

EMERGENCY RESPONSE PLAN

Orinda Intermediate School
County of Contra Costa
State of California

Implemented by the Orinda Intermediate School Emergency Response Committee in coordination with:
OIS Staff, Orinda Unified School District, the City of Orinda, Orinda Fire Department, Orinda Police Department,
County of Contra Costa, State of California, and the Federal Emergency Management Agency.

Orinda Police Chief Dave Cook

Orinda-Moraga Fire Chief Dave Winnacker

(Revised August 27, 2021)

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IMPORTANT INFORMATION

Emergency:	911
24-Hour Police Dispatcher:	(925) 284-5010
Local Police Department non-emergency phone number:	(925) 254-6820
Contact – Detective Dan Jeffries:	(925) 253-4233
Fire Department non-emergency phone number:	(925) 258-4599
Contra Costa County Office of Emergency Services:	(925) 646-4461
School District Office:	(925) 258-6200
Red Cross San Francisco Office:	(510) 603-7400
PG&E phone number:	(800) 743-5000
State “emergency” to the voice activated answering system	
Local Water Company (EBMUD) phone number:	(866) 403-2683
News Radio Stations:	
Radio Station KCBS (AM 740)	
Radio Station KGO (AM 810)	
Radio Station KNBR (AM 680)	

PROCEDURE TO CALL 911

1. State your emergency.
2. Stay Calm.
3. Give your name and address.
4. Listen. Allow 911 dispatcher 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.

PREPARING 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.
First designee – Megan Natal, Bruce Giron
Second Designee – Heather Raser
Third Designee – Sydnie Souza and/or Michelle Reese
2. Develop relationship with local police and fire departments.
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. Update listing of members of various emergency response teams.
6. Complete a Hazard Assessment of your school site. Remove or correct hazards found in the Hazard Assessment where possible.
7. Develop and maintain the file of students and staff susceptible to respiratory problems, as mentioned under "Air Pollution Episode" section.
8. Perform and document all emergency preparedness drills.
9. Develop communication network at your site.
10. Have battery-operated radio in office.

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. 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.

3. Inform staff regarding classroom emergency backpacks. Each teacher is to check their own backpack.

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.
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. Review list of individuals assigned to all of the Emergency Response Teams. Direct each team to be knowledgeable of their team's responsibilities.
2. Prepare a color-coded utility map of the school site (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 "Assembling at meeting place 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.
7. Determine who will have access to the earthquake storage supply shed.
8. Issue keys to the individuals responsible for the First Aid Team, and your designee in the event of your absence.

Preparing for a Fire:

1. Prepare fire drill map of school site.
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 on an annual basis.

Preparing for Evacuation:

1. Prepare evacuation plan of school site. 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.
3. Conduct a full-scale evacuation drill annually.

PREPARING SCHOOL SITE FOR DISASTER STAFF'S CHECK LIST

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 check the emergency backpacks and duffels for their classroom and collect individual student family photos.
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. Become certified in First Aid and CPR through the Red Cross.
8. Become prepared to perform Emergency Team assignments in the event of an earthquake.
9. Take fire extinguisher training.

HAZARD ASSESSMENT OF SCHOOL SITE

The hazard assessment of the school site should be performed by a qualified structural and/or civil engineer 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 wildfire.
- Likelihood and possible effects of severe weather.
- Probable safety areas for evacuation, after an 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.

EMERGENCY BACKPACK FOR CLASSROOM (Teacher and classroom supplies)

The intention of the emergency duffle bag is to have the supplies necessary to assist trapped persons following an emergency until search and rescue arrives. The emergency duffle bag need not be carried out by the teacher during the evacuation unless it is convenient to do so.

Front Zipper

1 Plastic Whistle

Second Pocket

2 Way Radio

Flashlight

5 Dust Masks

1 Safety Goggles

1 Pr Work Gloves

1 Safety Vest

Third Pocket

1 Permanent Marker

1 Note Pad

1 Pen

1 Roll Masking Tape

1 Scissors

1 Deck of Cards

1 Light Stick

Large Back Pocket

30 Waste Bags, 33 G.

8 Emergency Blankets

2 Pr Latex Gloves

1 First Aid Kit

1 Hand Sanitizer

1 Bottle Eye Wash

30 Wet Naps

3 Ice Packs

30 Paper Cups

4 Sanitary Napkins

1 CPR Mouthpiece

1 Roll TP

EMERGENCY SUPPLIES BIN
(Located in Upper Faculty Parking Lot)

The intention of this bin is to house ALL emergency supplies required to support the OIS community for three days following an earthquake emergency. This bin contains everything included in the classroom duffle/backpacks. The items listed below represent the primary components of the emergency supplies bin.

Copies of all student emergency forms
Copies of emergency plan
Vests designating emergency teams (e.g., Search and Rescue, First Aid)
Clipboards and instructions for each team
First Aid Supplies
Search and Rescue Supplies
Blankets
Food
Water
Generator

The following OIS personnel have a key to the Emergency Supplies Bin:

- Stacy Wayne
- Megan Natal
- Bruce Giron
- Charlene Ziem
- Bruce Taylor
- Search and Rescue Team Members

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. These routes should be selected considering students with disabilities. The emergency backpack should be brought along (and duffle, if possible). 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 call 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 is 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 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 call before leaving the campus.** Bus drivers should take the safest route to the pre-identified evacuation sites. 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. 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. Attendance should be taken before leaving the campus and upon arrival at the safe site.

EMERGENCY RESPONSE TEAMS

Each month, OIS conducts either a fire or earthquake response drill. Periodically, other drills such as environmental hazards or intruder drills are executed. We are serious about being prepared for emergencies to ensure the safety of the students and our staff.

Fire drills are signaled with pulsing lights and loud alarms. Teachers evacuate their students to designated areas away from school buildings. An evacuation maps are posted in each classroom which describes the safest pathway to the evacuation areas. Support personnel check with each teacher in the evacuation area to ensure that all persons are accounted for. Once all areas have reported to Command Central, all clear bells are rung, directing students and teachers back to classrooms.

Earthquake drills are more complex. Not only are students evacuated to safe areas, but we also simulate missing/injured persons, as well as the entire student release process. Read below the steps adults will need to follow to pick-up children. Since in a real earthquake electrical systems in the school may be inoperative, an announcement is made to begin the drill. Teachers lead their students through a “duck and cover” exercise. When the teacher gives the “all clear” to his/her students, the teacher leads the class to the designated evacuation area. As with the fire drills, support personnel check with each teacher to see that all persons are accounted for. Designated staff members form several Emergency Response Teams (ERT). After those teachers evacuate their students, they go into action with their ERT responsibilities. Following are the Emergency Response Teams:

Command Post Team

The principal or designee heads this team. The Command Post Team coordinates the formation and actions of the other teams. They communicate directly with Emergency Response personnel and the District Office.

Communication (outside) Team

This team maintains communication channels with District office and local agencies. If phone system are working, create a message for parents regarding the release of students.

Search and Rescue/Assessment Team

Search & Rescue

Search & Rescue / Damage Assessment team will quickly and systematically move through OIS classrooms; restrooms; buildings, and; other areas to ensure that all students and staff have moved to the upper and lower parking lots, and if they are trapped or require first aid their location is identified and communicated so the student or staff member can be extricated and/or first aid rendered.

The Search & Rescue Team Captain will evaluate whether buildings are safe to be entered to conduct search and rescue operations. Teams will move out to check the school as soon as four members of the Search and Rescue Team arrive at the Emergency Locker.

1. The 'Search & Rescue Team Captain' will evaluate and communicate if the building is safe to perform 'Search & Rescue'.
 - a. If the building is safe the 'Search & Rescue' team should systematically search every classroom; restroom; building, or; other area where students and staff may be for your team's area
 - b. If the building is not safe, communicate that to the 'Search & Rescue Team Captain' via radio, quickly tape off the entrance to the building with the 'do not cross' yellow plastic tape
2. In your search if you come across a student or staff member, or a classroom identified by a 'red tag' that on your map by specific location, the name of the person, the situation, what the medical or emotion condition is, time, and extract them if you can do so quickly.
 - a. First aid situation - If the student or staff can walk themselves direct them to the 'First Aid Triage' area, if they require transport you should transport them to the 'First Aid Triage' location. Then resume your search.
 - b. Trapped situation - If they cannot be easily extricated use your radio to communicate the location and condition to the 'Search & Rescue Team Captain' who will communicate with the 'Incident Commander/Command Post/Principal'. You have marked the specific location, name if known, student or staff identified, their condition and what will be required to extricate them, and time, on your map.
3. Your responsibility is to check all of your classrooms, restroom and buildings as safely and quickly as possible. You should NOT stop your search if you find a student or staff member that needs additional help to extricate them and you can't easily do so – your task is to do the most good for the greatest number of people. If you find someone badly injured use your radio to communicate that to the 'Search & Rescue Team Captain' and render immediate first aid and one of the Search & Rescue team members stay with them and the remainder of the team continue on the 'search & rescue' effort. Important note: Unless you are a professional responder your person team should NOT attempt to extricate a student or staff member unless you can easily do so, you may injure the person further. You should extricate a student or staff member with a larger team, i.e. all three Search & Rescue teams if you are trained to do so. You may want to return to the trapped person to support them emotionally and comfort them to let them know a first responder team is coming.

4. Identify on your map each classroom; restroom; building, or; other areas as 'cleared' as you complete that specific search. If you cannot search a classroom, restroom, building or other area mark that on your map. While conducting your search make notes on your map of any areas that are unsafe and communicate that so the 'Search & Rescue Team Captain' will be aware of that situation after your search is completed.
5. After you have completed your search contact the 'Search & Rescue Team Captain' teams via radio to see if other teams need any assistance and if so respond to them.
6. If there is no need for your 'Search & Rescue' team return to the 'Emergency Trailer' and mark the 'Search & Rescue' Control whiteboard with the time of your return.
7. The 'Search & Rescue Team Captain' is to communicate the results of each search with the 'Incident Commander/Command Post/Principal', have them acknowledge you are cleared and then proceed to the 'First Aid' areas marked in red and yellow. All other team members should report to the 'First Aid' areas.

First Aid Team

This team establishes the First Aid treatment area. The 'First Aid Team Captain' helps to categorize casualties and team members are to supply care to the injured. The First Aid Team Captain should be in communication with the Search and Rescue Team Captain and Command Post. This team's efforts should be coordinated with the Search and Rescue Teams.

Security Team

Duties: Team members should be responsible for checking utilities and assisting in the initial assessment of damage to buildings. After checking utilities, they should secure the campus to minimize unauthorized access or exit and direct parents to student release area. This 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. 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 Command Post.

Student Release Team

This team coordinates the release of students by teachers to parents. Sets up tables at the front of the school where parents will report to pick-up their children.

Student Supervision Team

Teachers, aids or other staff members lead students to evacuation area and supervise.

Support Team

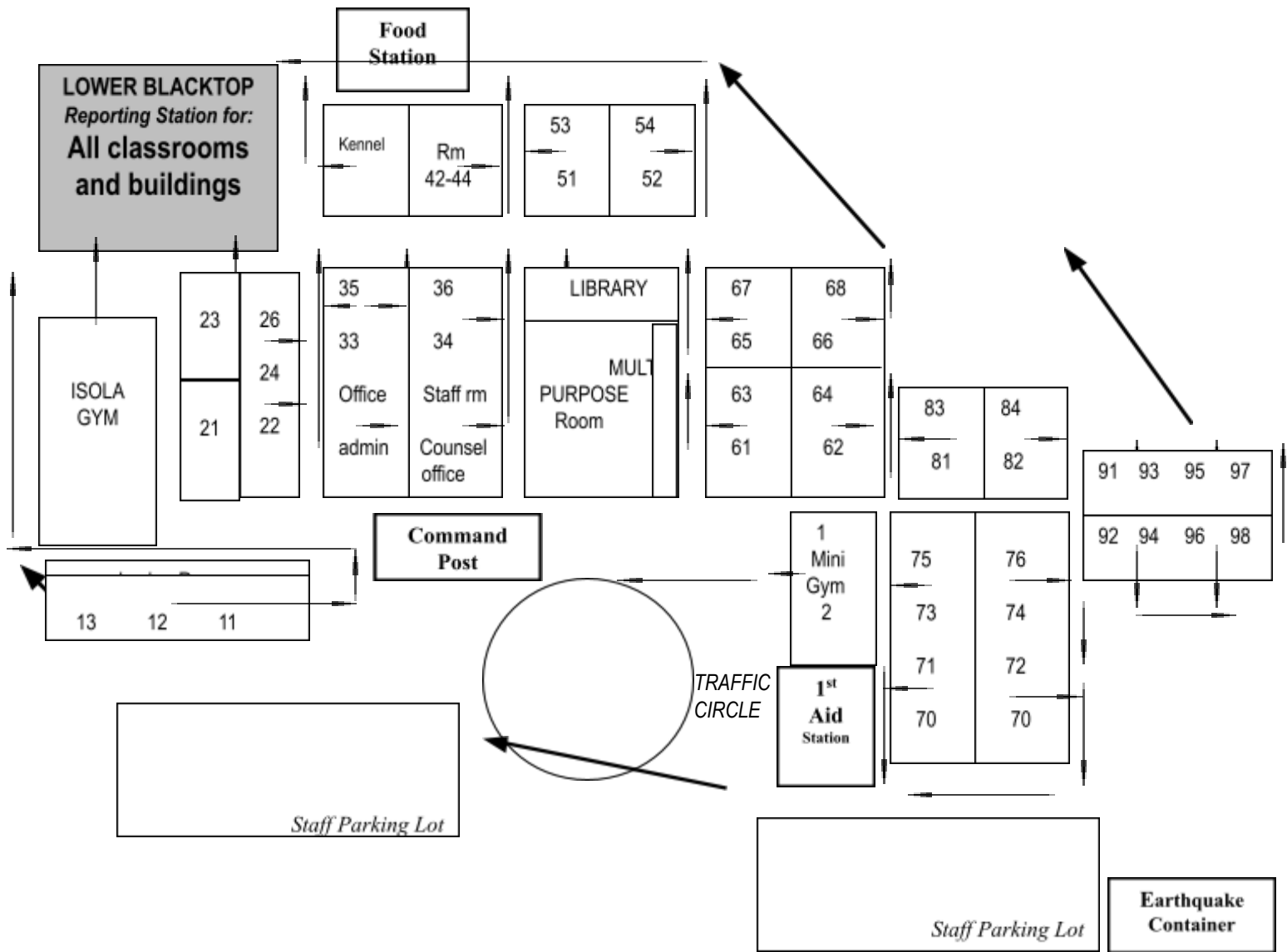
This team is not an immediate response team. They will provide the support essential to the welfare and positive morale of the student population. Their main purpose is to secure, prepare and serve food to students and staff. They are also responsible for the maintenance of the food and water supplies. The sanitation needs of the school population are also their responsibility.

Student Pick-up Procedures

- Park on the street. Only emergency vehicles will be permitted on campus during an emergency
- A special table will be set-up where parents must report before a child will be released.
- Students will only be released to adults whose names appear on the Student Information Form completed by parents as part of the registration process at the beginning of the school year.
- Adults must be prepared to present identification
- When an adult is approved to pick-up a student, (s)he will be given a Student Release Form which they will present to the staff member who is supervising the student. That adult will record the name of the student, the name of the adult and information about where the student will be taken.
- Then and only then will the student be released to the adult

This procedure points out the importance of providing the school with three adult contacts when completing the Student Information Form during the registration process.

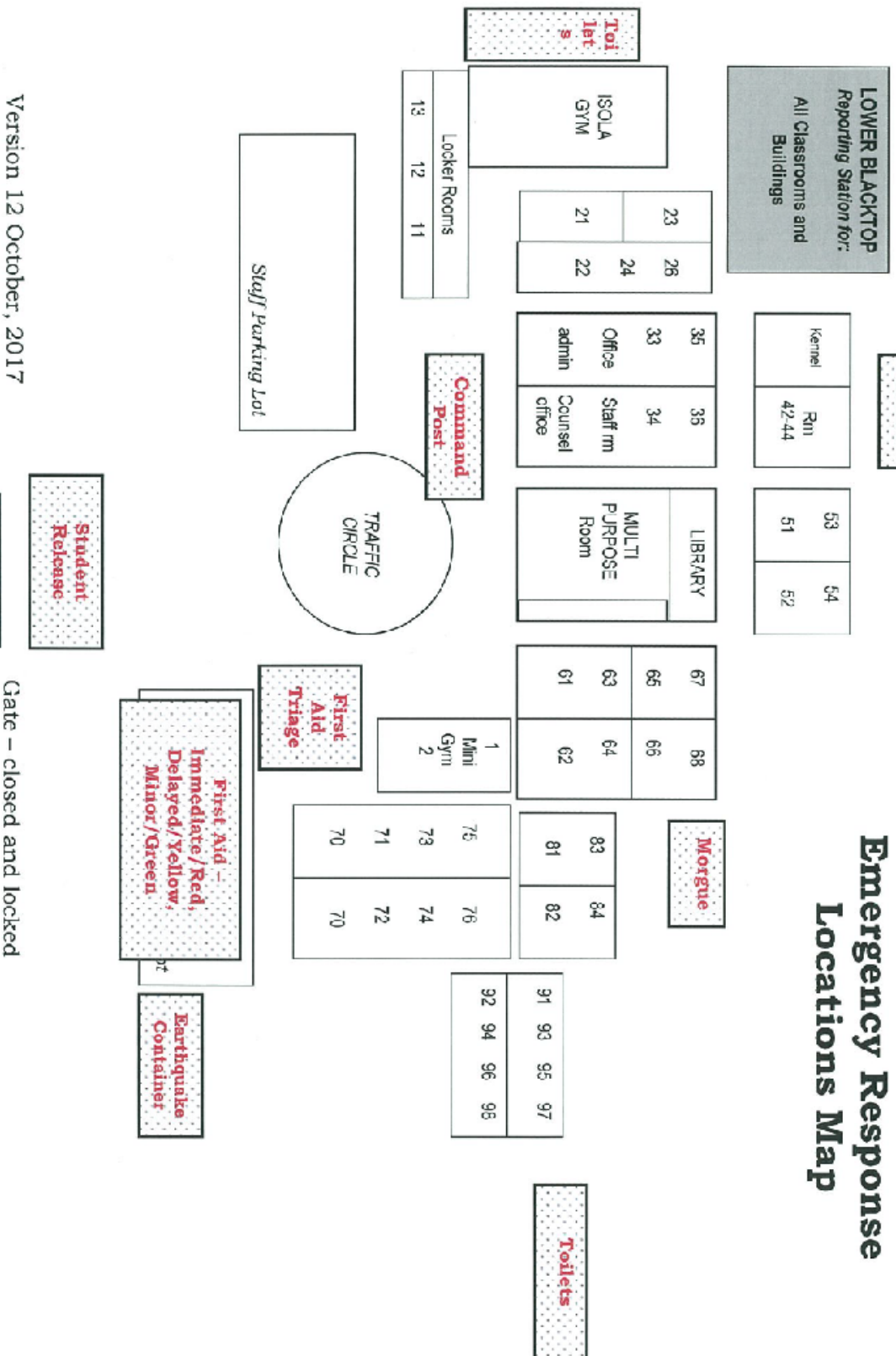
OIS EVACUATION MAP



(Front gate closed and guarded!)

Orinda Intermediate School Emergency Response Procedures For A Major Earthquake

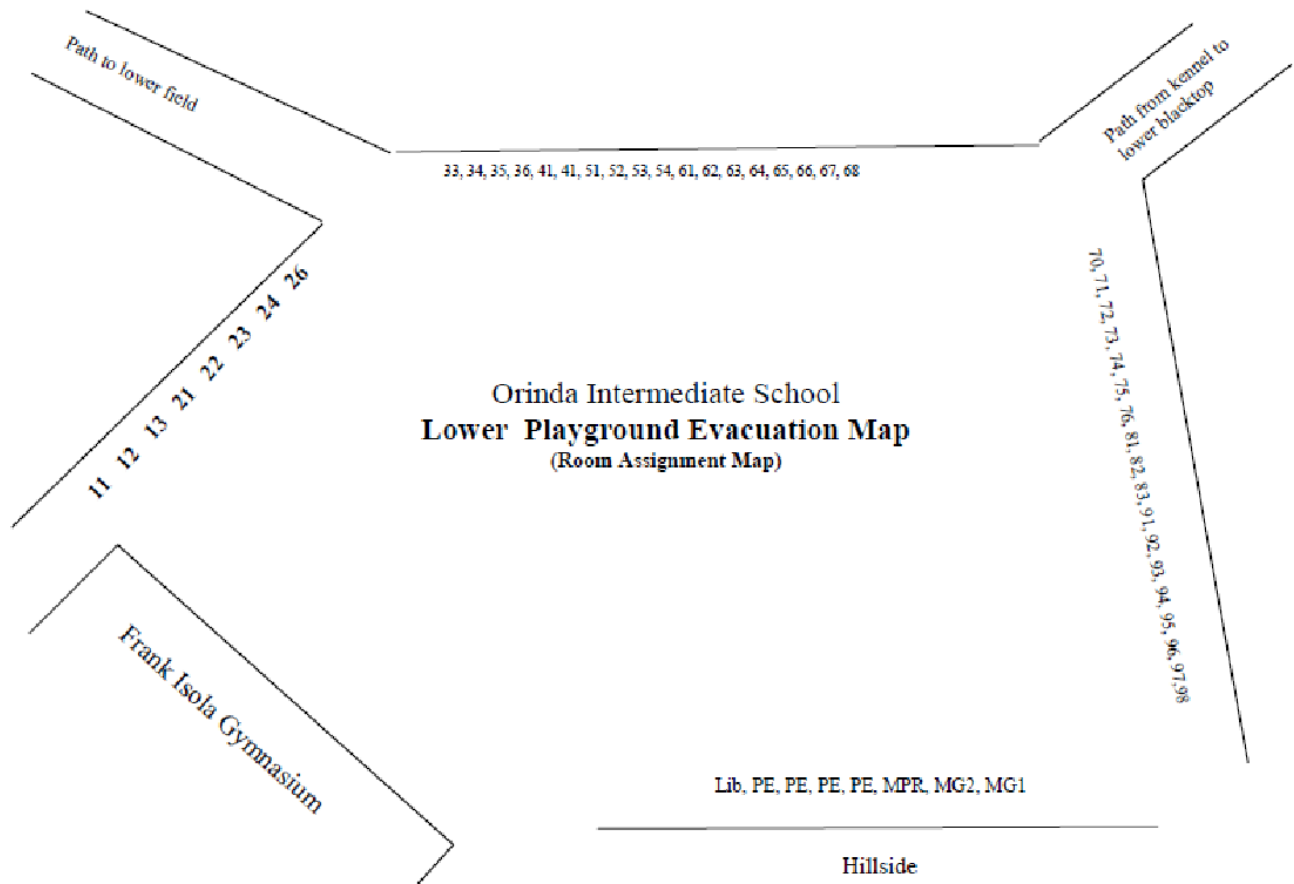
OIS **Emergency Response** **Locations Map**



Version 12 October, 2017

EMERGENCY RESPONSE TEAM POSITIONS

Assignment	Person Responsible	Walkie-Talkie
Command Post	Stacy Wayne	Yes
Command Post Lower Field	Megan Natal	Yes
	Michelle Reese	Yes
	Heather Raser	Yes
Outside Communication	Bruce Giron	Yes
	Sydney Souza	
	Charlene Ziem (Back-up)	
Security	Bruce Taylor	Yes
	PM Custodians	Yes
Search and Rescue/ Assessment	Anny Lackey and Sue Randall (Co-Captains)	Yes
	Carolyn Druger	
	Casey Hock	
	Diane Bode	
	Katherine Palmer-Collins	
	Lisa Rudolph	
	Andrew Garcia	
	Julia Hall	
	Susan Chapple	
	Suzy Kisch	
	Karen Ursino	
First Aid	Marshall Sachs (Captain)	Yes
	Debra Jockisch	
	Leslie Millstone	
	Sarah Anderson	
	Amy Stefanitis	
Student Release	Donna Chung (Captain)	Yes
	Brian Sparks	Yes
	Charlene Ziem	
Food Station	Kennel Volunteers	Yes



NOTE: Students are to go to their *PREVIOUS* classroom's reporting station if emergency occurs when they are between classes or outside on break.

AIR POLLUTION EPISODE

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

RESPONSIBILITIES:

- | | | |
|----------------|----|--|
| Administration | 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. |
| Administration | 2. | Meet with physical education teachers and other teachers directing strenuous activity programs and determine alternate programs available during an air pollution episode. |
| Administration | 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. |
| Administration | 4. | Cancel all athletic competitions and practices and any other activities which require strenuous physical activity. |
| Administration | 5. | Instruct employees to minimize strenuous physical activity. |
| Administration | 6. | Cancel any events that require the use of vehicles. |
| Administration | 7. | Urge staff to minimize use of vehicles. |

BOMB THREATS

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

RESPONSIBILITIES:

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 which follows to assist you. |
| Administration | 3. | Immediately notify the police and fire departments |
| Administration | 4. | If the caller is still on the phone, call the phone company to trace the call. |
| Administration | 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. |
| Administration | 7. | If the suspected bomb is in a corridor, modify evacuation routes to bypass the corridor. |
| Administration | 8. | Evacuate students using primary and alternate routes (p.16). Take emergency backpack and student kits. Check to be sure all students have left the building. |
| Administration | 9. | Upon arrival at the designated safe site, take roll. Notify the principal/designee and emergency response personnel of any missing students. |
| Administration | 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 _____

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 public address system located in your school office and the safety siren may be heard.

RESPONSIBILITIES:

- | | | |
|----------------|-----|--|
| Administration | 1. | Have all students report to nearest designated building. |
| Staff | 2. | Close all doors and windows, shut off ventilation, and listen to the radio (shelter-in-place). |
| Staff | 3. | Take roll. Notify Principal or designee of any missing students. |
| Staff | 4. | If necessary, use tape, rags, clothing or any other available material of seal air leaks. |
| Administration | 5. | CONTINUE TO SHELTER-IN-PLACE UNTIL ADVISED TO DO OTHERWISE. Monitor Emergency Alert Receiver and radio station ____for further instructions. |
| 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. |
| Administration | 7. | If evacuation orders are received, proceed with school evacuation plan (refer to p.14). |
| Staff | 8. | Evacuate students. Take the class roster and emergency backpack and student kits. |
| Administration | 9. | A check should be performed to be sure all students have been evacuated. |
| Administration | 10. | A notice should be left on the office door stating where the school has relocated and notify the school district. |
| Staff | 11. | Upon arrival at safe site, take roll and report attendance to Principal/designee immediately. |

CHEMICAL ACCIDENT (onsite) THREAT OF EXPLOSION

This incident could be the result of spilled cleaning chemicals within the school building, or a broken gas main. Should any such accidents endanger the students or staff, the following will be accomplished.

RESPONSIBILITIES:

- | | |
|----------------|---|
| Administration | 1. Determine if evacuation is required. |
| Administration | 2. Notify appropriate local authorities of incident (call 911). |
| Administration | 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. |
| Administration | 2. | Notify police (dial 911). |
| Administration | 3. | Identify all parties involved (if possible). Identify witnesses, if any. |
| Administration | 4. | Deny access to crime scene until police arrive. |
| Administration | 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:

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

FALLEN AIRCRAFT

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

RESPONSIBILITIES:

- | | | |
|----------------|----|--|
| Administration | 1. | Determine if evacuation is required. |
| Administration | 2. | Notify police and fire departments (call 911). |
| 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. |
| Staff | 4. | Check to be sure all students have left the school site. |
| Staff | 5. | At the safe site, take roll. Report any missing students to the Principal/designee. Notify emergency response personnel of any missing students. |
| Staff | 6. | Maintain control of the students a safe distance from the crash site. |
| Staff | 7. | Care for the injured, if any. |
| Staff | 8. | Do not return to school site until emergency response officials have determined it is safe. |

FIRE
(Offsite) or Brush/Forest Fire

This event could occur if a fire offsite, such as a wildfire, 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 public address system located in your school office.

RESPONSIBILITIES:

- | | | |
|----------------|----|---|
| Administration | 1. | Determine if evacuation of school site is necessary. |
| Administration | 2. | Contact local fire department (call 911) to determine the correct action for your school site. |
| Administration | 3. | If necessary, begin evacuation of school site to previously identified safe site using school evacuation plan. |
| Administration | 4. | An inspection will be performed to be sure all students and personnel have left the building. |
| Staff | 5. | Evacuate students to the MPR and Isola buildings. Bring emergency duffle bag and student kits. Take roll call 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. |
| Administration | 6. | A notice shall be left on the office door stating where the school has relocated and the school district notified. |
| Staff | 7. | Take roll. Report any missing students to the Principal/designee and emergency response personnel. |
| Administration | 8. | Monitor radio station for information. |
| Staff | 9. | Do not return to the building until the Fire Department determines it is safe. |

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:

- | | |
|----------------|---|
| Administration | <ol style="list-style-type: none">1. Notify the fire Department (call 911).2. Proceed to evacuate the school using the primary or alternate fire routes.3. An inspection will be performed to be sure all students and personnel have left the building. |
| Staff | <ol style="list-style-type: none">1. Evacuate students from the building using primary or alternate fire routes (p.14) Take emergency duffle bag and student kits. Maintain control of the students a safe distance from the fire and fire fighting equipment.2. Take roll call. Report any missing students to the Principal/designee and emergency response personnel immediately.3. Do not return to the building until the Fire Department determines it is safe. |

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, and it is determined by the Administration that an evacuation of the school is required, the following shall be accomplished.

An alert message will be broadcast over the public address system located in your school office.

RESPONSIBILITIES:

- | | |
|-----------------------|--|
| Administration | <ol style="list-style-type: none">1. Notify all personnel and students to proceed with evacuation of school procedures.2. A notice should be left on the office door stating where the school has relocated and the district office should be notified.3. 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 | <ol style="list-style-type: none">1. Evacuate students using evacuation plan (p.14). Take the class roster, emergency backpack and student kits. Take roll before leaving the campus.2. Students should not be left unattended at any time during evacuation process.3. Upon arrival at the safe site, take roll. Report any missing students to principal/designee and emergency response personnel.4. Do not return to school site until emergency response officials determine it is safe. |
| Command Response Team | <ol style="list-style-type: none">1. An inspection shall be performed to be sure all students have been evacuated.2. Monitor radio station transmitting emergency weather information. |

Note to bus drivers: if evacuation is by bus, DO NOT drive through flooded streets/roads. DO NOT cross bridges of flooding rivers.

MISSING CHILD

This incident could occur if a classroom teacher cannot locate a child. The principal may designate another available adult to perform the assigned tasks.

RESPONSIBILITIES:

- | | |
|---------------|---|
| Class Teacher | <ol style="list-style-type: none">1. Immediately contact the office. Inform office of the last known location of the child. |
| Principal | <ol style="list-style-type: none">1. Immediately notify police (dial 911).2. Notify child's parents.3. Perform a brief search of the campus (check all bathrooms). Close and secure the campus. Do not let any individuals leave campus. Limit access to the campus. Do not let unauthorized individuals come onsite.4. Appoint staff to surveillance points, have them note license plate numbers and look for any unusual activity.5. Organize a thorough search school campus.6. 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. |

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:

- | | | | |
|---|-----------|----|---|
| ☪ | 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. |
| ☪ | 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. | Care for the injured, if any. |
| ☪ | Staff | 8. | Remain with students until all clear is given. |

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 public address system located in school office.

RESPONSIBILITIES:

Staff Staff and students should TAKE COVER in the shielded areas within the building). STAY AWAY FROM WINDOWS.

- Take roll and report any missing students to Principal/designee.
- Close curtains and window shades.
- Remain with students near an inside wall or on lower floors of the building.
- Close all blinds and curtains.
- Avoid auditoriums, gymnasiums and other structures with large roof spans.
- Evacuate any classrooms bearing full force of wind. (Principal)
- Monitor radio station transmitting emergency information.
- Notify utility companies of any break or suspected break in utility lines.

Keep students and staff in the sheltered areas of the building until winds have subsided and it is safe to return to the classroom.

THREATENING INDIVIDUALS

LOCKDOWN PROCEDURE

PURPOSE:

To provide protection to faculty, staff, students and visitors at a school site in situations involving an active shooter, dangerous intruders or other incidents that may result in harm to persons inside or outside the school buildings. A lockout/lockdown will be initiated when it is safer to remain in a secured building than to be outdoors.

LOCKDOWN

Lockdown is a procedure used when there is an immediate threat to the school such as in the case of an intruder. Lockdown minimizes access to the school and secures staff and students in rooms. As part of this procedure, everyone must remain in the room until the situation has been declared safe by an authorized person, such as a member of the administrative or counseling staff or a law enforcement official.

LOCKDOWN PROCEDURES:

1. Administrator will order a “LOCKDOWN”.
2. Notification: Administrator will immediately:
 - Utilize the site intercom or PA system to repeatedly announce in a clear and concise manner: “Attention, Orinda Intermediate School is under lockdown. Proceed immediately to the nearest secure location and lock your doors.”

Note: If the location of the intruder is known, we will use the intercom or PA system to state his/her last known location.

- IMMEDIATELY notify 911 and give as much information as possible.
3. All faculty, staff, students and visitors must IMMEDIATELY proceed to the nearest classroom or secure space. *If possible, keep out of the line of sight of windows and doorways.* If possible, the campus supervisor and/or administrators will assist with this movement and ensure that everyone remains calm and quiet.
 4. If you are unable to get to a secure place quickly, IMMEDIATELY run away to a safe place, away from the school (the hills around the school, upper blacktop toward the bus stops, lower field to Coral St.), and hide.
 - All available, PE teachers will report to the evacuation site, if safe, (past the lower field to Coral St.) if necessary to supervise the students. If this is not possible, we will notify 911 and have them assign an Officer to the emergency evacuation site to ensure the safety of the students responding to the site.
 5. Faculty/Staff should quickly check corridors outside their classrooms or offices for nearby students and direct any students in the immediate vicinity into their classroom or office. Faculty/Staff should not leave the classroom or office to get students.

6. Lock classroom doors and if possible barricade the door with available objects. If possible, be prepared to find and use objects in the room to defend yourself.
 7. Turn off all lights and electrical devices. Put your cell phone on silent mode.
 8. Close all windows and shades or blinds if applicable. Stay away from the windows and doors. Once this has been done, do not allow anyone to enter the room.
 9. Seek cover or concealment. If gunshots or explosives are heard, stay behind cover or concealment and lie on the floor or get as close as possible without giving up your cover.
 10. If possible, Faculty/Staff should record the names of students who are in the room. Any missing and/or extra students should be noted. Faculty/Staff should provide these details to the administrators or police personnel as requested.
 11. Do not evacuate the building even if an audible fire alarm is heard. This could be a ruse to get people into the open.
 12. DO NOT respond to anyone at the door until an administrator announces “all clear”. The individuals making the “all clear” will identify themselves by name before making this announcement.
 13. All faculty, staff, students and visitors should remain in lock down until the ALL CLEAR is given by school administrators.
 14. Administrators shall account for the safety of all faculty, staff, students and known visitors immediately after the incident and report any missing or injured persons to Law Enforcement.
- NOTE: If possible, we will prohibit anyone except emergency vehicles from entering the campus during such an emergency. Driving to the school will cause traffic congestion that could potentially interfere with the arrival of emergency vehicles should they be needed.**

EARTHQUAKE

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 science rooms, any open flames 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 duffle bag) to alert rescuers.

AFTER THE EARTHQUAKE:

- | | |
|------------------------------|--|
| ☞ Staff | 1. If no one is trapped/injured, evacuate students from the building (refer to p.41). Take emergency backpack and duffle bag (if possible) Check to be sure all students have left your classroom. Tag the room with a green search and rescue ball. <u>Close the classroom door.</u> If there are trapped or injured, tag the room with a red ball to alert search and rescue teams and wait for your “partner” to evacuate your mobile children. Do not leave trapped or injured children alone in the room. |
| ☞ Staff | 2. Students are not to be left unattended at any time during the evacuation process. Students are to remain quiet during evacuation. |
| ☞ Staff | 3. Upon arrival at prearranged safe site, take roll call and report attendance to Principal/designee immediately. If a teacher is an Emergency Response Team member, assign another adult to monitor your class and report to the Command Center and wait for directions. |
| ☞ Principal(or designee) | 4. Set up Command Post with your Emergency Response Team. |
| ☞ Principal | 5. Notify police and fire (dial 911) if you have trapped or missing individuals. Organize Damage Assessment, Search and Rescue (SAR) teams, consisting of adults, to search for and rescue missing or trapped people. |
| ☞ Search and Assessment Team | 6. Begin a search of the entire school building. Search rooms tagged with missing or red balls. Follow procedures ` delineated in the search and assessment plan. |
| ☞ Principal | 7. Organize the other Emergency Response Teams: the First Aid Team, Security/Damage Assessment Team, Student Release Team and the Support Team. |
| ☞ Principal | 8. Notify utility companies of any break or suspected break in utility lines as reported from Security/Damage Assessment Team. |
| ☞ First Aid Teams | 9. Set up the treatment area. Categorize patient injuries. Care for the injured. Report casualties and injuries to the Principal/designee. |

- ❏ Support Team
 - ❏ Student Release Team
10. 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.
 11. Each classroom teacher (or their designee) is responsible for student release of their class. 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 “Partner” 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.

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 freestanding container separated from the school building. Having these minimal 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
Storage containers for disaster supplies--Aluminum or wood sheds

Water:

1/2 gallon/person/three days (individual boxes of water)
Barrels of water for cleansing/sanitation

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 container 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-- $0.016 \times \text{students/staff} = \text{number of cases}$
 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 packs, 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
Pry bars, five to six feet--2 per campus
Pick ax 6#--1 per campus
Sledgehammer--1 per campus
Square shovel--1 per search team
Round shovel--1 per search team
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 & RESCUE EQUIPMENT

Protective gear for SAR teams:

Develop 5 member SAR teams--number based upon per classroom needed to search school site within 20 minutes.

Hardhat--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

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

Basic SAR tools (located in Equipment shed)

Adjustable 10-inch pliers--2 per campus

8-inch lineman pliers-- 2 per campus

Pry bar 24 inches—1 per search team

Mini folding hacksaw--2 per campus

18-inch bolt cutters--2 per campus

Hammer, 3#--2 per campus

Duct tape--2 roll per campus

Plastic bags—1 box of trash can sized bags

Folding shovel--1 per campus

Angle head flashlight--1 per search/rescue team

6-inch screwdriver--1 per campus

4 inch Phillips screwdriver--1 per custodial room

Utility knife--1 per campus

Container to hold tools--1 per custodial room

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

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.

Command Post Team. This team should be headed by the principal or designee. The Command Post 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 Command Post. A person on this team should be designated as responsible for radio communication.

Security Team

This team 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 Command Post.

Search and Rescue/Damage Assessment Team

Search & Rescue / Damage Assessment team will quickly and systematically move through OIS classrooms; restrooms; buildings, and; other areas to ensure that all students and staff have moved to the upper and lower parking lots, and if they are trapped or require first aid their location is identified and communicated so the student or staff member can be extricated and/or first aid rendered.

The 'Damage Assessment' leader of the Search & Rescue Team will evaluate whether buildings are safe to be entered

to conduct search and rescue operations.

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 and reported back to the Command Post.

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 an orderly release of the students. Often the school secretary will head up this team. A report should be given to the Command Post.

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 Command Post.

COMMAND POST TEAM RESPONSIBILITIES

Duties: This team should be headed by the principal or designee. The Command Post (CP) 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 CP. This team is responsible for personnel issues. Any costs incurred during this emergency should be documented by this team.

Who could do this job? Minimally a team of 4 staff or parent volunteers should be developed to serve as the CP Team. A larger school may need a larger team. The team should be headed by the Principal or designee. 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 CP 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.

SECURITY TEAM

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

Who could do this job? 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 Damage Assessment 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.
8. Check fire extinguishers annually.

Immediately after the earthquake:

1. Report to the earthquake supply container 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. Serve as a back- in fire suppression or other activities.
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 Command Post.

Search and Rescue Teams

In Teams of 2

Search & Rescue

The first two members of the Search & Rescue Team to arrive at the emergency shed will make up team one. Subsequent members will make up Team 2 and 3. Each team will take a backpack and a crowbar with them as they search the school.

The remaining members of the team will help prepare the first aid station and await deployment to help injured persons.

Approach each building and as the team comes across a room with a red ball or no ball, bathrooms, and offices, check that room and the nature of the emergency and relay it to the command post. Two members of the search and rescue team will be dispatched to that location to help with moving the injured party to the first aid station. Follow these rules:

- First aid situation - If the student or staff can walk themselves direct them to the 'First Aid Triage' area, if they require assistance, call for help from the search and rescue team. Then resume your search.
- Trapped situation - If they cannot be easily extricated use your radio to communicate the location and condition to the 'Search and Rescue Team Captain' and you have marked the specific location, name if known, student or staff identified, their condition and what will be required to extricate them, and time, on your map.

Your responsibility is to check all of your classrooms, restroom and buildings as safely and quickly as possible. You should NOT stop your search if you find a student or staff member that needs additional help to extricate them and you can't easily do so – your task is to do the most good for the greatest number of people. If you find someone badly injured use your radio to communicate that to the 'Search and Rescue Team Captain' and render immediate first aid. Important note: Unless you are a professional responder your person team should NOT attempt to extricate a student or staff member unless you can easily do so, you may injure the person further. You should extricate a student or staff member with a larger team, i.e. all three Search & Rescue teams if you are trained to do so. You may want to return to the trapped person to support them emotionally and comfort them to let them know a first responder team is coming.

4. Identify on your map each classroom; restroom; building, or; other areas as 'cleared' as you complete that specific search. If you cannot search the classroom, restroom, building or other area mark that on your map. While conducting your search make notes on your map of any areas that are unsafe and communicate that so the 'Incident Commander/Command Post/Principal' will be aware of that situation after your search is completed.

5. After you have completed your search contact the other 'Search & Rescue' teams via radio to see if they need any assistance and if so respond to them.

6. If there is no need for your 'Search & Rescue' team return to the 'Emergency Trailer' and mark the 'Search & Rescue' Control whiteboard with the time of your return.

7. One team member should walk to the 'Command Post' to communicate the results of your search with the 'Incident Commander/Command Post/Principal', have them acknowledge you are cleared and then proceed to the 'First Aid' areas marked in red and yellow. All other team members should report to the 'First Aid' areas

FIRST AID TEAM

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 “Partner” 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 “Partner” teacher, aide or other staff.
2. Report immediately to the emergency supply container for supplies and then begin setting up the first aid treatment 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 Command Post of number of injured and status of first aid treatment.

STUDENT RELEASE TEAM

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

Preparation:

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 duplicate. One copy should be in the disaster supply container and one copy should be kept in the office.
4. During earthquake drills, test the student release procedure.

Immediately after the earthquake:

1. Evacuate the office and bring emergency cards
2. Set up Student Release Area in the front of the school
3. Student release procedures
 - a. Adults must report to the student release table to identify themselves
 - b. Check the emergency records to determine if (s)he is authorized to take the child from school.
 - c. If the person is authorized, document their name, time of the release, and destination. They should be given a student release form and directed to the evacuation area/classroom where the child is being supervised.
 - d. Direct the person to give the release form to the teacher
 - e. Individuals not named on the emergency form should not be allowed to take any child from school.
4. Report any difficult situations to the Command Post.

FOOD TEAM

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 might bring some canned or dry foodstuffs listed in supplies to help in replacing out-dated 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.

Support Team Responsibilities (edited by OIS team 1/7/09)

Before the Earthquake

1. Location of emergency supply bins, access to keys for bin (who has them?), and portable equipment (where is it stored?)
2. Inventory contents of emergency supply kits.
3. Identify best location for:
 - a. distribution of kits
 - b. sanitation supplies
 - c. tent shelters

Immediately after the earthquake:

1. Report to the Command Post. 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.

IF YOUR SCHOOL IS A SHELTER SITE

Any school can be designated as 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 San Francisco Office at (510)603-7400.

STUDENT PICK UP PROTOCOL

In the event of an earthquake, we ask that you follow the protocol outlined below.

1. Be calm; we need you to take care of yourself and your family first so you can come to OIS and get your children.
2. Get your ID, put on good walking shoes, and drive **SAFELY** to the main entrance to OIS on Ivy Drive. Understand that there may be downed power lines and trees that you cannot safely pass. There may be other anxious parents on the road. Be prepared to walk for a distance to OIS. Do not use your cell phone unless you are calling MOFD or the Orinda Police Department. The system needs to be available for emergencies **ONLY**.
3. Park on Ivy Drive, outside the main entrance to OIS. Park safely and out of the way of traffic: Do not clog the road or prevent our fire engines and ambulances from getting through. Be prepared to walk for a distance.
4. All parents and guardians should come to the front of OIS from Ivy Drive. The yellow gates will be closed and locked. Proceed behind the gates to the 'Student Check-out' desk. The desk will be sectioned by last name, i.e. 'A through E', 'F through I', etc. Join the line for your child's last name. With the knowledge that your child is being cared for, please be as patient as you can be. This will expedite the process so that you may get your child with less delay. **No student will be released if you enter from other entrances. You must go to the 'Student Check-out' desk first.**
5. When you reach the 'Student Check-out' desk, you will be asked for your child's name and to provide your ID. Identification which will be verified before any child is released. You will be given a piece of paper with your child's schedule on it. Your child will be at the evacuation location for the class at the time of the earthquake. A map of OIS is included for your convenience.
 - If you are there to check out other children, your name must be on their form, indicating that you are authorized to pick them up. **No child will be released without preauthorization.**
 - If an authorized person has already picked your child / children up, the 'Student Check-out' desk will know that.
6. You will be directed to the evacuation location for your child. The general area and specific classroom number will be indicated on the map.
7. Walk to that general area and look for the specific classroom number which you will find painted on the cement. Hand the release form to the responsible teacher, who will keep the form and release your child to you.

If your situation allows you to join us for a couple of hours, it would be greatly appreciated. If you have medical experience, we ask that you go to the 'Triage' area and ask for the 'First Aid Volunteer

Coordinator.' Otherwise, we ask that you go to the 'Student Check-out' area and ask for the 'Student Check-out Volunteer Coordinator.'

We are committed to the safety and comfort of each and every child and need your cooperation so that we can take care of each and every one.

For more information on how to prepare yourself and your family, go to www.lamorindacert.org and www.redcrossbayarea.org.

WHAT DOES THE LAW SAY?

The following laws pertain to school safety and school earthquake preparedness. Check with your school or school district's legal counsel for the complete wording of the law.

- *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". "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 childcare licensee shall have and maintain on file a current, written disaster and mass casualty plan of action