

School Emergency Response:

Using SEMS at Districts and Sites

**Guidelines for Planning and Training
in compliance with the
Standardized Emergency Management System**

June 3, 1998

California Governor's Office of Emergency Services

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

Acknowledgments

These guidelines were prepared by a small team of California OES personnel familiar with both the requirements of the Standardized Emergency Management System and the challenges of emergency planning and training in K-12 schools throughout the state. It was our intention to write the guidelines in a language and style that would be friendly to school personnel, and to present material that would make the job of complying with SEMS manageable for school districts and sites. Below are the chief architects of this document:

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Preface

Contained herein are materials intended to help school personnel understand and work in the Standardized Emergency Management System. We have taken special pains to use non-technical language, and to couch our explanations and suggestions in terms and contexts familiar to those who work at school sites or in district offices.

To be in compliance with the requirements of the Standardized Emergency Management System, you need not only comprehend the system and its operation, but also you should alter your emergency plan to include SEMS, do some training for your staff, and engage in exercises to test and refine your abilities. Accordingly, these guidelines offer you assistance in each of those undertakings.

The **first section** explains the logic behind SEMS and demonstrates how it is intended to work. Also illustrated are the roles of school personnel in the system.

The **second section** is a template of a school emergency plan, with SEMS elements noted in the pertinent parts. Using that, you can write or revise your school plan—district-wide or site-specific—to include the needed generals and particulars of SEMS.

The **third section** is a training module that you can use to instruct your personnel in using SEMS. You need not be a SEMS expert yourself to use the training materials.

The **fourth section** is a series of job descriptions for each response role in the Standardized Emergency Management System, especially adapted to the school situation and to school personnel. These will be useful for training, exercising, and in an actual emergency response

For help in interpreting these guidelines or more information on emergency response, training, and exercising, please call any of the California OES regional offices listed on the reverse of the title page, or contact your city or county Office of Emergency Services representative, listed in the phone book.

SECTION 1

Emergency Plans and SEMS

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency plans and training staff in emergency response procedures is required by law. The Katz Act [Sections 35295-35297 of the *California Education Code*] requires that schools plan for earthquakes and other emergencies.

The Petris Bill [Section 8607 of the *California Government Code*] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel be trained in how the system works, and that schools have drills and exercises in order to practice using the system.

These guidelines have been compiled to help you and your staff develop an emergency plan that complies with SEMS, and organize your emergency response procedures. Should you already have a plan or parts of a plan, you may wish to check it to make certain it conforms with SEMS. Compare what you have already developed with the recommendations made here.

ACTIVITIES

1. Using the worksheet, *What the Law Requires*, briefly review your legal requirements. Is your school currently in compliance with the law?
2. Review the *School Administrator's Checklist* to determine what has/has not been addressed by your school's general operating procedures or specific disaster planning efforts. This will help you determine where you need to supplement or revise your plan.
3. Review *Summary of the SEMS Planning Process* to identify plan components, organization and suggested planning approach. Decide which components you want to address first, and set up a timetable.
4. Use *Specific SEMS Responsibilities for a School Plan* as a guide to assigning roles and structuring a training program. Provide training when responsibilities are first assigned, and on an on-going basis.

WHAT THE LAW REQUIRES

I. *Earthquake Preparedness*

In 1984 the state legislature passed the Katz Act to require that schools establish an earthquake emergency system. This law [Sections 35295-35297 of the *Education Code*] applies to the governing boards of public and/or private elementary and high schools that have school buildings with over 50 students or more than one classroom, and to all county school superintendents. In 1988, the legislature amended the law to require that training in earthquake preparedness procedures should be for both certificated and classified staff. The law requires that schools do the following:

- ✓ Develop a disaster plan to maintain the safety and care of students and staff. The plan should outline emergency roles, procedures for students and staff, and appropriate, ongoing training for all employees and students.
- ✓ Conduct periodic drills in the "drop and cover" procedure, the evacuation procedure, and other emergency response actions (such as search and rescue, communications, and damage assessment) to train students and staff. Simple drills should be held once a quarter in elementary schools and once a semester in secondary schools; more complicated drills should be held once or twice a year.
- ✓ Provide training programs to ensure that staff and students are aware of, and properly trained to follow, your plan and the emergency response procedures.
- ✓ Be prepared to have your school serve as a possible public shelter for the community during disasters or emergencies.
- ✓ Take mitigation measures now to ensure the safety of students and staff, and the viability of the school facility during and after an earthquake or other emergency.

II. *Emergency Response*

As a result of the 1991 East Bay Hills fire, the Petris Bill was passed to improve emergency response in California. Effective January 1, 1993, Section 8607 of the *California Government Code* requires that state and local governments, and special districts such as schools, respond to disasters using the Standardized Emergency Management System (SEMS). By December of 1996, each responding organization must use SEMS or risk losing state assistance funds for emergency response-related

personnel costs. Using SEMS also includes planning, training, and exercising [*California Code of Regulation* §2400-2450].

SEMS requires that each organization understands and uses the following:

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

III. *Disaster Service Workers*

California Government Code Section 3100 declares that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term public employees includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases: 1) when a local emergency has been proclaimed, 2) when a state emergency has been proclaimed, or 3) when a federal disaster declaration has been made.

The law has two ramifications: a) public school employees may be pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and b) in those cases, their Workers' Compensation Coverage becomes the responsibility of state government (OES). Their overtime pay, however, is paid by

the school. These circumstances apply only when a local or state emergency has been declared.

IV. *Post-Disaster Shelters*

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged for in advance. Consult *Schools as Shelters: Planning and Management Guidelines for Districts and Sites*; ordering information is available from your regional office of the California OES.

V. *The Field Act*

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

However, many of the schools built between 1933 and 1976 (when the standards changed significantly) are now recognized to have certain vulnerabilities. Districts that have older Field Act schools (pre-1976) may want to consider hiring a structural engineer to evaluate these buildings to determine how well they would perform in a strong earthquake.

In addition, most schools--whether old or new--have dangerous nonstructural hazards because these (windows, suspended ceilings and pendant light fixtures, bookcases and filing cabinets) have not been addressed by the Field Act building standards. Every school is strongly encouraged to survey and manage these nonstructural hazards. For information on identifying and reducing contents hazards, contact your

regional office of California OES; request a copy of *Reducing Nonstructural Earthquake Hazards in California Schools*, by DSA and OES.

VI. The Damage Assessment Process

The Division of the State Architect is the building department for public schools, and has the legal responsibility for determining the safety of these buildings for use as classrooms after an earthquake. Local building departments have no legal jurisdiction over public schools. DSA requires that all schools with damage have either a DSA engineer or a structural engineer licensed in California evaluate the buildings prior to the opening of the school for instruction.

If a school is being used by the Red Cross for sheltering, the ARC takes the responsibility for inspecting the parts of the facilities it is using. These inspections can be done by engineers or building officials engaged by ARC and acceptable to them. However, the ARC inspection is not sufficient for the opening of the school for instructional purposes.

DSA recognizes that it may take their engineers several hours, or even days, to come to the damaged areas, and that local structural engineers may also not be available. Therefore, to help districts better perform their damage assessments in the next earthquake, OES and DSA staff have published a training program for *Post-earthquake Damage Evaluation for Schools*. This program helps school officials and facilities professionals to interpret visible damages in their buildings in the immediate aftermath of a damaging earthquake, which assists in their determination of whether they can shelter students and personnel in certain rooms, wings, and buildings. This training program is available by calling the Division of the State Architect (916) 445-0783, or the California OES office in your region.

VII. State Department of Education

Through Management Advisories, the California Department of Education makes and clarifies policies related to disasters and emergency preparedness. Interpretations of the *Education Code*, as they apply to emergency situations, are made through these advisories. For example, in February of 1990, Management Advisory #90-01 was

sent to all district and county superintendents explaining how to claim Average Daily Attendance (ADA) during periods of emergency. In April of 1994, Management Advisory #94-05 detailed to all superintendents the importance of mitigating nonstructural hazards in schools.

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST

PREPAREDNESS

- Does your school have a disaster plan?
- Are you, your teachers, and your staff aware of everyone's roles and responsibilities under the plan?
- Does your plan incorporate the principles of SEMS? (see **Summary of the SEMS Planning Process**, below)
- Is your staff trained to perform the responsibilities under SEMS? Assignments must be made for management duties, planning/intelligence, operations, logistics, and finance. (see **Specific SEMS Responsibilities**, below)
- Have you had drills and exercises that involve the performance of SEMS responsibilities?
- Have you conducted an inventory of the kinds of skills or needs of your staff? Have you conducted training in first aid, damage assessment, search and rescue, and fire suppression?
- Does your staff know the location of the main gas, electricity and water shut-off valves? Who has been trained to check for damage and turn them off if the need arises?
- Have you made a list and a map of the location and availability of First Aid and other emergency supplies?
- Is your staff aware of the fact that, under *Government Code* §3100, they are Disaster Service Workers? Do they know what this entails?
- Does your school have sufficient supplies (water, food, blankets) to handle emergency periods that may last up to three or four days?
- Is everyone aware of primary evacuation routes and alternate routes? Do you drill using all evacuation possibilities?

MITIGATION

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

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

EMERGENCY RESPONSE

- Does your school district have a policy requiring the use of SEMS?
- Has the policy and the performance expectation been communicated to all employees?
- Has your district incorporated the principles of SEMS in its plan, emergency response procedures, and training manuals?
- Has each school incorporated the principles of SEMS in its plan? Are the school site plans coordinated with the district's plan?
- Is everyone educated to how SEMS works? Do they understand the basic principles?

- Is everyone trained in how to perform the (one or two) functions they will most likely be assigned to?

The five functions of SEMS provide for the performance of many tasks. Below are some specific tasks that must be attended to:

- Do you know how to survey for damage and report your damage to both the Division of the State Architect and your Operational Area (county)?
- Does the school or district have an arrangement with structural engineers who will report to the school directly after a disaster to determine the damage?
- How will you determine whether total or partial evacuation is necessary?
- Have you identified an evacuation site? Is there an alternate location if you cannot use your initial site? How will students go to the alternate site?
- Do you know whether or not your school has been designated as a potential mass care shelter?
- If some students are seriously injured, what you will do with the them?
- Does your school have established check-out procedures to be taken before a student is released to an adult?
- Have you developed emergency sanitation procedures?
- Has a spokesperson been appointed to serve as liaison with the press after a disaster?
- Have you identified personnel who can translate information to non-English speaking parents?

SEMS also provides for certain facilities and equipment:

- Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?
- Has the EOC been equipped with maps of the campus, facilities and hazards in the area, an enrollment sheet for the current year,

First Aid supplies, and other tools necessary to manage the emergency response activities after a disaster?

- Does your school have a back-up communications system such as a 800 megahertz or CB radio, a ham operator, or two-way radio to communicate with your district and Operational Area (county) Emergency Operations Center? Are a number of people trained to use this equipment?
- Does your school have an internal communication system such as walkie talkies, megaphones, or intercom?

RECOVERY

The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed:

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

Case Study #1

A DAY LIKE ANY OTHER DAY

Jo Ann Schmokenberg is the popular principal of Manzanita Elementary, a school of 230 children located in the East Bay hills. She's done much in her five years at the helm to change the teaching style there at Manzanita because she believes all students learn best when they are actively involved in the process. She's been so busy thinking about class size and bilingual education, however, that she hasn't paid much attention to emergency preparedness planning at her school site or the response training underway in the district.

When the earthquake hits that Thursday morning in October, Jo Schmo (the term of endearment used by her teachers) ducks under a table and waits out the shaking, all the while trying to remember where she put the disaster response checklists the superintendent sent out a couple months ago. She wishes she could recall what hers said. A light fixture crashing down on the table shocks her into a chilling realization: this is IT, and she has to do something.

After the shaking stops, she calls for the secretary in the next room. She begins to pick her way there, carefully trying to avoid the broken glass all over the floor. In the main office she finds the secretary being ministered to by a volunteer parent, who was preparing to lead the afternoon field trip. Blood is streaming from the secretary's scalp, and she's too shaky to answer Jo Schmo's plaintive question, "who do we call?" The parent says, "I haven't had a chance to try the phone yet." Jo thinks maybe this is the day the district nurse is on campus, and she starts toward the nurse's office next door. She's slowed by the debris on the floor and she can't see very well in the hallway because the lights are all out.

As she is struggling with the locked (or is it jammed?) door to the nurse's office, wishing she had a tire iron, a student appears in the gloom saying he's been sent by the third grade teacher to find out whether they should all evacuate. "Is anybody hurt in your room?" she asks him. "I don't know," he replies. She mutters "evacuate" reflectively under her breath, wondering about the whereabouts of the custodian. "Is there lots of damage in your room?" she asks. "I don't know," he responds. "I'll be right there," she says, "but first I have to get the first aid kit out of here."

At the sound of a voice behind her, she turns to see a fourth grade teacher approaching: "Jo, we gotta call the ambulance, well, two or three of them, because there's a bunch of kids hurt in my classroom and in Julie's. I just left my kids with her to look for first aid stuff. I tried to get to the storage shed on the playground, but there's trees down and a power pole. I looked for Karl, I called for him, but there was no answer. Was he here this morning? Did you notice? Listen! Sirens, maybe on Mountain Boulevard."

An adrenaline rush propels Jo Schmo back into the main office to use the phone. The secretary is already dialing it, sitting on the floor with a Pampers™ wrapped around her head. "We need to call an ambulance," announces Jo, "and then, I suppose, the district office." "I'm calling my husband," says the secretary, "I want him to come and get me." Jo grabs the phone out of her hands and

punches in 911; it's busy. Then she tries to dial the district office, but this time hears nothing--no dial tone, no ringing, no busy signal.

At this moment the part-time Librarian comes into the office, her eyes bigger than usual and her voice quavering, "I wasn't sure what I was supposed to do; the library is a mess and I..." Jo Schmo interrupts her, "We've got to get an ambulance; we've got injured kids. The phone is busy. I can't get into the nurse's office for the first aid kit. Is she here today? I don't know how many kids are injured. I don't know if all the teachers are OK. I don't know if we should evacuate, there are electric lines down on the playground. Have you smelled any gas? Have you seen Karl? Can you run down to the fire station and tell them we need help?"

"Use the radio they gave us," pipes up the secretary from the floor, "It's in your office." Jo Schmo walks gingerly back into her office, crunching glass shards with each step, and begins looking for the radio.

Questions:

- 1) What's the most important thing for Jo Schmo to do?
- 2) What does Jo Schmo need to **know**?
- 3) What things need to be **done**, and who can do them?
- 4) What equipment or supplies are needed? Who can **get** them?
- 5) Can the employees leave the school and go home?

SUMMARY OF THE SEMS PLANNING PROCESS

What Is SEMS?

The Standardized Emergency Management System is based on a number of concepts, three of which are pertinent to schools: 1) a management tool called the Incident Command System (ICS); 2) mutual aid systems, in which similar organizations assist each other in emergencies; and 3) multiple agency coordination, under which diverse organizations work together and communicate with each other.

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts--duplication of efforts--by giving each person a structured role in the organization, and each organization its piece of the larger response.

There are five basic SEMS functions: management, planning/intelligence, operations, logistics, and finance/administration. These are the tasks involved in any emergency response anywhere. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Management--responsible for overall policy and coordination

Planning/Intelligence--responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant future.

Operations--responsible for actually performing the actions that make up the emergency response

Logistics--responsible for providing facilities, services, personnel, equipment, materials

Finance/Administration--responsible for financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures

The five components should constitute a school district's basic structure for any emergency response (see the attached organization charts).

Staffing for the components should be planned for in light of the specific circumstances and capabilities of the district and its individual school sites. A school district can tailor the exact arrangement of components to itself, **as long as the five functions are covered somehow.**

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

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

How to Organize for SEMS

There are several basic procedures for incorporating SEMS into your plan which are important to understand before you begin:

- ✓ **This is a group process.** Individuals will not be able to develop a workable plan for your school. Everyone has a role to play during the emergency, so everyone must be trained before it. You must share information among colleagues, gain support for the planning process, and train people in their emergency responsibilities
- ✓ **Everyone will have responsibilities based on his/her job at the school.** Instructional staff, for example, will be expected to maintain control of their classrooms, account for their students, or direct evacuation. Administrators will be responsible for making school-wide decisions (the need for evacuation, the need to close the campus, communication with the district office, and communication of new procedures to parents.)
- ✓ **In addition, there are certain responsibilities that are related to the emergency** that are not specifically related to one's job--search and rescue, and site security, for example. Thus some staff will have to be freed of classroom or office assignments so that they can fulfill particular emergency

responsibilities. The following page summarizes the teams needed, and who might be on them.

- ✓ **Training and exercising are critical.** They help staff become familiar with their responsibilities. They document for the state that your staff is up-to-date on their SEMS responsibilities. They are necessary for new staff.

Just as a district is required to follow the model, so should it mandate that each school site follow it as well. That promotes the greatest possible coordination between an individual school and its district, between a district and its local government, and among districts and all other governmental agencies.

At a district and site level, a plan based on SEMS should be developed, duty statements for each function written, and checklists of standard operating procedures created. Standard operating procedures will follow from the duties.

Once these materials are available, personnel should be assigned to one of the five functions, according to their expertise and ability. All personnel should then be trained in how to respond to a disaster according to the system. Table-top and small-scale exercises are very useful drills for making clear the complementary nature of the functions.

By practicing what to do **during** and **after** an emergency, you will increase the confidence of students and staff that disasters can be manageable events. To conform to SEMS, you must plan, train, and exercise before the emergency in order to function purposefully afterwards.

SPECIFIC SEMS RESPONSIBILITIES FOR A SCHOOL PLAN

This list suggests ways that you can apportion various emergency responsibilities to your staff. Everyone will have some responsibilities based on his/her job, and some people will have additional emergency responsibilities. Below is a short discussion of how SEMS and the Incident Command System (ICS) can be adapted to schools.

MAJOR CONCEPTS/COMPONENTS

- Every emergency, no matter how large or small, requires that certain tasks be performed, called management, planning, operations, logistics, and finance/administration.
- The system is can be expanded or contracted, depending on the situation and the immediate needs. One person can do more than one function.
- Every incident needs a person in charge, called the Incident Commander at the site level, or The Emergency Operations Center Director at the district level.
- No one person should be in charge of more than seven people (the optimum number is five). [**Note:** this does not apply to Student Supervision.]
- Common terminology:
 - ★ All teachers and staff in the school/district should use the same words to refer to the same actions. This terminology should be known before a disaster.
 - ★ If and when the fire department or other responding agencies come on campus, they'll coordinate better with the school district's command structure if similar situations and actions are described with similar wording.

HOW ICS FUNCTIONS

- All sites use ICS as a basis for their organizational structure. The district EOC Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (warehouse, food services, transportation).

- One person is in charge--an Incident Commander at the school site, and the EOC Director at the district level. This top level person works closely with the Information Officer (or PIO at the district level), the Liaison Officer, the Safety Officer, and the section chiefs.
- A Section Chief oversees and coordinates the activities of each of the four other functions: Operations, Planning/Intelligence, Logistics, Finance/Administration.
- Everyone knows this chain of command, and has been trained to fit into it in one of various places.

SEMS POSITIONS

I. MANAGEMENT

Incident Commander (IC) at the schools and EOC Director at the district level - an emergency requires constant management. This means that the Commander/EOC Director doesn't leave the Command Post/EOC without delegating someone to take over. Each Commander/EOC Director will constantly:

- ✓ Assess the situation.
- ✓ Know what resources are available.
- ✓ Determine a strategy for implementing the plan to handle the incident.
- ✓ Monitor how well (or poorly) the plan is working.
- ✓ Adjust the plan to meet the realities of the situation.
- ✓ Make sure that the response is being fully documented--for legal and financial reasons.
- ✓ If appropriate to the situation--no other qualified person is available--act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.
- ✓ The Incident Commander (IC) or EOC Director is to coordinate all response activities through the section chiefs. The Commander or Director is to "stand back and keep hands off." His/her role is "managing" from the Command Post or EOC.

IA. School Information & Liaison Officer/District PIO & Liaison Officer.

Located directly under the Incident Commander/EOC Director. Usually only the District PIO is authorized to speak for the district, and schools and other district sites refer media inquiries to the District PIO. If an immediate response from a

school is required and the District PIO is not accessible, the site administrator should prepare a statement to be given by the site Information/Liaison person.

As appropriate to the scope of the disaster, the Liaison Officer serves as the point of contact for assisting and cooperating with agency representatives (fire, law enforcement, Red Cross).

IB. Safety Officer

Also located under the Incident Commander/EOC Director, this person sees to it that all emergency responders are working in a safe environment. Takes steps, with approval of the Commander/Director, to set policies and change procedures to ensure maximum safety for all.

Note: The positions of Information Officer, Liaison Officer, and Safety Officer can also be performed by the IC/EOC Director.

II. PLANNING/INTELLIGENCE

Planning/Intelligence Section -assesses the situation, writes situation reports, anticipates changing situations, documents the response, and manages maps and status boards at the Command Post/District EOC. These are the “KNOWERS” and the "THINKERS":

- Campus Map (plotting map)
- Recorder/Incident Log
- Advance Planning

III. OPERATIONS

Operations Section - includes all the emergency response jobs. These are the "DOERS":

- Security
- Search & Rescue
- Safety/Damage Assessment
- Medical/First Aid
- Student Supervision
- Student Release

IV. LOGISTICS

Logistics Section - this has to do with what is necessary to support the DOERS (*getting* the workers, personnel/student resources, supplies, and equipment). These are the "GETTERS."

Personnel Status
Supply/Procurement/Equipment/Services
Convergent Volunteers
Support Teams
Communications Teams
Runners

V. FINANCE

Finance/Administration Section - includes timekeeping of response workers during the disaster response and recovery phases, keeping comprehensive financial records, and maintaining/managing all recovery records. These are the "PAYERS":

Timekeeping
Purchasing
Recovery Records Management

COMMAND POST (CP)

- **Location** - It is best to locate the CP table so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area and Student Request and Release Gate(s). Also, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify Command Post location with a sign, so that it is visible to staff and emergency responders.
- **Responsibilities** -
 1. Institute the Incident Command System (ICS); assign people to needed functions
 2. Assess type and scope of emergency
 3. Determine threat to human life and structures
 4. Determine need for site evacuation and take appropriate action

- **Positions Stationed at CP**

- Incident Commander
 - PIO/Information
 - Radio/Telephone Communication
 - Campus Map
 - Safety

- **Other Teams** - These positions are located immediately adjacent to the CP so that they can be quickly accessed (second and third tables for these groups):

- Section Chiefs--Planning, Operations, Logistics, Finance
 - Runners
 - Convergent Volunteers
 - Unassigned District Personnel
 - Search & Rescue
 - Timekeeping

- **Equipment/Supplies**

- tables (3) & chairs (as needed)
 - job description clipboards
 - EOC message forms
 - staff roster and class lists
 - student/staff accountability forms
 - disaster plan
 - bullhorn
 - incident logs
 - pens, markers, tape, stapler & staples, paper clips, three-hole punch,
 - master keys
 - site status report form
 - extra batteries.
 - district two-way radio
 - campus two-way radios
 - AM/FM battery-operated radio
 - Campus map
 - CP sign

Case Study #2

MY MENTOR TOLD ME THERE'D BE DAYS LIKE THIS

Even if Jo Schmo had gotten a dial tone, she still probably couldn't have reached the district office. The phone in the Superintendent's office has been ringing incessantly since the earthquake 20 minutes ago, and one of the secretaries just figured out a way to put a number of the 12 incoming lines on hold. That limits the number of calls the three secretaries have to take, but still they don't know what to say to the ones that get through.

The Superintendent is out of town today, in Chicago at the National Conference of School Officials, and none of the office staff knows exactly what to do. The Assistant Superintendent for Transportation came through the office, but he was on his way to the vehicle yard and didn't stay long. The Assistant Superintendent for Business cut her hand trying to catch her computer as it flew off the desk, and was last seen heading off toward the nurse's office with her hand wrapped in a bloody GO BEARS! sweatshirt.

The Curriculum Coordinator has just entered the office and asked to see the emergency response plan. "I suppose we should try to follow those checklists," she offers, apologetically. One of the secretaries gestures towards the Superintendent's office, but can't interrupt her phone conversation to give directions. "I can't tell you about your son right now, ma'am; we don't know if any kids are hurt. Have you tried to call the school? Well, I can't tell you now. OK, just go there then, good!" she growls as she hangs up the phone.

Another secretary has the district Facilities Manager on the phone, reporting power outages in the building she is in, and asking how the Superintendent wants to organize damage assessment for the 18 schools. "I wonder if we can page the Superintendent in Chicago," says the secretary in reply. "Have you tried to phone the hotel!?" shouts the district Communications Director as he enters the office waving a cellular phone in each hand. "That pushy Jack Sprat from WAQT tracked me down and wants a report on the situation in the schools."

"It says here," offers the Curriculum Coordinator, "that we're supposed to establish a public relations team." "I know all that, Gloria," says the Communications Director, "but they have to have something to say!" "And we're supposed to inform the school board," adds Gloria helpfully.

"Some guy on the phone wants to know if we need any portapotties," interjects one of the secretaries into the din. "He says we have an M-O-U, whatever that is." "Do we know what's happening at ANY of our schools?" wails the Communications Director, "we may need lots more than portapotties! Is the water working in this building?" he adds as an afterthought.

At that moment the Legal Counsel and the Special Projects Administrator enter the office, both talking at once, but the Legal Counsel's voice soars above the ringing phones: "The staff in our wing wants to go home and check on their houses. Do you need them, or can we let them go?" "I

thought everybody was supposed to stay here and help out,” offers the Curriculum Coordinator, “It says here...” “I need to run over to Escuela Bonita and pick up my kid,” interrupts the Special Projects Administrator. “but I’ll be right back.”

“Why don’t YOU talk to Jack Sprat!” sings the Communications Director, thrusting a cellular phone at the Legal Counsel, “Certainly you know what to say.” While the two are jostling with the phone, a call comes through from the county Office of Emergency Services; the person on the other end wants to know the extent of damages for the school district. “We’re just working on that,” says the secretary as she puts the caller on hold. She turns to the Curriculum Director, “Can you find anything in that plan about damages?”

- 1) What does the Superintendent need to **do**?
- 2) What does the district office need to **know**?
- 3) What does the district office need to **do**? Who can do it?
- 4) Are any supplies or tools necessary? Who can **get** them?
- 5) Should **SOMEONE** talk to Jack Sprat? What should be said?

Suggestions for Division of Labor by SEMS Function

1. Management

School Principal/Administrator

The Incident Commander at the school site is most obviously the principal, but in his/her absence, it could be the assistant principal, the secretary, or the librarian. The EOC Director at the district is likely to be the superintendent or another high-ranking official; however, the job could be done by any trained administrator designated in the chain of command.

Public Information--The task of speaking to the media and making public announcements is likely to be done by the administrator, but may be delegated to a trusted, well-trained teacher.

Safety Officer--The job of overseeing campus security and making sure the working conditions are safe can be done by almost anyone, as long as they are trained and understand their responsibilities

Liaison Officer--The Liaison Officer serves as the point of contact for any assisting and cooperating agency representatives (fire, law enforcement, Red Cross) that may be at the ICP or EOC..

2. Planning/Intelligence

Instructional Staff

Teachers can perform this function, as can librarians, computer center managers, and teachers' aides. These people must be able to use communications equipment, gather information in a timely manner, and weigh it for significance.

3. Operations

Plant/Facilities Staff, Maintenance Staff, Instructional Staff, Nurses

This function will involve a number of teachers, facilities, food service workers. It will also involve the nurse, if she/he is on site. Under this function, numerous response teams are located:

First Aid Team--school nurse, if possible, and two others (must have first aid and CPR training).

Search and Rescue Teams--two or three teams of two people.

Site Security Team--administrative staff, faculty, food workers, and school security, if present.

Damage Assessment Team--two teams of two facilities people.

Evacuation Team--an administrator and teachers.

Student Release Team--administrators or teachers

4. Logistics

Instructional, Facilities, and Administrative Staff

This function will accommodate faculty, staff, or administrators--anyone who knows how to get things.

5. Finance/Administration

Administrative Staff, Clerical Staff

Whoever usually deals with buying things, paying bills, and balancing books is best suited to this function. Knowledge of procedures and personnel at the central office is very valuable.

SECTION 2

School Emergency Plan Template (Including SEMS)

This annotated table of contents demonstrates what should be in your emergency plan. Each necessary part of a plan is described, and the purpose for it is explained. You may use this to write a new plan, or to review and revise the one you have. Each school and district's plan will be unique to its circumstances, but this template is intended to give you a general idea of plan contents, and a model for consistent plan organization.

CHAPTER I ADMINISTRATION

A. INTRODUCTION

1. Foreword

This section describes the purpose of the plan for the intended audience. School site plans will be oriented toward hands-on emergency response, while district office plans will be directed toward resource requests and coordination. To meet the needs of intended users, plans should be developed through a process that involves all of them.

2. Promulgation and Approvals

One of the first pages of the plan should carry an emergency management resolution, signed by the school board and superintendent of schools, that supports planning, training, and exercising in the district and schools. This would also be an appropriate place to publish the district's statement of participation with the Operational Area (usually the county) in the Standard Emergency Management System.

3. How to Use this Plan

All who have assigned responsibilities should use the plan as a basis for developing checklists or standard operating procedures. The lists and procedures should cover preparedness, response, recovery and mitigation roles. The completed plan should provide any reader with a thorough understanding of the district and site emergency organization.

4. District/Site Responsibilities

This should include a matrix that designates the emergency roles of both school sites and district offices. Management of all facilities must be aware of the parts relevant to their roles and responsibilities. Training and exercises should include all facilities--school sites, departments, and district office--and their roles.

5. Plan Updates

To be effective, emergency plans need to be updated frequently and consistently. The plan should define a process for updates, training, and exercises. Include a page for recording updates.

6. Distribution

Include a plan distribution method that indicates, by position title, who receives the plan and its updates.

7. Training Schedule

Training is a necessary part of a plan; for people to make the plan work, they must be instructed in their roles. Training courses should cover responsibilities for each position at each facility, as well as for specific jobs such as first aid, search and rescue, and damage assessment. Training should also be given on proper interactions between sites and the district office, and the district office and the Operational Area.

The Standardized Emergency Management System requires that training be documented and that it be consistent with the SEMS functions. The roles and responsibilities specified in your plan may be used to define what kind of training classes are needed.

B. ADMINISTRATIVE FEATURES

1. Authorities and Reference

The laws and regulations that support the planning effort and emergency management system can be included in your plan for the information of users. Federal and state laws that apply, as well as school district regulations and policies may be cited.

2. Emergency Organization

This section identifies tasks by position titles, school site, and facility. Include a brief description of the roles and responsibilities of the district office, departments, and school sites. These roles and responsibilities are related to the five SEMS functions--management, operations, planning/intelligence, logistics, and finance. Include here for easy reference organization charts for a typical site, and for the district office.

3. Lines of Succession

Identify by position title the standbys for each position that have signature authority for making policy decisions and distributing funds. Also identify by position title backups for each emergency function.

4. Alternate District Emergency Operations Center

In the event that the district emergency operations center is damaged beyond use, determine alternate sites in locations that may be usable.

5. Vital Record Protection

Identify a secure facility outside of known hazard areas in which to store vital data such as student and personnel records. Describe here how to store and access these records.

6. Emergency Management Graphic

This illustration (usually connected boxes) should show the levels of emergency management from the school site to the school district, and then to the county Office of Education, the city Emergency Operations Center, and the Operational Area (county). Text could identify the responsibilities of each level during emergencies, and include useful volunteer organizations.

7. Phases of Emergency Management

Explain here the four phases of emergency management--preparedness, response, recovery, and mitigation--and describe typical tasks in each phase. Discuss transition from one phase to the next.

CHAPTER II OPERATIONS

A. HAZARD ANALYSIS

Hazards to which your school site or district is especially vulnerable can be addressed in detail here. Include specific considerations and instructions for dealing with each one.

1. Earthquakes/Landslides

Schools near fault rupture zones, in hilly areas subject to landslide, or in liquefaction zones should describe special measures for coping when the effects of these hazards are added to shaking damage.

2. Tsunamis

Schools and districts located in flat areas near beaches should have evacuation routes mapped out that correspond to expected run-up zones and safe places. Include a map of potential tsunami run-up. Mention that warnings are issued to local governments by the Pacific Tsunami Warning System when a distant-source tsunami may reach the California coast/.

3. Dam Failures

Schools and districts located in a flood plain downstream from a dam should know evacuation routes and safe areas. Include a map of potential inundation zones should the dam fail.

4. Hazardous Materials

If large refineries, petroleum or toxic waste storage facilities, large manufacturers or numerous gas stations are near a site or throughout a district, incorporate their locations in your plan. Your local fire department can provide you with locations and make suggestions for appropriate responses to dangers arising from them.

5. Nuclear Power Plants

Schools and districts in the emergency planning zones surrounding nuclear power plants should be familiar with specific emergency requirements of the county and federal governments.

B. CONCEPT OF OPERATIONS

1. Activation

Site and district plans should include the criteria for activation of an Incident Command Post or Emergency Operations Center. Specify who has the authority to make the decision.

2. Roles and Responsibilities

Develop and list the standard operating procedures for each position within each SEMS function (see the organization chart and sample checklists included in *Standard Operating Procedures for a School or a District*):

- Management
- Operations
- Planning/Intelligence
- Logistics
- Finance

C. INCIDENT COMMAND POST/EMER. OPER. CENTER

1. Purpose and Function

The Incident Command Post at the school site is used for the centralized direction and/or coordination of the emergency response. The Emergency Operations Center at the district level is where resource allocations can be made, and responses tracked and coordinated with the city, operational area, and county Office of Ed. At the site level, the post may be in the principal's office; at the district level, it may be in a meeting room or special room designated for it.

2. Layout and Design

Include a floor plan of the post or center.

3. Message Center

Design and explain the method you will use for routing messages. Wide understanding of the method is critical to an efficient response.

4. Forms

Include here sample forms used in SEMS to report damages or update the situation. These forms are available from your city or county emergency management organization (but are also attached here).

CHAPTER III RECOVERY

A. DEFINITION AND CONCEPT

Recovery refers to measures taken after a disaster to return all systems (utilities, phones, water) to service. Recovery actions are generally begun after response activities are diminishing, but some tasks (such as keeping track of personnel time) must be begun simultaneously with response. Furthermore, establishing a recovery organization prior to a disaster can speed-up and smooth-out recovery. Develop checklists now to allocate responsibilities and guide recovery actions.

B. RECOVERY ORGANIZATION

Recovery actions follow the same five SEMS functions as response, but during the recovery phase there is apt to be more work for those in the Finance function and less for those in Operations. Below are typical recovery tasks by SEMS function:

Management--policy decisions, public information, safety considerations

Operations--remove debris, restore utilities, obtain applications for assistance, arrange for building and safety inspection

Planning/Intelligence--document SEMS compliance for disaster assistance, write after-action reports, create a mitigation plan

Logistics--provide recovery supplies, equipment, vehicles and personnel

Finance--prepare and maintain budget, develop and maintain contracts, keep accounts, process claims, deal with insurance settlements, meet payroll.

C. DAMAGE ASSESSMENT

During the early phases of a disaster, damage estimates are very rough. Provide here procedures for conducting detailed surveys to be used in assistance applications (see attached FEMA forms).

D. PUBLIC ASSISTANCE

1. State

The California Disaster Assistance Act provides funds to public schools for repairing disaster-related damages to buildings. This program offers up to 75% of the eligible costs to repair, restore, reconstruct, or replace property, covers direct and indirect costs of grant administration; and covers the cost of overtime and supplies used in response. DAA goes into effect if the OES Director concurs, the Governor proclaims a state of emergency, or the President declares a major disaster.

2. Federal

The Robert T. Stafford Disaster Relief Act and Amendments makes federal funds available to K-12 schools and colleges and universities when the President declares a major disaster. Specific amounts and percentages vary with disaster, and are negotiated between the federal and state governments at the time of the disaster.

E. MITIGATION

The immediate post-disaster period presents a rare opportunity for reducing future losses since officials and citizens are more responsive to recommendations to spend a little now in order to save a lot in the future. Your recovery plan would be stronger if you specified mitigation projects--such as anchoring shelves and fastening pendant light fixtures--that could be done in the process of repair and restoration.

CHAPTER IV ADDITIONAL FORMS

California OES Forms

FEMA Forms

CALIFORNIA OES FORMS

AVAILABLE FROM
L.B.U.S.D. E.O.C. TEAM
Call Security Emergency Preparedness Branch
562-997-8203

FEMA FORMS

SECTION 3

Training Module for Emergency Response

Directions to the instructor are *in italics*.

This training course starts with an exercise. Leading your trainees through this brief scenario will provide both you and them with information on what systems the school site/school district has in place, and where their weaknesses are. Use the exercise as a tool to get everyone thinking about how they will actually respond to an emergency.

Exercise #1

Slobokin Elementary School, a school of 600 children, is located in your school district. Slobo (as the staff kindly refer to it) is a relatively new school built to the most up-to-date building codes. The staff feel confident this building can withstand even a severe earthquake. As a result, they have not been as diligent in preparing for an earthquake as they should be. You teach a class of 28 third graders.

When the earthquake hits that Thursday morning in January, you (Mr/Ms S. Wonder, MSW for short) shakily yell, “duck, cover and hold” before diving under a table. Light fixtures and ceiling tiles come crashing down. After the shaking stops, you hear crying and moaning from your students. A cursory check reveals several students injured, severity yet undetermined. The lights are out. You get to your phone, only to find no dial tone.

Write the following questions on a board. Engage the group as a whole in formulating answers.

Questions:

1. What do you do now?
2. How do you do it?
3. Who is in charge?
4. Who can help you?

Group Activity

Have the participants form small groups (6-8) and discuss the following questions.

- 1) How much emergency training has been done in your school or district, and what is the role of the school site in it?
- 2) What are your needs?
- 3) What is the role of the school district?
- 4) What is the role of the school site?
- 5) What is the method of communication between the school district and your school during disasters?

Tell the participants that they may want to refer back to these questions and answers as the training proceeds. They may find that solutions and answers to these questions will be addressed.

Keys for Effective Emergency/Disaster Management

What can we do ahead of time to minimize the problems you have just discussed?

1. Have a disaster plan in place & ready to be implemented
Does your school district and school site have a disaster plan? Has it been updated recently? Do you know your role in responding to an emergency?
2. Have good standard operating procedures (SOP) in place with adequate checklists of what to do for each position
If you had to stand-in in another role that you are not familiar with, could you perform the required activities?
3. Adequately train & exercise your staff
Do you have a training schedule?
4. Use the SEMS as the model for your plans, your training, and your exercises
5. Have an effective Emergency Operations Center. If your EOC has other uses, make sure it can be quickly and effectively turned into an EOC.

PRESENTATION

This is the lecture part of the training. While you will be doing most of the talking, opportunities for short exercises and discussion have been worked in. Overheads are provided at the end of this training module. Revise them to meet your needs.

What do you need to deal with in this emergency?

How do you get it?

California has developed a system that is used throughout the state by all state agencies to respond to emergencies or disasters. This is a system that can be used in school district and also at school sites. It is called the Standardized Emergency Management Systems (SEMS).

What is SEMS?

In 1991 the East Bay Hills Fire in Oakland destroyed over 3,000 homes and numerous businesses. As a result of this fire, the Petris Bill was passed to improve emergency response in California. Effective January 1, 1993. The law is found in Section 8607 of the Government Code.

SEMS is a standard organizational model that is used at every level of government when responding to a disaster situation. The two critical commodities in an emergency (information and resources) flow better with in this system?

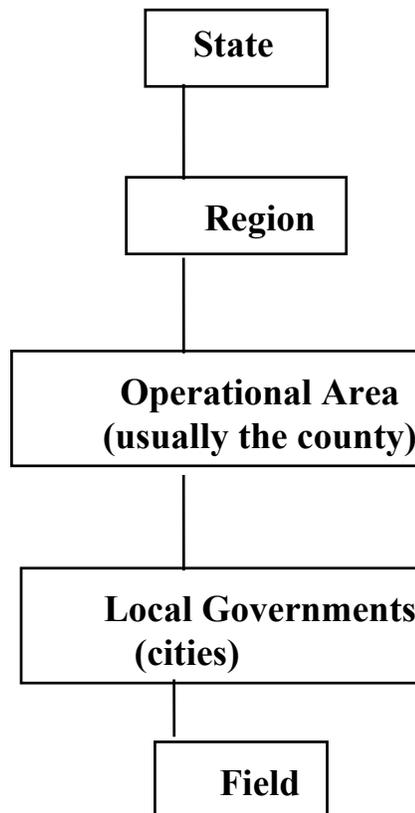
This model is based on a mutual aid system that is designed to ensure that adequate resources, facilities, and other support are provided to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation.

Below is a diagram of the mutual aid process showing how resource requests are directed and where resources can be obtained. In SEMS, all activity is generated from the bottom up. At each level there is the expectation that all resources available at this level will be utilized before requesting resources from the next level up.

We will use fire as an example, however this system is not restricted to fire. A fire breaks out at your school. You dial 911. The dispatcher sends a fire truck from the city fire station closest to your location. If the fire starts to spread and the one fire station is not able to contain it, fire trucks from other fire stations within the city are dispatched.

If the fire continues to grow and the city fire department is no longer able to handle the fire without additional help, they will call other surrounding cities to assist them. If the surrounding cities cannot provide all the assistance needed, the impacted city will call the Operational Area (county) for assistance. The Operational Area (OA) will use not only their county fire department resources, but may call in fire departments from remote parts of the county to assist or may contact other counties for assistance. If the OA is still not able to gather sufficient resources to fight the fire, they will contact the Regional Office of the Governor's Office of Emergency Services (state). Each region has the ability to coordinate all fire resources in the State of California. Although we use fire for an example, it could be any kind of disaster, flood, earthquake, tornado. The important concept to grasp is the flow of resources and information.

**MUTUAL AID PROCESS
GENERAL FLOW OF REQUESTS & RESOURCES**



Where do schools fit into this model?

The specific access into the mutual aid process differs among districts, depending on their location and circumstances. The variation is due to a few issues at the city and county level:

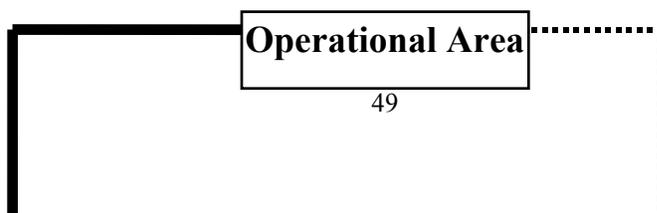
- 1) Many school districts cover several city jurisdictions
- 2) Several school districts are in unincorporated areas
- 3) Some school districts are in very small cities that have insufficient resources even for their own needs
- 4) The role of the County Office of Education differs from one Operational Area to another. You need to know what your Operational Area procedures are.

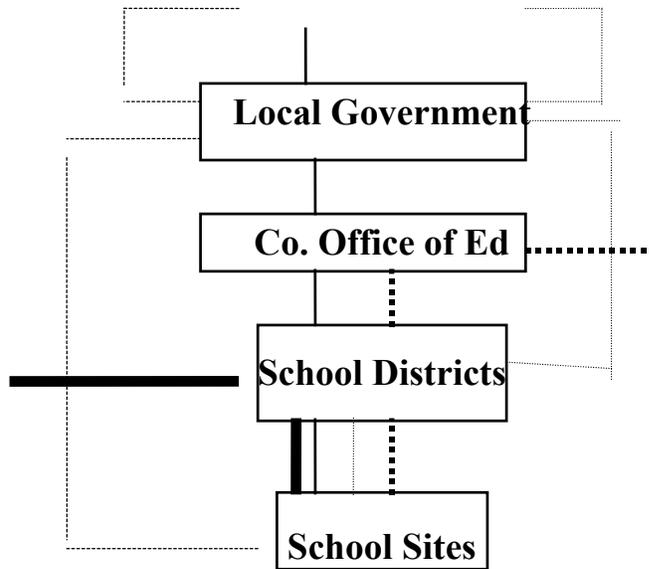
In our model, school sites fall into the area called the “field,” and school districts fall into an area between the field and local government. School sites and school districts need to work with their Operational Areas (counties), cities, and county offices of education to determine their access into the emergency response system.

Why should schools use SEMS?

Schools should use SEMS because it will increase their access to resources and information during the disaster response. SEMS eliminates duplication of efforts by giving each person a structured role in the organization and each organization its specific role in the response effort. This means that resources can be supplied more effectively and efficiently. It is important to note only those school districts that use SEMS will be entitled to request reimbursement from the state for disaster-related personnel costs.

MUTUAL AID ALTERNATIVE PROCESSES FOR SCHOOLS





Solid line shows mutual aid from the school sites to the school districts, to the county office of education, to the local government, to the operational area



Short even broken line shows mutual aid from the school site to the school district, to local government to the operational area



Long broken line shows mutual aid from the school sites to local government to the operational area



Solid thick line shows mutual aid from the school sites, to school districts, to the operational area

How does SEMS work?

OVERHEAD - Five Basic Components

SEMS is comprised of 5 basic components:

- 1) the incident command system (ICS)

- 2) the multi-agency coordination system
- 3) the master mutual aid agreement
- 4) the use of operational areas (in most cases this will be the county)
- 5) the operational area satellite information system (OASIS)

The components that will affect you specifically are 1) the incident command system (ICS), which is a management tool; 2) the mutual aid systems, in which similar organizations assist each other in emergencies; 3) multiple agency coordination, under which diverse organizations work together and communicate with each other; and 4) the operational area (OA), the agency that coordinates resources throughout the county.

Within SEMS there are also five organizational levels, as we saw with the Mutual Aid Process:

- 1) state level
- 2) regional level
- 3) the operational area (usually the county)
- 4) local governments (the cities)
- 4a) school districts
- 5) field (school sites)

A school site is defined as the field level. This is the level at which staff actually work with the injured, the building damage, the search and rescue and all other activities directly related to the results of the emergency. Work at all other levels involves coordinating and providing resources and gathering information. A number of sites may be reporting to the school district office.

Exercise - Using the flow chart for “Potential Mutual Aid Processes for Schools” have a discussion on which of the paths would work well for this school district. If none of the examples will work, discuss other potential channels that would work.

INCIDENT COMMAND SYSTEM

The incident command system (ICS) is an organizational structure designed to be used for all types of emergencies. It is based on the premise that every emergency has certain major management activities that must be performed.

ICS was developed by fire departments to give them a common language when requesting personnel and equipment from other districts, and common tactics when

responding to emergencies. The system is designed to minimize the problem common to many emergency response efforts - duplication of efforts - by giving each person a structured role in the organization, and each organization its piece of the larger response.

The unique benefit of this system is that it can be expanded or contracted depending upon the nature of the emergency. If the incident is small, it is likely the person in charge will perform ALL of the activities in the incident command system. As the emergency escalates & becomes larger, activities will be assigned to other people by the person in charge.

There are five basic functions:

- 1) management
- 2) operations
- 3) planning/intelligence
- 4) logistics
- 5) finance/administration

These are the tasks required in any emergency response anywhere. Each of these functions are headed by a section chief. They may be performed by a few people or many, depending on the size of the emergency and the human resources at hand.

Management (the leader) - The Incident Commander (IC) at the school site or the Emergency Operations Center (EOC) Director (at the district office) is responsible for overall policy and coordination. S/he coordinates all response activities through the Section Chiefs. The IC/EOC Director does not leave the Command Post/EOC without delegating someone to take over. This is a “managing” role filled at the Command Post/EOC. The individual in this role does not perform any of the activities involved in the four other functions. S/he is responsible for setting objectives and priorities.

Exercise - Have the group discuss some disaster response activities that they feel would be included as “management” duties. Have them give examples of types of policy s/he would be responsible for, what kinds of instruction would the IC/EOC Director give to his/her section chiefs?

Planning/Intelligence (the thinkers) - responsible for collecting, evaluating, and disseminating information; maintaining documentation, and evaluating incoming information to determine the potential situation in the not-too-distant

future. Develops the action plan to accomplish the objectives set by the IC/EOC Director.

Exercise - Repeat above discussion but this time focus on the activities of the Planning/Intelligence section. What kinds of information would they be collecting? What kinds of information would they be evaluating? Why is looking ahead to potential situations important?

Operations (the doers) - responsible for actually performing the actions that make up the emergency response such as search & rescue, medical, and reunion.

Exercise - Using the examples from the sections above, discuss what kinds of disaster response activities would be performed in this section. What activities would be most important for your school/school district?

Logistics (the getters) - responsible for providing facilities, services, personnel, equipment, and materials needed for the response efforts.

Exercise - As above, discuss the kinds of “things” that are needed in an emergency. Does your school/school district have these things? If not, how do you get them? Do you have an inventory of what emergency supplies are available in your school/school district? If not, what supplies do you need?

Finance/Administration (the payers) - responsible for financial activities such as establishing contracts with vendors, keeping pay records, accounting for expenditures, and handling any injury claims.

Exercise - Discuss what kinds of disaster response activities your school/school district would have in this section. How much authority does each school site have to write contracts with vendors, write checks for emergency supplies, fill in worker’s compensation claims? How important is it for someone at a school site to have these authorities during an emergency?

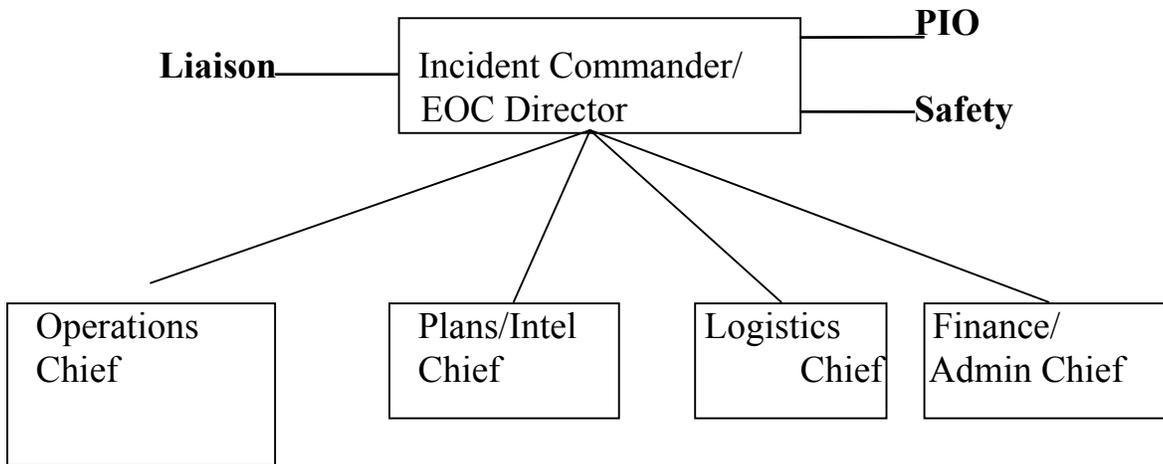
In addition to the five functions, there are a few other positions, usually attached to the commander/director.

Information Officer - point of contact for the media regarding the emergency

Safety Officer - monitors safety conditions & develops safety measures

Liaison Officer - coordinates involvement of other agency representatives

These two positions can also be performed by the Incident Commander/EOC Director.



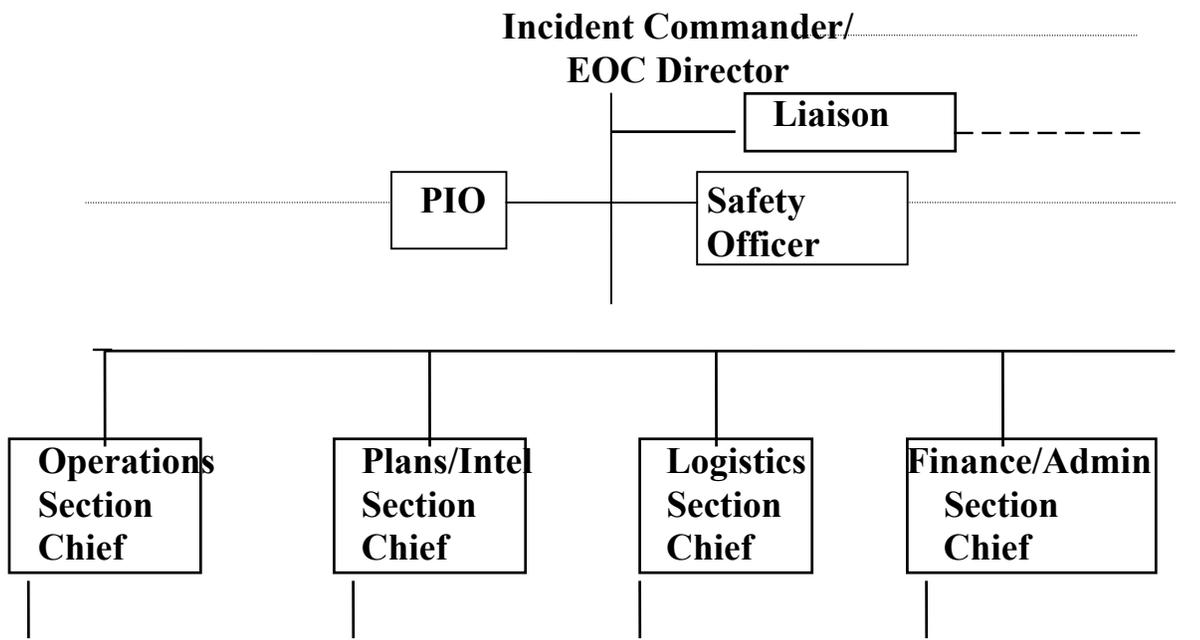
ICS EXERCISE:

Using the information about the five functions, have the participants decide under which functions the following activities would fall.

- 1) All your lights are out, you need additional flashlights.
- 2) Several of your children have minor injuries & need first aid.
- 3) The door to your room is jammed shut.
- 4) The school is out of batteries for the portable radio.
- 5) The district office wants to know what the overall status of your school is.
- 6) The designated emergency assembly site has a downed power line.
- 7) One of your teachers thinks she has strained a muscle and wants to file an injury claim.
- 8) Some of your staff have left in spite of their responsibilities. You need personnel.
- 9) Due to severe road damage into your area, it may be several days before all the children can be picked up. Staff are willing to stay but they want to know when they can sleep.
- 10) A small fire has started in one of the evacuated classrooms.
- 11) A parent picking up his/her child refuses to follow check out procedures and is becoming aggressive & belligerent.
- 12) There is a TV crew in your parking lot with cameras and a news reporter.
- 13) Someone has moved a table in front of one of the exits of the school emergency operations center.

- 14) There is so much going on and so much to do you don't know what to do first.
- 15) Several neighborhood residents have come to your school to volunteer their help.
- 16) The district office is sending personnel to assist you. They need to know the best route to get to your school.

Have the participants discuss why they put functions into particular sections. Have them fill out the following organization chart with the names of individuals most qualified to perform in each function



This would be a good time to have discussion on what other types of responsibilities and activities would be found in each of the five functions. Give them some examples to get started.

Examples:

Incident Commander/EOC Director

- assess the situation
- determine objectives & strategy
- establish the immediate priorities

Operations

- provide security for staff and children
- work on utility outages
- determine the safety of the buildings

Planning/Intelligence

- gather up information from all functions
- prepare a situation report for the district office
- keep abreast of weather forecasts if foul weather is expected

Logistics

- ensure communication systems are working
- arrange transportation if necessary
- keep receipts for all expenditures
- find & prepare new facilities for handling the emergency if needed

Finance/Administration

- keep track of everyone's hours especially overtime
- get authorization for large expenditures

This would be a good time to go back to that very first exercise you did at the beginning of this course. Have the audience go over those questions again. Do they have a better understanding of what their role is and how to access resources?

The Incident Command Post/Emergency Operations Center

We've talked about the Incident Command Post and the Emergency Operations Center. Now we have the opportunity to discuss them in a little more detail.

The Incident Command Post is always located at the "field level." On school sites it will most likely be located in the gymnasium, cafeteria or in the yard area. The most important thing is that the area has to have enough space for the four Section Chiefs and the IC to set up and proceed with the emergency response. This means a communication system that works, tables and chairs to work from, good lighting and writing supplies. It helps if preplanning has been done by each school site designating its primary and alternate Incident Command Post.

At the district office level, instead of an Incident Command Post, we are working with an Emergency Operations Center (EOC).

What is an EOC?

An emergency operations center is usually located at or near the school district office. Most public agencies usually have a separate room for the EOC or a conference room that can quickly be developed into an EOC where centralized emergency management coordination can be performed. A pre-planned alternate should also be in place in the event the primary location is not useable.

What is a school district EOC supposed to do?

The primary role of the EOC is to coordinate & organize all relevant information about the emergency in one place. This helps the school district's decision making body coordinate resources.

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

At the district level, we should expect to see EOCs in the school district office and at the Co. Office of Education.

Discussion:

- 1) Where is the EOC located in your school district office?
- 2) How can the individual school sites contact you?
- 3) How does your EOC communication with each individual school site work?
- 4) Who is the initial contact person during a disaster at the school district and how can that person be reached?

What Makes for a Well-Planned, Well Designed EOC?

- Top level administrators committed to the successful operation of the EOC.
Teamwork to achieve this success
- A centralized location that is safe and accessible

- Well-designed facility that allows for efficient operations
(INCLUDE SOME SAMPLE FLOORPLANS)
- Organization & staffing using the 5 SEMS functions
- Well documented standard operating procedures, which include checklists for each position

REFER TO CHECKLISTS DISCUSSED IN ICS SECTION

- Good internal & external communications
Discussion of the school districts communications systems
- Training & exercises in EOC operations
- Emergency power & fuel supplies to keep the EOC fully operational 24 hours a day for a minimum of 3 days

Some General Criteria to Activate an EOC

- Resources are required beyond local capabilities
- The emergency is of long duration (more than 5 days)
- Major policy decisions will or may be needed
Discuss examples
- A local or state emergency is declared
- Activation of an EOC is advantageous to the successful management of an emergency
Discuss an example of when this may occur. Develop a scenario

The Final Piece - The Incident Action Plan

You may now wonder how someone can have so many things going on at once and still manage to move forward effectively.

The Incident Command System uses an Incident Action Plan (IAP). This is simply a plan to provide all supervisory personnel with direction for future actions. In other words, make sure everyone is moving in the same direction.

This plan usually defines:

- a) strategic objectives that are set by the IC/EOC Director. They should be limited in number, not more than two or three at a time. Strategic objectives are usually broad, encompassing overall goals such as:

- 1) Life safety
- 2) Property safety
- 3) Protection of the environment

Exercise - This would be a good place to discuss what kinds of strategic objectives would be most common in the school setting. Remember strategic objectives should be listed in order of their importance, the most important listed first.

- b) actions needed to attain these strategic objectives. These actions should be more specific than the strategic objectives. As is the case with lesson plans, these actions should be specific and measurable. Action objectives should be addressed in order of their priority. Examples of action priorities would be:

- 1. staff each of the sections with a section chief
- 2. staff for two shifts to cover a 24 hour period

Exercise - Have a class discussion on what action objectives would be appropriate for the strategic objectives discussed in (a).

- c) set a time span (operational period) in which you can realistically accomplish many of your action objectives.

The IAP should not be complex or detailed. Once the IC/EOC Director has established the strategic objectives and action objective priorities, each section chief should state what actions their section will be taking.

For example, if the strategic objectives are life safety and property safety and the action objective priority is staffing each of the sections for two shifts, the:

Operations Section's objective may be

- 1) deciding who they want to staff what positions (such as fire, law, care & shelter) in operations
- 2) developing an A and B shift for operations.

***Exercise** - Now that the participants know the basics of an action plan, let them try it out. Go back to the organization chart the participants filled in for the ICS functions. The person whose name is written in for each function is designated the section chief.*

Using the first exercise of this course, have the person designated as the IC/EOC Director decide on the strategic objectives and priority objectives and what the operational period will be. Write this on the board.

Based on the strategic objectives have each of the section chiefs decide on what their section objectives are going to be and what actions in their sections are going to be taken to achieve the priority objectives. If the designated section chief has difficulty in coming up with objectives and actions, this can be turned into a group type discussion.

How do you write an action plan?

There is no one way to write a plan but it does help when there is a set format in which to capture the required information. Always remember, forms are there to assist you, not to confuse you. Forms should be simple, easy to fill in and able to capture the information needed..

Information from each of the section chiefs should be delivered to the Plan/Intelligence section to be put together for presentation at an action plan briefing.

The action plan briefing, attended by all of the section chiefs and the IC/EOC Director, should be held at the beginning of each operational period so the objectives and priorities for the next operational period can be presented.

The action plans of each section chief should be reviewed by the Plans/Intelligence Chief and approved by the IC/EOC Director before the action plan briefing.

***Exercise** - Using the example, break up into groups (6-8) and have them develop an action plan format. Have each group share their completed format with the class.*

SAMPLE ACTION PLAN

Date & Time of this Report: Name of school site/school district _____ Name of the emergency _____	
Current Operational Period From _____ To _____	Plan Reviewed by: (plan/intel chief) Plan Approved by: (IC/EOC director)
Overall IC/EOC Strategic Objectives: 1. 2.	
IC/EOC Priorities:	
Management Section Objectives:	
Operations Section Objectives:	
Logistics Section Objective:	
Planning/Intelligence Section Objectives:	
Finance/Administration Section Objectives:	

THE FINAL EXERCISE

Now that we have the basics of emergency response, let's try it out on one last exercise.

Hey, This Training Really Paid Off

At 9:00 am in January on Friday 13th, the inevitable, yet still unthinkable happens. A sudden loud jolt followed by tremendous shaking then rolling, happens so quickly there is barely time to react. Shouting EARTHQUAKE! The teacher dives under her desk hoping her students are doing the same. They wait until the shaking & rolling stops then the teacher slowly crawls out from under her desk. The lights are out. She make her way to the light switch, feeling and hearing the glass crunching under her feet. She flicks the light switch on and off but nothing happens. She goes to the phone but there is no dial tone. She can hear crying & moaning. The ceiling panels have fallen down & light fixtures are hanging. Several of the windows are broken with glass all over. The bookcases have fallen down & flying computers and other equipment have knocked large holes in the wall. The door to the classroom is jammed shut.

Many of the students have been cut by flying glass, some are bleeding quite heavily. Two students are trapped by a fallen bookcase, one appears to be unconscious.

In her office the principal crawls out from under her desk. Her situation is much the same as in the classroom. The lights are out and the phones do not work. She looks out her window & sees that the overhead canopy covering the walkways has collapsed. Several large trees in the yard area are uprooted, lying across the sidewalk.

She quickly turns on her battery powered radio. There has been a 7.1 earthquake on a fault near your school district. There is no electricity within a ten mile radius. Street lights & signal lights are out, creating tremendous traffic jams. Several major thoroughfares are damaged and closed to traffic in both directions. The two major hospitals servicing your area have severe structural damage and are being evacuated. Makeshift emergency rooms have been set up in the hospital parking lots but service is minimal. The water department is warning against drinking tap water until the purification plant can be checked. To make matters worse, the weather forecast is predicting an 80% chance of showers by 3:00 PM.

Using the ICS organizational charts developed earlier, have the individuals assigned to each section discuss the answers to the questions stated below.

- 1) What is the most important thing for the principal to do?
- 2) What is the most important thing for the teacher to do?
- 3) What things need to be done, and who can do them?
- 4) What equipment or supplies are needed? Who can get them?

Part II

Incident Response

Job Descriptions and Checklists

This part is to be used for drills, exercises, and real emergencies. Document all actions taken. Check Part III for Hazard Specific Response Procedures and the Appendix for necessary forms.

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Student Care: Teacher Responsibilities

Personnel: All teachers and substitute teachers

- Responsibilities:**
- Assess situation and remain calm.
 - If ground is shaking, lead **Duck, Cover, and Hold On**.
 - Calm, direct, and give aid to students. Assist seriously injured students if possible.

Lockdown or Shelter in Place:

- If gunfire or explosions are heard, get everyone to lie flat on the floor.
- If Shelter in Place is activated, follow procedures.

Evacuation:

- Check with buddy teacher and assist as necessary.
- Take classroom kit, emergency cards and roll book.
- Evacuate to emergency assembly area:
 - Check buddy teacher and assist if necessary or evacuate both classes together.
 - Use safest route, alert for hazards; quickly and quietly.
 - Door closed but unlocked for Search & Rescue access.

Assembly Area:

The staff needs to speak with one voice. Only the Public Information Officer will release information to parents or the general public.

- Instruct students to sit on grass or blacktop.
- Take attendance and complete “Student Accounting Form.”
- One of each pair of buddy teachers takes accounting forms to Documentation and reports for assignment at Command Post.

Remaining Supervising Teacher:

- Supervise and reassure students.
- Administer first aid as necessary, or send student to First Aid area with his/her emergency card.
- Fill out “Notice of First Aid Care” form if first aid is given. Retain one copy; attach the other to the emergency card.
- Locate emergency cards for each student.
- Keep a record of location of all students at all times, using the Student Accounting Form.
- Be alert for latent signs of injury/shock in *all* students.

Student Release:

- Student runners will bring form requesting student.
- Note that student has left on the Student Accounting Form.
- Send emergency card and any first aid forms with student.
- Student will accompany runner to release area.
- If parent demands child, breaking release procedure, make appropriate notations, describing incident, on emergency card and store in classroom kit. Avoid confrontations.

**Equipment/
Supplies**

Class lists
Student Information Sheets or Emergency Cards
First Aid kit and classroom kit (if available)
Forms: Student Accounting Form
Notice of First Aid Care
Clipboard
Pen or pencil

Support Staff Responsibilities

Personnel:

Librarian	Guidance Counselors
Cafeteria Workers	ESL
RSP	Maintenance Workers
SDC	Day Care
Speech	ROP
Aides	Curriculum Specialist
Campus Volunteers	Deans
Resource Teachers	Custodians
Counselors	

Responsibilities:

- Follow standard safety procedures.
- If with students, follow Classroom Teacher Responsibility guidelines.**
- Check in at Command Post for assignment.
- Report any known injuries or damage.
- Use safety equipment and follow directions.

Student Support Teams (Optional)

Personnel: Pre-selected students inserviced on emergency procedures with parental permission to serve in this capacity. Students should never be placed in hazardous or potentially traumatic situations or unsupervised positions of responsibility for the safety of others.

Responsibilities:

- Report to classroom location for roll call.
- After* roll is taken, check in at Command Post for assignment.

Possible assignments may include:

- Runners for student release or delivery of written information to/from Command Post.
- Assist in set up of student release and other response locations.
- Assist Student Care Director by delivering or assembling equipment (portable toilets and enclosures), distributing water, or acting as information runners.
- Assist in recreational activities for students.

**Equipment/
Supplies:** Orange safety vest (if available)
Others issued as necessary

Section: Command Incident Commander

- Responsibilities:** **The Incident Commander (IC) is solely responsible for emergency/disaster operations and shall remain at the Command Post (CP) to observe and direct all operations.**
Ensure the safety of students, staff and others on campus.
Lead by example: your behavior sets tone for staff and students.
- Start-up Actions**
- Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet).
 - Assess type and scope of emergency.
 - Determine threat to human life and structures.
 - Implement emergency/disaster plan and hazard specific procedures.**
 - Develop and communicate an incident action plan with objectives and a time frame to meet those objectives.
 - Activate functions (assign positions) as needed.
 - Fill in “Incident Assignments” form
 - Appoint a backup or alternate IC
- Ongoing Operational Duties:**
- Continue to monitor and assess total school situation:
 - View site map periodically for Search & Rescue progress and damage assessment information.
 - Check with chiefs for periodic updates.
 - Reassign personnel as needed.
 - Report (through Communications) to school district on status of students, staff, campus as needed. (Site Status Report)
 - Develop and communicate revised incident action plans as needed.
 - Begin student release when appropriate.
NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.
 - Authorize release of information.
 - Utilize your back up; plan and take regular breaks, 5-10 minutes/hour, relocate away from the CP.
 - Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
 - Release teachers as appropriate per district guidelines. By law, during a disaster, teachers become “disaster workers.”
 - Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.

Closing Down:

- Authorize deactivation of sections, branches, or units when they are no longer required.
- At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department or other outside agency calls an “All Clear,” contact the district before taking any further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Documentation Unit.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

**Command Post
Equipment/
Supplies:**

- Campus map
- Master keys
- Staff & student rosters
- Disaster response forms
- Emergency/disaster plan
- Duplicate rosters (2 sets)
- Tables & chairs (if CP is outdoors)
- Vests (if available)
- Campus Emergency Planning Guidelines
- Job description clipboards
- Command post tray (pens, etc.)
- School district radio
- Campus 2-way radios
- AM/FM radio (battery)
- Bullhorn

Section: Command Safety Officer

Responsibilities: The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances which exist.

Start Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - Messages received
 - Action taken
 - Decision justification and documentation
 - Requests filled

Operational Duties:

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations.
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks, in all planning.
- Keep the Incident Commander (IC) advised of your status and activity and on any problem areas that now need or will require solutions.

Closing Down:

- When authorized by IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Return equipment and reusable supplies to Logistics.

**Equipment/
Supplies:**

- Vest or position identifier, if available
- Hard hat, if available
- Clipboard, paper, pens
- Two-way radio, if available

Section: Command Public Information Officer (PIO)

Personnel: Available staff with assistance from available volunteers

Policy: The public has the right and need to know important information related to emergencies/disaster at the school site *as soon as it is available*.

The Public Information Officer (PIO) acts as the official spokesperson for the school site in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.

News media can play a key role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

Start-Up Actions:

- Determine a possible “news center” site as a media reception area (located away from the Command Post and students). Get approval from the Incident Commander (IC).
- Identify yourself as the “PIO” (vest, visor, sign, etc.)
- Consult with district PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape-record if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a position log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties:

- Keep up-to-date on the situation.
- Statements must be approved by the IC and should reflect:
 - Reassurance — EGBOK — “Everything’s going to be OK.”
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation — condition of school site, evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.

- Read** statements if possible.
- When answering questions, be complete & truthful, always considering confidentiality & emotional impact. Avoid speculation, bluffing, lying, talking “off the record,” arguing, etc. Avoid use of the phrase “no comment.”
- Remind school site/staff volunteers to refer *all* questions from media or waiting parents to the PIO.**
- Update information periodically with IC.
- Ensure announcements & other information are translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down:

- At the Incident Commander’s direction, release PIO staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:**

Public information kit consists of:

- ID vest
- Battery operated AM/FM radio
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site map(s) and area maps
 - 8-1/2 x 11 handouts
 - Laminated poster board size for display

Forms: Disaster Public Information Release Work Sheet
 Sample Public Information Release
 School Profile or School Accountability Report Card (SARC)

Section: Command Liaison Officer

Responsibilities: The Liaison Officer serves as the point of contact for Agency Representatives from assisting organizations and agencies outside the school district and assists in coordinating the efforts of these outside agencies by ensuring the proper flow of information.

Start Up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Determine your personal operating location and set up as necessary.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Open and maintain a position log. Maintain all required records and documentation to support the history of the emergency or disaster.

Operational Duties:

- Brief Agency Representatives on current situation, priorities and incident action plan.
- Ensure coordination of efforts by keeping IC informed of agencies' action plans.
- Provide periodic update briefings to Agency Representatives as necessary.

Closing Down:

- At the Incident Commander's direction, deactivate the Liaison Officer position and release staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:** Vest or position identifier, if available
Two-way radio, if available
Clipboard, paper, pens

Section: Operations Operations Chief

Responsibilities: The Operations Chief manages the direct response to the disaster, which can include the following:

Site Facility Check/Security	
Search & Rescue	Student Care
Medical	Student Release

Start-Up Actions:

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

Operational Duties:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed.
- Coordinate Search & Rescue operations. Appoint S&R Team Leader to direct their operations if necessary.
- As information is received from operations staff, pass it on to Situation Analysis and/or the Incident Commander.
- Inform the Incident Commander regarding tasks and priorities.
- Make sure that Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities.
- Schedule breaks and reassign Operations staff within the section as needed.

Closing Down:

- At the Incident Commander's (IC) direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies:

Vest or position identifier, if available	S&R equipment	
Two-way radio	job description	clipboard, paper, pens
Forms: Search & Rescue maps, large campus map		

Section: Operations

Site Facility Check/Security

Personnel: Staff as assigned. Work in pairs.

Responsibilities: Take no action that will endanger yourself.

Start Up Actions:

- Wear hard hat and orange identification vest if available.
- Take appropriate tools, job description clipboard, and radio.
- Put batteries in flashlight if necessary.

Operational duties:

- As you do the following, observe the campus and report any damage by radio to the Command Post.*
- Lock gates and major external doors.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, ***if gas is leaking***, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Command Post (CP).
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus is “locked down” and report same to CP.
- Advise CP of all actions taken for information and proper logging.
- Be sure that the entire campus has been checked for safety hazards and damage.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Route fire, rescue, police, etc. as appropriate.
- Direct all requests for information to the Public Information Officer.

Closing Down:

- Return equipment and reusable supplies to Logistics.
- When authorized by the Incident Commander, close out all logs. Provide logs and other relevant documents to the Documentation Unit.

Equipment/Supplies: Wear vest, hard hat, work gloves, and whistle.
Carry campus 2-way radio, master keys, and clipboard with job description Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and shutoff tools — for gas & (crescent wrench)

***Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Team Leader

- Safety Rules:** **Buddy system: Minimum of 2 persons per team.**
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
Follow all operational and safety procedures.
- Start-up Actions:** Obtain all necessary equipment from container. See list below.
 Obtain briefing from Operations Chief, noting known fires, injuries, or other situations requiring response.
 Assign teams based on available manpower, minimum 2 persons per team.
- Operational Duties:** Perform visual check of outfitted team leaving CP; include radio check. Teams must wear sturdy shoes and safety equipment.
 Record names and assignments before deploying teams.
 Dispatch teams to known hazards or situations first, then to search the campus using specific planned routes. Send a specific map assignment with each team.
 Remain at Command Post (CP) in radio contact with S&R Teams.
 Record all teams' progress and reports on site map, keeping others at CP informed of problems. When a room is reported clear, mark a "C" on the map.
 If injured students are located, consult Operations Chief for response. Utilize Transport teams, or send a First Aid Team.
 Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map).
 Keep radio communication brief and simple. No codes.*
- Closing Down:** Record the return of each S&R team. Direct them to return equipment and report for additional assignment to Logistics.
 Provide maps & logs to the Documentation Unit.
- Equipment/Supplies:** Teams wear vest, hard hat, work and latex gloves, & whistle with master keys on lanyard. One member wears first aid backpack.
Teams carry campus 2-way radio and clipboard with job description and map indicating search plan.
Teams carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
- * **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Search and Rescue Teams

- Safety:** **Buddy system: Minimum of 2 persons per team.**
Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
Follow all operational and safety procedures.
- Start-up Actions:** Obtain all necessary equipment from container. See list below.
 You must be wearing sturdy shoes and long sleeves. Put batteries in flashlight.
 Check at Command Post (CP) for assignment.
- Operational Duties:** Report gas leaks, fires, or structural damage to CP immediately upon discovery. Shut off gas or extinguish fires if possible.
 Before entering a building, inspect complete exterior of building. Report structural damage to team leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
 If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk or grease pencil to mark slash on door when entering room. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, close slash to form "X" on door. Report by radio to Command Post that room has been cleared (ex: "Room A-123 is clear")*
 When injured victim is located, team transmits location, number, and condition of injured to CP. Do not use names of students or staff. Follow directions from CP.
 Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead on map and report information to CP.
 Keep radio communication brief and simple. No codes.
- Closing Down:** Return equipment to Logistics. Provide maps and logs to the Documentation Unit.
- Equipment/Supplies:** Wear vest, hard hat, work and latex gloves, & whistle with master keys on neck lanyard. Wear first aid backpack.
Carry campus 2-way radio and clipboard with job description & map indicating search plan.
Carry bucket or duffel bag with goggles, flashlight, dust masks, pry bar, grease pencil, pencils, duct tape, masking tape.
- * **Remember:** If you are not acknowledged, you have not been heard. Repeat your transmission, being aware of other simultaneous transmissions.

Section: Operations

Medical Team Leader

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

Start-Up Actions:

- Establish scope of disaster with IC and determine probability of outside emergency medical support and transport needs.
- Make personnel assignments. If possible, assign a minimum of two people to Triage, two to Immediate, two to Delayed, and two to Psychological.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies & equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area if staff levels are sufficient.

Operational Duties:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Transport Team from Logistics.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Chief.
- Keep Operations Chief informed of overall status.
- Set up morgue, if necessary, in cool, isolated, secure area; follow guidelines.
- Stay alert for communicable diseases and isolate appropriately.
- Consult with Student Care Director regarding health care, medications, and meals for students with known medical conditions (diabetes, asthma, etc.).

Closing Down:

- At the Incident Commander’s direction, release Medical staff no longer needed. Direct staff members to sign out through Timekeeping.
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Documentation Unit.

**Equipment/
Supplies:**

First Aid Supplies: See list below
 Job description clipboards Marking pens
 Stretchers Blankets
 Vests, if available Quick reference medical guides
 Tables & chairs Ground cover/tarps
 Staff and student medication from health office
 Forms: Notice of First Aid Care
 Medical Treatment Victim Log

Recommended First Aid Supplies:

4 x 4” compress: 1000 per 500 students	Plastic basket or wire basket stretchers
8 x 10” compress: 150 per 500 students	or backboards: 1.5/100 students
Kerlix bandaging: 1 per student	Scissors, paramedic: 4 per campus
Ace wrap: 2-inch: 12 per campus	Tweezers: 3 assorted per campus
4-inch: 12 per campus	Triage tags: 50 per 500 students
Triangular bandage: 24 per campus	Latex gloves: 100 per 500 students
Cardboard splints: 24 each, sm, med. Lg.	Oval eye patch: 50 per campus
Steri-strips or butterfly bandages:	Tapes: 1” cloth: 50 rolls/campus
50/campus	2” cloth: 24 per campus
Aqua-Blox (water) cases:	Dust masks: 25/100 students
0.016 x students + staff = # cases	Disposable blanket: 10 per 100 students
(for flushing wounds, etc.)	First Aid Books: 2 standard and 2
Neosporin: 144 squeeze packs/campus	advanced per campus
Hydrogen peroxide: 10 pints/campus	Space blankets: 1/student and staff
Bleach, 1 small bottle	Heavy duty rubber gloves, 4 pair

Section: Operations Medical Team

Personnel: First-aid trained staff and volunteers

Responsibilities: Use approved safety equipment and techniques.

Start-Up Actions: Obtain & wear personal safety equipment including latex gloves.
 Check with Medical Team Leader for assignment.

Operational Duties: Administer appropriate first aid.
 Keep accurate records of care given.
 Continue to assess victims at regular intervals.
 Report deaths immediately to Medical Team Leader.
 If & when transport is available, do final assessment and document on triage tag. Keep and file records for reference—**do not send with victim.**
 Student's Emergency Card must accompany student removed from campus to receive advanced medical attention. Send emergency out-of-area phone number if available.

Triage Entry Area:

- Staffed with minimum of 2 trained team members, if possible.
 - One member confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess if not tagged.
 - Second team member logs victims' names on form and sends forms to CP as completed.

Treatment Areas (“Immediate” & Delayed”)

- Staff with minimum of 2 team members per area, if possible.
- One member completes secondary head-to-toe assessment.
- Second member records information on triage tag and on-site treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

Closing Down: Return equipment and unused supplies to Logistics.
 Clean up first aid area. Dispose of hazardous waste safely.
 Complete all paperwork and turn into the Documentation Unit.

Section: Operations, Medical Branch Morgue

Personnel: To be assigned by the Operations Chief if needed.

- Start-Up Actions:**
- Check with Operations Chief for direction.
 - If directed, set up morgue area. Verify:
 - Tile, concrete, or other cool floor surface
 - Accessible to Coroner's vehicle
 - Remote from assembly area
 - Security: Keep unauthorized persons out of morgue.
 - Maintain respectful attitude.

- Operational Duties:**
- After pronouncement or determination of death:
 - Confirm that the person is actually dead.***
 - Do not*** move the body until directed by Command Post (CP).
 - Do not*** remove any personal effects from the body. Personal effects must remain with the body ***at all times.***
 - As soon as possible, ***notify Operations Chief***, who will notify the CP, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. They will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags.
 - Date and time found.
 - Exact location where found.
 - Name of decedent if known.
 - If identified—how, when, by whom.
 - Name of person filling out tag.
 - Attach one tag to body.
 - If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Move body to morgue.
 - Place any additional personal belongings found in a separate container and label as above. Do not attach to the body—store separately near the body.

- Closing Down:**
- After all bodies have been picked up, close down the Morgue.
 - Return equipment and unused supplies to Logistics.
 - Clean up area. Dispose of hazardous waste safely.

- Complete all paperwork and turn into the Documentation Unit.

**Equipment/
Supplies:**

Tags	Vicks Vapo Rub
Pens/Pencils	Plastic tarps
Plastic trash bags	Stapler
Duct tape	2" cloth tape

Section: Operations

Student Care

- Personnel:** Classroom teachers, substitute teachers, and staff as assigned.
- Responsibilities:** Ensure the care and safety of all students on campus except those who are in the Medical Treatment Area.
- Start Up Actions:**
- Wear identification vest if available.
 - Take job description clipboard, & radio.
 - Check in with Operations Chief for situation briefing.
 - Assign personnel to assignments as needed.
 - If school is evacuating:
 - Verify that the assembly area and routes to it are safe.
 - Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - Initiate the set-up of portable toilet facilities and hand-washing stations.
- Operational duties:**
- Monitor the safety and well-being of the students and staff in the Assembly Area.
 - Administer minor first aid as needed.
 - Support the Student Release process by releasing students with appropriate paperwork.
 - When necessary, provide water and food to students and staff.
 - Make arrangements for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
 - Make arrangements to provide shelter for students and staff.
 - Arrange activities and keep students reassured.
 - Update records of the number of students and staff in the assembly area (or in the buildings).
 - Direct all requests for information to the PIO.
- Closing Down:**
- Return equipment and reusable supplies to Logistics.
 - When authorized by IC, close out all logs. Provide logs and other relevant documents to the Documentation Unit.
- Equipment/Supplies:** Vest, campus 2-way radio
Clipboard with job description
Ground cover, tarps

First aid kit, water, food, sanitation supplies
Student activities: books, games, coloring books, etc.
Forms: Student Accounting
Notice of First Aid Care

Section: Operations

Student Release

- Personnel:** School Secretary, available staff and disaster volunteers. Use buddy system. Student Release process is supported by student runners.
- Responsibilities:** Assure the reunification of students with their parents or authorized adult through separate Request and Release Gates.
- Start-Up Actions:**
- Obtain and wear vest or position identifier, if available.
 - Check with Operations Chief for assignment to Request Gate or Release Gate.
 - Obtain necessary equipment and forms from Logistics.
 - Secure area against unauthorized access. Mark gates with signs.
 - Set up Request Gate at the main student access gate. Use alphabetical grouping signs to organize parent requests.
 - Have Student Release Forms available for parents outside of fence at Request Gate. Assign volunteers to assist.
 - Set up Release Gate some distance from Request Gate.
- Operational Duties:**
- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
 - Refer all requests for information to the Public Information Officer. Do not spread rumors!**
 - If volunteers arrive to help, send those with Disaster Volunteer badges with photo ID. to Logistics. If they are not registered (do not have badges), direct them to a branch library to register.
- Procedures:**
- Requesting adult fills out Student Release Form, gives it to staff member, and shows identification.
 - Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
 - Staff instructs the requester to proceed to the Release Gate.
 - If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.
-
- Runner takes form(s) to the designated classroom.

Note: If a parent refuses to wait in line, don't argue. Note time with appropriate comments on Emergency Card and place in out box.

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, "**Sent with Runner.**"
- If appropriate, teacher sends parent copy of first aid form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to release personnel.
- Release staff match student to requester, verify proof of identification, ask requester to fill out and sign the lower portion of Student Release Form, and release student. Parents are given the Notice of First Aid Care Given, if applicable.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form: "**Absent**" if student was never in school that day.
"**First Aid**" if student is in Medical Treatment Area.
"**Missing**" if student was in school but now cannot be located.
- Runner takes Student Release Form to CP.
- CP verifies student location if known and directs runner accordingly.
- If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to CP for verification.
- Parent should be notified of missing student status and escorted to crisis counselor.
- If student is in first aid, parent should be escorted to Medical Treatment Area.
- If student was marked absent, parent will be notified by staff member.

Closing Down:

- At the direction of the Operations Chief, return equipment and unused supplies to Logistics.
- Complete all paperwork and turn into the Documentation Unit.

**Equipment/
Supplies:**

Job description clipboards
Pens, stapler
Box(es) of Emergency Cards
Signs to mark Parent Request Gate and Release Gate
Signs for alphabetical grouping to organize the parents (A-F, etc.)
Empty file boxes to use as out boxes
Forms: Student Release Form (copies for every student)

Section: Planning/Intelligence

Planning/Intelligence Chief

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

Operational Duties:

- Assume the duties of all Planning/Intelligence positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Assist IC in writing Action Plans.

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Planning/Intelligence positions have been accomplished.
- Return equipment and reusable supplies to Logistics.

Equipment/Supplies:

2-way radio	Paper, pens
File box(es)	Job description clipboard
Dry-erase pens	Tissues
Large site map of campus, laminated or covered with Plexiglas	
Forms: Emergency Time/Situation Report	
Sample log	
Student Accounting Form	

Section: Planning/Intelligence Documentation

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources.

Start-Up Actions:

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Determine whether there will be a Finance/Administration Section. If there is none, **the Documentation Clerk will be responsible for maintaining all records of any expenditures as well as all personnel time keeping records.**

Operational Duties:

Records:

- Maintain time log of the Incident, noting all actions and reports. (See sample log in Appendix.)
- Record content of all radio communication with district Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
- File all reports for reference (file box).

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**

Student and Staff Accounting:

- Receive, record, and analyze Student Accounting forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- Report missing persons and site damage to Command Post.
- Report first aid needs to medical team leader.
- File forms for reference.

Closing Down:

- Collect and file all paperwork and documentation from deactivating sections.
- Securely package and store these documents for future use.
- Return equipment and reusable supplies to Logistics.

Equipment/Supplies:

2-way radio	paper, pens
File box(es)	Job description clipboard
Forms: Emergency Time/Situation Report	

Sample log
Student Accounting Form

Section: Planning/Intelligence Situation Analysis

Responsibilities: This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate site map. Provide ongoing analysis of situation and resource status.

Start-Up Actions:

- Check in with Planning/Intelligence Chief for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.

Operational Duties:

Situation Status (Map):

- Collect, organize and analyze situation information.
- Mark site map appropriately as related reports are received. This includes but is not limited to S&R reports and damage updates, giving a concise picture status of campus.
- Preserve map as legal document until photographed.
- Use area-wide map to record information on major incidents, road closures, utility outages, etc. (This information may be useful to staff for planning routes home, etc.)

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Command Post (CP) to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.
- Report only to CP personnel. Refer all other requests to Public Information Officer.**

Closing Down:

- Close out all logs and turn all documents into Documentation.
- Return equipment and reusable supplies to Logistics.

**Equipment/
Supplies:**

2-way radio
Paper, pens, dry-erase pens, tissues
Job description clipboards
Large site map of campus, laminated or covered with Plexiglas
File box(es)
Map of county or local area

Section: Logistics

Logistics Chief

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

Start-Up Actions:

- Check in with Incident Commander (IC) for situation briefing.
- Open supplies container or other storage facility.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Ensure that the Command Post and other facilities are set up as needed.

Operational Duties:

- Assume the duties of all Logistics positions until staff is available and assigned.**
- As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Coordinate supplies, equipment, and personnel needs with the IC.
- Maintain security of cargo container, supplies and equipment.

Closing Down:

- At the IC's direction, deactivate the section and close out all logs.
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies.

**Equipment/
Supplies:**

- 2-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency supplies stored on campus
- Clipboards with volunteer sign-in sheets
- Forms: Inventory of emergency supplies on campus
- Site Status Report
- Communications log
- Message forms

Section: Logistics Supplies/Facilities

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

Start-Up Actions:

- Check in with Logistics Chief for situation briefing.
- Open supplies container or other storage facility if necessary.
- Put on position identifier, such as vest, if available.
- Begin distribution of supplies and equipment as needed.
- Set up the Command Post.

Operational Duties:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.

Closing Down:

- At the Logistic Chief's direction, receive all equipment and unused supplies as they are returned.
- Secure all equipment and supplies.

**Equipment/
Supplies:**

- 2-way radio
- Job description clipboard
- Paper, pens
- Cargo container or other storage facility and all emergency Supplies stored on campus
- Forms: Inventory of emergency supplies on campus

Section: Logistics Staffing

- Responsibilities:** This unit is responsible for coordinating the assignment of personnel (staff, students, disaster volunteers) in support of the incident.
- Start-Up Actions:**
- Check in with Logistics Chief for situation briefing.
 - Put on position identifier, such as vest, if available.
 - Open three logs to list staff, volunteers, and students who are awaiting assignment.
- Operational Duties:**
- Deploy personnel as requested by the IC.
 - Sign in volunteers, making sure that volunteers are wearing their I.D. badges and are on the site disaster volunteer list. Unregistered volunteers should be sent to the city library to register.
- Closing Down:**
- Ask volunteers to sign out.
 - At the Logistic Chief's direction, close out all logs and turn them in to Documentation Unit.
 - Return all equipment and supplies.
- Equipment/
Supplies:**
- 2-way radio
 - Job description clipboard
 - paper, pens
 - Cargo container or other storage facility and all emergency supplies stored on campus
 - Clipboards with volunteer sign-in sheets
 - Forms: Inventory of emergency supplies on campus
 - List of registered disaster volunteers

Section: Logistics Communications

- Responsibilities:** This unit is responsible for establishing, coordinating, and directing verbal and written communications within the school disaster site and with the school district. If the school district cannot be contacted, communications may be made with outside agencies when necessary.
- Personnel:** **School staff member with campus two way radio**, supported by student or disaster volunteer runners, and **Disaster volunteer who is a qualified amateur radio operator.**
- Start-Up Actions:**
- Set up Communications station in a quiet location with access to the Command Post (CP).
 - Turn on radios and advise CP when ready to accept traffic.
- Operational Duties:**
- Communicate with district EOC per district procedure. At the direction of the Incident Commander (IC), report status of students, staff, and campus, using Site Status Report Form.
 - Receive and write down all communications from the district EOC.**
 - Use runners to deliver messages to the IC with copies to the Plans/Intelligence Chief.
 - Maintain Communications Log: date/time/originator/recipient
 - Follow communications protocol. Do not contact the city directly if the district EOC is available.
 - Direct the media or the public to the Public Information Officer.
 - Monitor AM/FM radio for local emergency news: KFWB 980 kHz and KNX 1070 kHz.
- Closing Down:**
- Close out all logs, message forms, etc. and turn them over to Documentation.
 - Return all equipment and unused supplies to Logistics.
- Equipment/Supplies:**
- 2-way radios with spare batteries for each
 - Job description clipboard paper, pens
 - Table and chairs AM/FM radio
 - File boxes, tote tray for outgoing messages
 - Forms: Site Status Report
 - Message forms

Section: Finance/Administration

Finance/Administration Chief

- Responsibilities:** The Finance/Administration Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.
- Start-Up Actions:**
- Check in with Incident Commander (IC) for situation briefing.
 - Put on position identifier, such as vest, if available.
 - Locate and set up work space.
 - Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping and/or purchasing.
- Operational Duties:**
- Assume the duties of all Finance/Administration positions until staff is available and assigned.**
 - As (or if) staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- Closing Down:**
- At the IC's direction, deactivate the section and close out all logs.
 - Verify that closing tasks of all Finance/Administration positions have been accomplished. Secure all documents and records.
- Equipment/Supplies:**
- Job description clipboard
 - Paper, pens
 - Forms: Staff Duty Log

Section: Finance/Administration Timekeeping

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

Start-Up Actions:

- Check in with Finance/Administration Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Locate and set up work space.
- Check in with the Documentation Clerk to collect records and information which relate to personnel time keeping.

Operational Duties:

- Meet with Finance/Administration Chief to determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If district personnel not normally assigned to the site are working, be sure that records of their hours are kept.

Closing Down:

- Close out all logs.
- Secure all documents and records.

**Equipment/
Supplies:** Job description clipboard
Paper, pens
Forms: Staff Duty Log

Section: Finance/Administration Purchasing

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

Start-Up Actions:

- Check in with Finance/Administration Chief for situation briefing.
- Put on position identifier, such as vest, if available.
- Locate and set up work space.
- Check in with the Documentation Clerk to collect records and information which relate to purchasing.

Operational Duties:

- Meet with Finance/Administration Chief to determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Incident Commander.

Closing Down:

- Close out all logs.
- Secure all documents and records.

**Equipment/
Supplies:** Job description clipboard
Paper, pens