------------------|----------------------------|---|
| <input type="checkbox"/> | Staff | 1. If there is an explosion, instruct students to DUCK and COVER. |
| <input type="checkbox"/> | Principal
(or designee) | 2. Notify police and fire departments (call 911). |
| <input type="checkbox"/> | Principal | 3. Immediately after the passage of the blast wave, proceed with school evacuation procedure using primary or alternate routes (p. 14). |
| <input type="checkbox"/> | Staff | 4. Take class roster and emergency backpack and student kits. |
| <input type="checkbox"/> | Staff | 5. Check to be sure all students have left the school site. |
| <input type="checkbox"/> | Staff | 6. Students are not to be left unattended at any time during evacuation process. |
| <input type="checkbox"/> | Staff | 7. Upon arrival at evacuation site, take roll and report attendance to Principal/designee immediately. |
| <input type="checkbox"/> | Principal | 8. Notify emergency response personnel of any missing students. |
| <input type="checkbox"/> | Staff | 9. Care for the injured, if any. |
| <input type="checkbox"/> | Staff | 10. Do not return to the building until the emergency response personnel determine it is safe. |

Contributions from: the Lafayette School District, the Moraga School District, the San Ramon Valley Unified School District, the Walnut Creek School District and the West Contra Costa Unified School District Emergency Plans.

FALLEN AIRCRAFT

If an aircraft falls near the school, the following shall be accomplished.

RESPONSIBILITIES:

- | | | |
|--------------------------|----------------------------|---|
| <input type="checkbox"/> | Principal
(or designee) | 1. Determine if evacuation is required. |
| <input type="checkbox"/> | Principal | 2. Notify police and fire departments (call 911). |
| <input type="checkbox"/> | Staff | 3. If required, evacuate students from the building using primary and/or alternate fire routes (p.14) to the safe site. Take class roster and emergency backpack and student kits with you. |
| <input type="checkbox"/> | Staff | 4. Check to be sure all students have left the school site. |
| <input type="checkbox"/> | Staff | 5. At the safe site, take roll. Report any missing students to the Principal/designee. Notify emergency response personnel of any missing students. |
| <input type="checkbox"/> | Staff | 6. Maintain control of the students a safe distance from the crash site. |
| <input type="checkbox"/> | Staff | 7. Care for the injured, if any. |
| <input type="checkbox"/> | Staff | 8. Do not return to school site until emergency response officials have determined it is safe. |

Contributions from the Lafayette School District and Walnut Creek School District Emergency Plans.

FIRE (offsite)/Wildland Fire

This event could occur if a fire offsite, such as a wildland fire, threatens or is near the school building. Should any such event endanger the students or staff, the following will be accomplished.

WARNING: An alert message will be broadcast over the weather radio located in your school office.

RESPONSIBILITIES:

- | | |
|--|--|
| <input type="checkbox"/> Principal
(designee) | 1. Determine if evacuation of school site is necessary. |
| <input type="checkbox"/> Principal | 2. Contact local fire department (call 911) to determine the correct action for your school site. |
| <input type="checkbox"/> Principal | 3. If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. |
| <input type="checkbox"/> Principal | 4. An inspection will be performed to be sure all students and personnel have left the building. |
| <input type="checkbox"/> Staff | 5. Evacuate students using the evacuation plan (p.13-15). Bring emergency backpack and student kits. Take roll to be sure all students are present before you leave the building site. Maintain control of the students a safe distance from the fire and fire fighting equipment. |
| <input type="checkbox"/> Principal | 6. A notice shall be left on the office door stating where the school has relocated and the school district notified. |
| <input type="checkbox"/> Staff | 7. Take roll. Report any missing students to the Principal/designee and emergency response personnel. |
| <input type="checkbox"/> Principal | 8. Monitor radio station_____for information. |
| <input type="checkbox"/> Staff | 9. Do not return to the building until the Fire Department determines it is safe. |

Contributions from: the Lafayette School District Emergency Plan.

FIRE (onsite)

This incident could occur if the school building is on fire; should any such event endanger the students or staff, the following will be accomplished.

WARNING: The school fire alarm sounds.

RESPONSIBILITIES:

- | | | |
|--------------------------|----------------------------|--|
| <input type="checkbox"/> | Principal
(or designee) | 1. Notify the fire Department (call 911). |
| <input type="checkbox"/> | Principal | 2. Proceed to evacuate the school using the primary or alternate fire routes. |
| <input type="checkbox"/> | Principal | 3. An inspection will be performed to be sure all students and personnel have left the building. |
| <input type="checkbox"/> | Staff | 4. Evacuate students from the building using primary or alternate fire routes (p.14) Take emergency backpack and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment. |
| <input type="checkbox"/> | Staff | 5. Take roll. Report any missing students to the Principal/designee and emergency response personnel. |
| <input type="checkbox"/> | Staff | 6. Do not return to the building until the Fire Department determines it is safe. |

Contributions from: the San Ramon Unified School District Emergency Plan.

FLOODS

This event could threaten the safety of students or staff if a severe rainstorm has caused urban streams to rise. If such an event occurs, the following shall be accomplished.

WARNING: An alert message will be broadcast over the weather radio located in your school office.

RESPONSIBILITIES:

- Principal (or designee) 1. Determine if evacuation is required.
- Principal 2. Notify local police department of intent to evacuate, the location of the safe evacuation site and the route to be taken to that site.
- Staff 3. Evacuate students using evacuation plan (p. 13-15). Take the class roster, emergency backpack and student kits. Take roll before leaving the campus.
- Principal 4. An inspection shall be performed to be sure all students have been evacuated.
- Staff 5. Students should not be left unattended at any time during evacuation process.
- Principal 6. A notice should be left on the office door stating where the school has relocated and the district office should be notified.
- Bus drivers 7. If evacuation is by bus, DO NOT drive through flooded streets/roads. DO NOT cross bridges of flooding rivers.
- Principal 8. Monitor AM radio station_____for further information.
- Staff 9. Upon arrival at the safe site, take roll. Report any missing students to principal/designee and emergency response personnel.
- Staff 10. Do not return to school site until emergency response officials determine it is safe.

Contributions from the Walnut Creek School District Emergency Plan.

MISSING CHILD

This incident could occur if a child suddenly disappears.

RESPONSIBILITIES:

- | | | |
|--------------------------|-------------------------|--|
| <input type="checkbox"/> | Principal
(designee) | 1. Immediately close and secure the campus. Do not let any individuals leave. Limit access to the campus. Do not let unauthorized individuals come onsite. |
| <input type="checkbox"/> | Principal | 2. Immediately notify police (dial 911). |
| <input type="checkbox"/> | Principal | 3. Appoint staff to surveillance points, have them note license plate numbers and look for any unusual activity. |
| <input type="checkbox"/> | Staff | 4. Thoroughly search school campus. |
| <input type="checkbox"/> | Principal | 5. Have all parties who know child or have participated in search for child available for police when they arrive. |

RIOTS/CIVIL DISORDERS

INSIDE SCHOOL:

This incident could occur if the students gather in an unruly crowd. Should such an occurrence appear to threaten any students or staff, the following shall be accomplished.

RESPONSIBILITIES:

- Principal 1. If the students are engaging in civil disobedience, keep the students confined to one room in the school building.
- Principal 2. Set up a communication exchange with the students, staff and principal. Try to restore order.
- Principal 3. If unable to calm students, call police (dial 911) for assistance.

RIOTS/CIVIL DISORDERS

OUTSIDE OF SCHOOL:

This incident could occur if a riot breaks out in the streets. Should such an event threaten or endanger students or staff, the following shall be accomplished.

RESPONSIBILITIES:

- | | | | |
|--------------------------|-----------|----|---|
| <input type="checkbox"/> | Principal | 1. | If any students are outside, get them inside the school building. If unable to do so, have students lie down and cover their heads. |
| <input type="checkbox"/> | Principal | 2. | Once students are in the school building, lock the doors and secure the facility. |
| <input type="checkbox"/> | Principal | 3. | Notify police (dial 911). |
| <input type="checkbox"/> | Staff | 4. | Close all curtains and blinds. |
| <input type="checkbox"/> | Staff | 5. | Instruct students to DUCK AND COVER, lie on the floor and keep students calm. |
| <input type="checkbox"/> | Principal | 6. | Cancel all outside activities. |
| <input type="checkbox"/> | Staff | 7. | Care for the injured, if any. |
| <input type="checkbox"/> | Staff | 8. | Remain with students until all clear is given. |

Contributions from the Walnut Creek School District Emergency Plan.

SEVERE WINDSTORM/WEATHER

Severe weather can be accompanied by high winds. If this type of weather poses any risk to the staff or students the following shall be accomplished.

WARNING: An alert message will be broadcast over the weather radio located in school office.

RESPONSIBILITIES:

- Staff 1. Staff and students should TAKE COVER in the shielded areas within the building (refer to shelter map on p. 17). STAY AWAY FROM WINDOWS.
- Staff 2. Take roll and report any missing students to Principal/designee.
- Staff 3. Close all blinds and curtains.
- Staff 4. Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Principal 5. Evacuate any classrooms bearing full force of wind.
- Staff 6. Remain with students near an inside wall or on lower floors of the building.
- Principal 7. Monitor weather radio and AM radio station _____.
- Principal 8. Notify utility companies of any break or suspected break in utility lines.
- Principal 9. Students and staff should be kept in the sheltered areas of the building until winds have subsided and it is safe to return to the classroom.

Contributions from: the Lafayette School District, Moraga School District, San Ramon Valley Unified School District, Walnut Creek School District, West Contra Costa Unified School District.

THREATENING INDIVIDUALS

This incident could occur if a belligerent person or armed person appeared at the school site. Should such an individual threaten the safety of students or staff, the following shall be accomplished.

- Principal (staff) 1. If any students are outside, get them inside the school building. If unable to do so, have students lie down and cover their heads.
- Principal 2. Once students are in the school building, lock the doors and secure the facility.
- Principal 3. Notify police (dial 911).
- Staff 4. Close all curtains and blinds.
- Staff 5. Instruct students to DUCK AND COVER, lie on the floor and keep students calm.
- Principal 6. Cancel all outside activities.
- Staff 7. Remain with students until all clear is given.
- Principal 8. If an individual is armed with any type of weapon, USE EXTREME CAUTION. Do not attempt to remove the weapon from their possession, allow police to do so.
- Principal/staff 9. Disconnect school television system in classrooms so the individual cannot view news coverage and see locations of police/students/etc.

Contributions from the Walnut Creek School District Emergency Plan.

EARTHQUAKE

Special Section

DURING AN EARTHQUAKE:

If indoors:

- Stay inside, move away from windows, shelves, heavy objects or furniture which may fall over. Take cover under a table or desk. Instruct the students to "DUCK-COVER-HOLD".
- In halls, stairways, or other areas where cover is not available, move to an interior wall.
- In library, immediately move away from windows and bookshelves. Take appropriate cover.
- In laboratories, all burners should be extinguished (if possible) before taking cover. Stay clear of hazardous chemicals, which may spill.
- In the multi-use room, take cover under the tables or move close to the interior walls away from windows.

If outdoors:

- Move to an open space, away from buildings and overhead power lines. Lie down or crouch low to the ground (legs will not be steady). Keep looking around to be aware of dangers, which may demand movement.
- On the school bus, stop the bus away from power lines, bridges, overpasses and buildings. Students should remain in their seats and hold on.

NOTE:

- Doorways may become blocked if the door slams shut as the building shifts during an earthquake. If the door becomes jammed, it may be necessary to use the pry bar and gloves (in emergency backpack) to open the door or break windows to exit the classroom. If it is still not possible to exit the classroom, blow the whistle (in emergency backpack) to alert rescuers.
- Teachers should be organized in a "Buddy System". If one teacher is injured, the buddy teacher should evacuate both classes according to the earthquake evacuation procedure (refer to p. 40).

AFTER THE EARTHQUAKE:

- | | |
|---|--|
| <input type="checkbox"/> Staff | 1. Evacuate students from the building (refer to p.40). Take class roster, emergency backpack and student kits. Check to be sure all students have left the school building. Tag the room with a green search and rescue tag if everyone is accounted for and is able to evacuate the room. If there are trapped or injured left in the room, tag the room with a red search and rescue tag to alert search and rescue teams. |
| <input type="checkbox"/> Staff | 2. Students are not to be left unattended at any time during evacuation process. Students are to remain quiet during evacuation. |
| <input type="checkbox"/> Staff | 3. Upon arrival at prearranged safe site, take roll and report attendance to Principal/designee immediately. |
| <input type="checkbox"/> Principal(or designee) | 4. Set up Emergency Operations Center with your Emergency Operations Center Team. |
| <input type="checkbox"/> Principal | 5. Notify police and fire (dial 911) if you have trapped or missing individuals. Organize Search and Rescue (SAR) teams, consisting of adults, to search for missing or trapped people. |
| <input type="checkbox"/> Search & Rescue Teams | 6. Begin a search of the entire school building. Search rooms tagged with red Search and rescue tags for missing, trapped or injured people. When everyone has been removed from the room, change the red tag to a green tag. Check rooms with green Search and Rescue tags to be sure no one is left in the rooms. Report activities to Principal or designee. After each room is searched and no one is left in the room, close and lock the door if possible. |
| <input type="checkbox"/> Principal | 7. Organize the other Emergency Response Teams: the First Aid Team, Security/Damage Assessment Team, Student Release Team and the Support Team. |
| <input type="checkbox"/> Security/Damage Teams | 8. Inspect all utilities for leaks. Shut off the mains of any known or suspected leaking utilities. Notify Principal/designee of actions. |
| <input type="checkbox"/> Principal | 9. Notify utility companies of any break or suspected break in utility lines as reported from Security/Damage Assessment Team. |
| <input type="checkbox"/> First Aid Teams | 10. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Principal/designee. |
| <input type="checkbox"/> Support Team | 11. Provide for the welfare and positive morale of the student population. Set up the cooking area to prepare food service |

for the students and staff. Maintain the food and water supplies. Provide for sanitation needs.

Student Release Team

12. Students should be released only to authorized adults. Fill out student release forms for each student allowed to leave.

POST-EARTHQUAKE EVACUATION OF A SCHOOL BUILDING

Before evacuating the building after an earthquake, consider the following:

- There may be dangers outside of the building, which you must consider before evacuating the students.
- There may be no safe assembly area in the immediate vicinity.
- There may be no clear route out of the building to evacuate the students. Primary or alternate evacuation routes may need to be cleared before the students can be evacuated.
- The lighting inside the building will probably be out; it will be dark.

Before evacuating students, do the following:

- Assess the situation. Coordinate with your Buddy teacher.
- Determine if the primary or alternate building evacuation routes (refer to p.14) are clear. If not, coordinate with other staff to have them cleared of dangers.
- Determine if the assembly site is safe. If not, select an alternative assembly site.
- If wires are down, they should be avoided.
- Areas near chain link fences should be avoided; they are an electric shock hazard if live wires touch them.
- Don't forget to consider students with disabilities as you determine your evacuation routes.

After you have determined it is safe to do so, proceed with the evacuation of the school building.

Information from "The ABC's of Post-Earthquake Evacuation."

IF THIS IS A SEVERE EARTHQUAKE, the school site may have to care for children up to 3 days after the event. The following supplies should be accumulated before an earthquake and stored in a shed separated from the school building. Having minimally these supplies will help in the aftermath of a severe earthquake. Remember: Prepare to be isolated 72 hours.

Earthquake supplies

Immediately Accessible Supplies:

- Portable radio and batteries
- Map of utility shut-offs and emergency areas (color coordinated)
- Flashlights and batteries
- Bullhorn or megaphone
- Radio communication system such as HAM equipment
- utility shut off wrench--1/utility
- Storage containers for disaster supplies--Aluminum or wood sheds

Water:

- 1/2 gallon/person/three days
- 3 1/2 oz. paper, biodegradable cups for water distribution--5 cups/day/person
- appropriate tool for dispensing water from container into cup

Sanitation supplies:

- Toilet--buckets with plastic bags
- Privacy shelter--1 per 25 people
- Toilet paper--20 rolls per 100 people
- Wet wipes--300 per 100 people
- Plastic bags, ties--10 per 100 people

Food: (Non perishable foods such as canned vegetables and fruits. Avoid salty foods.)

- Matches
- Cooking supplies--can opener, pots/pans, camp stove, fuel for cooking
- paper plates, cups, paper towels, aluminum foil
- Instant coffee
- Hard candies, Fruit roll-ups, other snacks

The following can be collected by asking each child to bring in one "Costco"-sized can of the following. Divide assignments up by grade level e.g. each first grade student brings 1 large box of soda crackers.

- 40 oz. cans of beef stew
- Boxes of unsalted soda crackers
- Large cans of fruit cocktail
- Large cans of peaches
- Large cans of pork-n-beans
- Canned stews
- 46 oz. Cans of canned juices
- Cans of vegetable soup

First Aid:

4x4 compress--1000 per 500 students
8x10 compress--150 per 500 students
Sterile ABD combine pads 5"x9"--25 per campus
Sterile non stick Telfa pads 3"x4"--400 per campus
Gauze rolls, non sterile--60 rolls of 3" by 10 yards
Kerlix bandaging--1 per student
Ace wrap 2 inch--12 per campus
Ace wrap 4 inch--12 per campus
Triangular bandages--24 per campus
Cardboard splints, small--24 per campus
Cardboard splints, medium--24 per campus
Cardboard splints, large--24 per campus
Aqua-Blox--0.016 x students/staff=number of cases
Band-Aids, 3/4 inch size--300 per campus
Extra large Band-Aids--50 per campus
Butterfly bandages--50 each per campus
Hydrogen peroxide--10 pints per campus
Backboard with straps--1.5 per 100 students
scissors (paramedic)--4 per campus
Tweezers--3 assorted per campus
Triage tags--50 per 500 students
latex gloves--100 per 500 students
oval eye patch--1 box of 50 per campus
1 inch cloth tapes--50 rolls per campus
2 inch cloth tapes--24 rolls per campus
Dust masks--24 per 100 students
Disposable Richter highway blankets--10 per 100 students
First Aid books, standard--2 per campus
First Aid books, advanced--2 per campus
Space Blankets--1 per student/staff
Two 20 feet by 20 feet ground covers for first aid station
Waterproof signs for "Immediate Care" "Delayed Care" Crisis Counseling"
and "Morgue"
Clipboard, paper, report forms
Self-inflating resuscitation bag and mask
Tourniquets--25
Cervical Collars--5
Sterile saline solution--30 1000mL bottles
Irrigation trays-8
Hydrogen peroxide
Burn paks, 3"x3"--40 per campus
Cold packs--20 per campus
Medications (Need to be dated and rotated): 10 Ammonia inhalants, 4 64 oz Powdered Gatorade
or other oral electrolyte, 1000 antacid tablets, 1000
325 mg Tylenol, 150 25 mg Benadryl capsules, 2 Dramamine (for motion sickness from ground
shaking), 2 bottles Immodium or Kaopectate, Neosporin--box of 144 squeeze packs per campus
15 pints alcohol
12 rolls paper towels
12-33 gallon plastic bags
40 small plastic bags
200 pre moistened towelettes
2 packages safety pins
20 packets of tissues
30 blankets
30 foam sleeping pads
2 thermometers

Feminine hygiene products
Teddy Bears/other stuffed animals (for 1/4 school population) for crisis counseling
10 Body bags

Miscellaneous tools for uses additional to search and rescue

Utility shut off wrench--1/utility
Pry bars, five to six feet--2 per campus
Pick ax 6#--1 per campus
Sledge hammer--1 per campus
Square shovel--1 per campus
Round shovel--1 per campus
Barrier tape 3 inches x 1000 feet--3 per campus
Street grade broom--1 per campus
2x4 wooden cribbing--18 per campus
4x4 wooden cribbing--15 per campus
Wedges--6 per campus
Flathead and Phillips screwdrivers

Miscellaneous:

Games and activities for kids
Tents (for first aid station, cooking area and student shelter from elements)
Fire extinguishers
Optional Item: Generator

Search and rescue (SAR) equipment:

Protective gear for SAR teams:

Develop 5 member SAR teams--number based upon per classroom needed to search school site within 20 minutes.
hard hat--1/team member
vest--1/team member
gloves with leather palms--1/team member
safety goggles--1/team member
dust mask--1/team member
whistles--1/team member

Keys--one set/SAR team or one set/assigned area

Basic SAR tools

adjustable 10 inch pliers--1 per campus
8 inch lineman pliers-- 1 per campus
Pry bar 24 inches--1 per campus
mini folding hacksaw--1 per campus
18 inch bolt cutters--1 per campus
hammer, 3#--1 per campus
duct tape--1 roll per campus
plastic bags--6 per campus
folding shovel--1 per campus
angle head flashlight--1 per campus
6 inch screwdriver--1 per campus
4 inch Phillips screwdriver--1 per campus
Utility knife--1 per campus
Container to hold tools--1 per campus
Rope--20 feet
SAR tags (red and green)
Additional flashlights
Batteries for flashlights (at least 2 sets per flashlight)
Emergency lanterns
8'x10' heavy tarp
1 stretcher/team

The Earthquake section contains contributions from the John Swett Elementary School, the Lafayette School District, the Orinda Union School District, the St. Patrick's School, Walnut Creek School District and the West Contra Costa School District Emergency Plans, as well as the "Official Report of the Northridge Earthquake" by the Senate Select Committee on the Northridge Earthquake.

EMERGENCY RESPONSE TEAMS

The most important part of the school emergency plan is to account for all students, their safety and well being, and release them as soon as possible to their parent or designated guardian. Documentation is a key element for all team activity. These teams should be set up at the beginning of the school year to ensure the readiness of the school site to respond to a major earthquake. REMEMBER: BE PREPARED TO BE ISOLATED FOR 72 HOURS.

1. Emergency Operations Center Team. The principal or designee should head this team. The Emergency Operations Center Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the Emergency Operations Center. A person on this team should be designated as responsible for communication.

2. Search and Rescue Team. One or more groups of staff and/or parent volunteers (a team of adults) designated to "sweep" through the school building quickly. They are to rescue trapped or injured students and staff. One member of each group should have some first aid training. These team members should also be trained in fire suppression. This team's efforts should be coordinated with the First Aid Team. All activities should be reported back to the Emergency Operation Center.

3. First Aid Team. This team of staff, students and/or parent volunteers should be trained in First Aid and CPR. They are to establish the First Aid treatment area. They are responsible for categorizing the casualties and the injured. This team is also to supply care for the injured. This team's efforts should be coordinated with the Search and Rescue Team. All activities should be reported back to the Emergency Operation Center.

4. Security/Damage Assessment Team. This team of staff and/or parent volunteers (a team of adults) shuts off utilities, assists in fire fighting efforts, secures the campus and puts up signs to direct parents to student release areas. All activities should be reported back to the Emergency Operation Center. After the immediate danger has passed, they will do a preliminary assessment of the buildings and report the nature and extent of damages to the Emergency Operation Center.

5. Student Release Team. This team of staff is crucial to the timely and accurate release of students to their parents. This team coordinates with teachers to have orderly release of the students. Often the school secretary will head up this team. A report should be given to the Emergency Operation Center.

6. Support Team. This team of staff, students or parent volunteers is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility. All activities provided should be reported back to the Emergency Operation Center.

EMERGENCY OPERATIONS CENTER TEAM Responsibilities

Duties: the principal or designee should head This team. The Emergency Operations Center (EOC) Team will coordinate the formation and actions of the other teams. They will communicate directly with Emergency Response personnel and the District Office. All activities from the other teams should be reported to the EOC. This team is responsible for personnel issues. This team should document any costs incurred during this emergency.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the EOC Team. A larger school may need a larger team. The Principal or designee should head the team. One person on the team should be responsible for communications. One person on the team should be responsible for accounting for students and staff.

1. Team Leader: The Principal or designee. This person is responsible for all activities on the school site. This person should determine the schedule for their emergency teams. Avoid overworking personnel, it is generally recommended that people should not be working longer than a 12-hour shift plus shift transition periods.

2. Assistant to Team Leader (Shadow): This person serves as the liaison for the team leader and the other team members. If the team leader is in the field, this person provides communication between the EOC and the team leader.

3. Communications Team Member: This person is responsible for communications between the emergency response teams. They are also responsible for communication to the outside world, such as the district office, emergency response personnel, the Red Cross, parents, etc. The communications person should prioritize communication in the following manner: 1) life threatening, 2) property-threatening, 3) non-emergency. If you have a larger school, more than one person may need to do this job.

4. Enumeration's Team Member: This person is responsible for accounting for all students and staff. They should have the roll call from the teachers in order to determine if any students are missing. Lists from Search and Rescue Teams and the First Aid team should also be given to this person. The Student Release Team should reports should also be given to this person. They should be able to determine if all staff and students are accounted for, the status of their health and whether or not they have been released to go home. If you have a larger school, more than one person may need to do this job.

Before the Earthquake: Determine how communications, rosters and costs will be documented. In order to be reimbursed for costs from FEMA, Standardized Emergency Management System (SEMS) Training may be required. Contact your superintendent or the Contra Costa Office of Emergency Services (510)228-5000 if you are interested in this training.

SEARCH AND RESCUE TEAM Responsibilities

Duties: This team will need to sweep quickly through the school buildings to identify location of trapped or injured students and staff. They will rescue the trapped and the injured and assist the First Aid Team in treating the injured. In addition, they should help suppress fires.

Who could do this job? Teams of 5 staff or parent volunteers should be developed as needed for the size of the school. This team should only consist of adults. Students should not be assisting in search and rescue efforts. Custodians may not be a good choice for this team as they will be needed to assist with other urgent tasks such as shutting off utilities.

Before the Earthquake:

- 1. Each team member should be assigned to be primarily responsible for either search or rescue. This is to prevent team members being torn between stopping to rescue people and continuing the search for other injured. Each team should designate who will serve as the leader and back-up to the leader.
- 2. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 3. Obtain/Develop a resource list of the neighborhood people trained in search and rescue and who would be willing to report to the school site after a major earthquake. Keep this list current.
- 4. Annually check the search and rescue supplies on site.
- 5. Team members should be trained in search and rescue techniques, first aid and fire suppression.
- 6. Team members should also cross-train with the Security/Damage Assessment team so these teams can serve as back-up to one another.
- 7. Establish a pattern for searching the school site.
- 8. Check fire extinguishers annually.

Immediately after the earthquake:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report to earthquake supply shed for search and rescue equipment.
3. Sweep through the school buildings following a pre-established pattern to quickly identify who is trapped or injured.
4. Note tags on classroom doors. Green=OK, Red=trapped or injured people.
5. Check every room in the school visually, vocally and physically as part of the initial sweep of the building. Make notes on the tags if additional trapped or injured are found.
6. Rescue trapped or injured individuals. The injured should be transported to the first aid area.
7. While searching buildings, look for obvious structural problems and/or significant structural damage. Avoid unsafe areas.
8. Report to the Emergency Operations Center about the number and status of trapped victims. Request additional help as needed.

FIRST AID TEAM Responsibilities

Duties: This team should establish the first aid treatment areas, triage, and provide first aid to people arriving at these areas. This team will need to coordinate with the Search and Rescue Team.

Who could do this job? Teams of staff, students or parent volunteers should be developed as needed for the size of the school. These individuals should be trained in First Aid and CPR.

Before the Earthquake:

- 1. Assume that emergency medical personnel will be unable to respond to the school for the first 72 hours or longer after a major earthquake.
- 2. Team members should be certified in First Aid and CPR and should keep this certification current.
- 3. Teachers who are part of this team should coordinate with their buddy teachers, so that both they and their buddy are not both assigned to high priority roles during the first hours after the disaster.
- 4. Obtain/develop a resource list of medically-trained volunteers in the neighborhood who are willing to report to the school after a major earthquake. Keep this list current.
- 5. Annually check to be sure that the first aid supplies are complete and up-to-date. Date all medical items so that age may quickly be determined.
- 6. Develop an area plan for the First Aid Station.

First Aid Station Areas:

Minor Care: Have the teacher of each class group handle minor care. Advantages: This will provide security for children and avoids overloading the first aid station. Disadvantage: May overwhelm teacher.

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

Immediate Care: For people with life and limb threatening injuries that require immediate attention, such as difficulty breathing, severe bleeding, major burns, and shock. Locate immediate care in an area out of sight of most students and staff, which is accessible to emergency vehicles.

Delayed Care: For people with injuries, which do not require immediate attention within the first hour. These injuries may be lacerations, broken bones, wounds beyond a teacher's capabilities to handle, and for people needing medication. Locate near the immediate care area, but shield from the sight of the injured in immediate care area.

Crisis Counseling First Aid: Mild to moderate anxiety is best handled by teachers in class groups. Severe anxiety warrants special attention in a secluded area away from other first aid areas, since the sight of injured people may worsen the hysteria. This area should also be away from the student population because hysteria is contagious and can rapidly get out of control.

Morgue: Locate in an area out of sight of the students. This area should also be distant from the food supply and accessible by emergency vehicles. Use body bags or sheets to cover bodies being transported.

Immediately after the earthquake:

1. Complete evacuation priorities. If responsible for students, turn their care over to buddy teacher, aide or other staff.
2. Report immediately to the Emergency First Aid station area.
3. Organize and establish the triage area first.
4. Organize and establish the immediate care area.
5. Organize and establish the delayed care area.
6. Organize and establish the crisis counseling first aid area.
7. Organize and establish the morgue as needed.
8. Triage injured brought to the first aid station.
9. Administer first aid to the injured.
10. Coordinate with the Search and Rescue Team. Provide first aid to trapped injured as they are rescued. If necessary be prepared to assist Search and Rescue Team provide first aid to injured while they are trapped.
11. Keep emergency card with each injured person.
12. Record all cases on a central log in triage. If possible, assign an extra person to serve as record keeper. All injured released from the first aid station should also be recorded in the central log, including to whom they were released and their destination. If the injured was transported by emergency response personnel, note the destination of the transport.
13. A team member should routinely check the student population in the evacuated area to see if anyone needs attention. If so, bring them back to the first aid station.
14. Notify the Emergency Operations Center of number of injured and status of first aid treatment.

SECURITY/DAMAGE ASSESSMENT TEAM Responsibilities

Duties: Team members should be responsible for checking utilities and performing initial assessment of damage to buildings. This team should help suppress fires and coordinate with Search and Rescue Team. In addition, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area.

Who could do this job? A team of staff or parent volunteers should be developed as needed for the size of the school. Custodians would be a good choice for this team. Team members should have access to master keys and should be trained as backup to the Search and Rescue Team.

Before the Earthquake:

- 1. Team members should be trained to know when, how and where to shut off utilities, gas, electricity and water, as required.
- 2. Check supplies to be sure the necessary tools to shut off utilities are there.
- 3. Obtain the name and phone number of a structural engineer who is willing to report to your school site after the disaster.
- 4. Check utility map of the school site for accuracy and completeness.
- 5. Obtain training in emergency damage assessment.
- 6. Go through the Hazard Assessment of the school site. Remove or correct any of the problems identified by the hazard assessment if possible.
- 7. Team members should cross train with Search and Rescue Teams so that these teams can serve as back-up to one another.
- 8. Check fire extinguishers annually.

Immediately after the earthquake:

1. Report to the earthquake supply shed for necessary supplies.
2. A methodical sweep of the campus should be performed. Rapidly inspect all areas for the odor of leaking gas, electrical shorts or leaking water. If necessary, turn off the gas main, electricity and/or water main. Do not enter damaged structures.
3. Assist Search and Rescue Team as needed in fire suppression or other activity.
4. Check the perimeter of the school site for damage such as downed wires.
5. Post a team member at the school main entrance to direct emergency vehicles, traffic and parents. Only emergency vehicles should be allowed on school grounds. All others must walk onsite. This point should be stressed to parents in the annual emergency procedure letter to them.
6. Activities of the team should be reported to the Emergency Operations Center.

STUDENT RELEASE TEAM Responsibilities

Duties: This team should document and assist the teachers in the release of students to parents and designated adults.

Who could do this job? A team of staff or parent volunteers supervised by the school secretary would be a likely choice for this team.

Before the Earthquake:

- 1. A letter should be sent home to parents at the beginning of each school year with the student emergency card, which explains the emergency plans of the school site. This letter should also explain what parents need to supply for their children and what procedures they should follow during a disaster.
- 2. All student information should be in triplicate. One copy should be in the individual student kit, one copy in the teacher's emergency backpack and one copy should be kept in the office.
- 3. Determine which site will be the emergency student release area. Develop the procedure to be used for releasing students.
- 4. During the annual earthquake drill, test the student release procedure.

Immediately after the earthquake:

- 1. Evacuate the office and bring emergency cards
- 2. Set up Student Release Area.
- 3. Have parents/designated adults sign-out students. The time and destination of the sign-out should be recorded.
- 4. Coordinate with the Emergency Operations Center so it is known which students are trapped or injured.
- 5. Report all activities to the Emergency Operations Center.

SUPPORT TEAM Responsibilities

Duties: This team should facilitate and coordinate food supplies, meal preparation, meal distribution, water distribution and sanitation set-up.

Who could do this job? A team of staff, student or parent volunteers sufficient for the school size.

Before the Earthquake:

- 1. Inventory all food, water, cooking and sanitation supplies. Check expiration dates, replace out-dated supplies.
- 2. At the beginning of the school year, all children should be asked to bring the zip lock bag containing their emergency kit supplies. In addition, each child should bring some canned or dry foodstuffs listed in supplies.
- 3. Determine the best location of food preparation, food service, and water distribution. In addition, determine a location for the sanitation tents or shelters away from the food preparation area.
- 4. Develop a food consumption plan for the school population, *i.e.* Students consume supplies in zip lock bag first. Remember the first hours after the earthquake will largely be spent rescuing the trapped and injured.

Immediately after the earthquake:

- 1. Report to the Emergency Operations Center. Coordinate with the Principal/designee.
- 2. Set up cooking area, water distribution area and sanitation areas. Do not allow waste from sanitation area to come within 200 feet of students or food/water supplies.
- 3. Set up sheltering tents as necessary to protect the students from the elements.

The section on Emergency Response Teams is an edited version of the same section listed in the Orinda Union School District Emergency Plan.

IF YOUR SCHOOL IS A SHELTER SITE

Any school can be designated a shelter site under the Katz bill. The Red Cross tends to favor high schools in their selection of sites, but keep in mind that other local entities such as local governmental bodies may also have the authority to set up shelters on your school site.

If your school is chosen as a Red Cross shelter, the Red Cross will take care of all shelter set-up. It would be helpful if the school staff coordinates with the Red Cross when they arrive.

After an earthquake, all potential shelter locations are inspected by a local building inspector empowered by the local government authorities before a determination is made regarding the site becoming a shelter.

The Red Cross offers shelter operations workshops several times a year which they encourage members of the community to take. If you are interested in this training or any other classes the Red Cross offers, you may call their Concord Office at (925) 603-7400 or their Richmond Office at (510) 307-4400.

WHAT DOES THE LAW SAY?

The following laws pertain to school safety and school disaster preparedness. Check with your school or school district's legal counsel for complete wording of applicable laws and regulations.

- *Education Code section 35294.2 (Chapter 736, Hughes, Statutes of 1997)* requires all schools to develop and implement comprehensive Safe School Plans.
- *Education Code section 33031* requires school principals to formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan. Principals must test the plan at least two times during the school year.
- *California Constitution, Article I, Section 28(c)* guarantees all students and staff of primary, elementary, junior high and senior high schools the inalienable right to attend campuses which are safe, secure and peaceful.
- *Title 8, California General Industry Safety Orders, Section 3203* requires that every employer inaugurate and maintain an accident prevention program which shall include, but not be limited to, a training program to instruct employees in general safe work practices and specific instructions with respect to hazards unique to the employee's job assignment and the scheduling of periodic inspections to identify and correct unsafe conditions and work practices which may be found.
- *Labor Code, Section 6400* mandates that every employer furnish a place of employment which is safe and healthful for the employees therein.
- *The California Field Act of 1933 (Education Code Section 39140-39159-K-12, and 81130-81147-Community Colleges)*, enacted after the Long Beach earthquake, established a procedure to be followed in the design, review and construction or alteration of a public school building for the protection of life and property.
- *The Private Schools Building Safety Act of 1986 (Education Code 39160)* requires new construction or renovation of private school buildings to seismic safety standards similar to those of public schools under Education Code Section 39140.
- *The "Katz Bill" (Education Code 35295, 35296, 35297)* requires that public and/or private elementary and high schools with an enrollment of more than 50 students or more than one classroom establish an "earthquake emergency system". Specifically, the code requires a school building disaster plan, periodic "DUCK-COVER-HOLD" drills, preparedness and mitigation measures, and educational and training programs for students and staff.
- *Education Code 40041.5, 40042 (part of the "Katz Bill")* requires that schools be prepared to serve as public shelters for the community during disasters or emergencies.
- *Government Code, Section 3100* specifies that whenever there is a "State of Emergency" declared by the Governor, public employees can be declared "disaster service workers" and that school districts have a responsibility to be as prepared as possible to meet emergencies. "Public employees" applies to all persons employed by the State, County, City, City and County, or Public District.
- *Title 24, California Code of Regulations* prescribes standards for the design and construction of public schools. However, non-structural seismic safety elements receive limited attention. Non-structural elements include anything, which is not part of the columns, beams, and load-bearing walls; these light fixtures, bookcases filing cabinets and windows can pose life safety threats during an earthquake.

- *Title 22, Chapter 1, Article 3, Section 101174, California Code of Regulations*, specifies that each child care licensee shall have and maintain on file a current, written disaster and mass casualty plan of action.

The law section of this document is from the "Earthquake Preparedness Policy: Considerations for School Governing Boards" and the background section of "Crisis Response Box" listed under references.

REFERENCES

- "Crisis Response Box – A Guide to Help Every School Assemble the Tools and Resources Needed for a Critical Incident Response," published by the Offices of the California Attorney General and California Superintendent of Public Instruction. This document can be downloaded from the website: <http://www.caag.state.ca.us/cvps/crisisresponse.pdf>.
- "Earthquake Preparedness Policy: Considerations for School Governing Boards", a document from Contra Costa County Office of Emergency Services.
- "Nuclear Power Plant Emergency Response Plan Guidelines for Private Schools within the Diablo Canyon Power Plant Emergency Planning Zone", San Luis Obispo County Office of Emergency Services.
- "Official Report of the Northridge Earthquake", by the Task Force on Education, August 17, 1994. Authorized by the Senate Select Committee on the Northridge Earthquake, Senator David Roberti, Chair. For a copy contact: Senate Publications, 1020 N Street, Room B-53, Sacramento, CA 95814 (916) 327-2155 (use stock number 777-S when ordering).
- Rodeo/Hercules Fire Protection District, 1680 Refugio Valley Rd., Hercules, CA 94547.
- School or District Emergency Plans referenced: John Swett Elementary School Emergency Plan, John Swett Unified School District Emergency Plan, Lafayette School District Emergency Plan, Moraga School District Emergency Plan, Mt. Diablo Unified School District Emergency Preparedness Manual, Orinda Union School District Emergency Plan, San Ramon Valley Unified School District Emergency Plan, St. Patrick's School Emergency Plan, Walnut Creek School District Emergency Plan, and the West Contra Costa Unified School District Emergency Plan.
- "The ABCs of Post-Earthquake Evacuation, A Checklist for School Administrators and Faculty", published by the Governor's Office of Emergency Services. For more information contact the OES Coastal Region 1300 Clay Street, 4th Floor, Oakland, CA 94612, (510)286-0858