

**2019-20**

Approved by LT Site Council on \_\_\_\_ 9/5/19

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*Must be approved and updated not later than March 1, 2020*

# **Safe School Plan Emergency Procedures**



**Lone Tree Elementary School/Wheatland Charter Academy  
123 Beale Highway  
Beale AFB, CA 95903  
(530) 788-0248**

# Homeland Security Advisory Recommendations Adapted for Wheatland Schools

*(Based on American Red Cross Homeland Security Advisory)*

<b>SEVERE</b> <i>(Red)</i>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Listen to radio, TV, and KCRA CH 3 for current information and instructions.</li> <li>• Be alert and immediately report suspicious activity to Police at 911</li> <li>• Close school if recommended to do so by appropriate authorities.</li> <li>• 100% identification check (i.e. driver's license retained at front office) and escort anyone entering school other than students, staff and faculty.</li> <li>• Ensure School Site Crisis Team members are available for students, staff and faculty.</li> </ul>
<b>HIGH</b> <i>(Orange)</i>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to police 911</li> <li>• Review emergency procedures and supplies.</li> <li>• Prepare to handle inquiries from anxious parents and media.</li> </ul>
<b>ELEVATED</b> <i>(Yellow)</i>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower levels.</i></li> <li>• Be alert and immediately report suspicious activity to Police 911</li> <li>• Ensure all emergency supplies are stocked and ready.</li> </ul>
<b>GUARDED</b> <i>(Blue)</i>	<ul style="list-style-type: none"> <li>• <i>Complete all recommended actions at lower level.</i></li> <li>• Be alert and immediately report suspicious activity to Police at 911</li> <li>• Provide safety training to staff and practice emergency drills pursuant to school emergency procedures.</li> <li>• Review communications plan and update emergency contact information.</li> <li>• Review emergency supplies and supplement as necessary.</li> </ul>
<b>LOW</b> <i>(Green)</i>	<ul style="list-style-type: none"> <li>• Develop school emergency plans per District Bulletins</li> <li>• Ensure selected staff members are trained on first aid, CPR and AED.</li> </ul>

**References:**  
March 31, 2003

*American National Red Cross – [www.redcross.org](http://www.redcross.org); American Red Cross*

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	• Child Abuse Reporting Procedures	
	• Policies for students who committed acts leading to suspension, expulsion	
	• Safe and Orderly Environment conducive to learning at school	
	• Procedures to notify teachers of dangerous pupils	
	• Protocols to address the mental health care of pupils who have witnessed a violent act at any time, including, but not limited to, any of the following:	
	(A) While on school grounds.	
	(B) While going to or coming from school.	
	(C) During a lunch period whether on or off campus.	
	(D) During, or while going to or coming from, a school-sponsored activity.	
	• Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on school campuses and at school-related functions.	
	• Discrimination and harassment policy	
	• Rules and procedures on school discipline – see District Handbook	
	• Dress Code – see District Handbook	
	ED CODE 32282(a) The comprehensive school safety plan shall include, but not be limited to, both of the following:	
	(1) Assessing the current status of school crime committed on school campuses and at school-related functions.	
	<i>At this time, Lone Tree School/Wheatland Charter Academy are not experiencing crime committed on campus or at school-related functions.</i>	
	(2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety, which shall include the development of all of the following:	
	• Procedures for safe ingress and egress of pupils, parents, and school employees to and from school.	

*Lone Tree School and Wheatland Charter Academy provide a notice to all families on their first day of school regarding parking, pedestrian traffic and campus awareness.*

- A safe and orderly environment conducive to learning at the school.  
*Wheatland School District provides a school counselor, district nurse and school health aide for each school campus. Lone Tree School and Wheatland Charter Academy follow a safe plan, hold safe plan practices in coordination with Beale AFB Security Forces, foster a school culture through Renaissance programs and student leadership opportunities.*
- The rules and procedures on school discipline adopted pursuant to Sections 35291, 35291.5, 47605, and 47605.6.  
*Wheatland School District outlines discipline policies in the parent handbook that is posted on our District website ([www.wheatlandsd.com](http://www.wheatlandsd.com)) and provided to all families at registration and annual data confirmation update.*

**Wheatland School District uses Catapult EMS as a notification system for staff. Lone Tree School and Wheatland Charter Academy have staff eyes only emergency procedures that are updated and reviewed with staff regularly.**

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ALERT SYSTEM 2: SCHOOL PERSONNEL

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SITE PLOT PLAN  
VICINITY AERIAL MAP  
STREET MAP

## **1.0 INTRODUCTION**

### **1.1 OVERVIEW**

State law requires that schools be adequately prepared to respond to earthquakes, fires, and other emergencies (California Education Code § 35295 through § 35297, California Government Code § 8607, and California Code of Regulations § 2400 through § 2450). To assist schools in complying with these requirements, the Wheatland School District has adopted the *Model Safe School Plan, Emergency Procedures* for use as a template in the preparation of emergency procedures for each of the District schools. The emergency management teams and procedures outlined in this plan are consistent with the Standardized Emergency Management System (SEMS) developed by the State of California. This plan presents specific procedures to be used in preparing for, and responding to, school emergencies.

### **1.2 PLAN ORGANIZATION**

The effective management of emergencies requires both adequate *emergency preparedness* and *emergency response* capabilities. This plan is organized into six sections. Section 2 deals with emergency preparedness, identifies the school's emergency response teams and defines the roles and responsibilities of team members. Sections 3.0 and 4.0 present guidance for determining the nature and extent of an emergency, and a series of initial response actions to be taken in an emergency. Section 5.0 provides detailed emergency response procedures for 18 types of emergencies that may be encountered in a school setting. Section 6.0 provides supplemental emergency information including contact information, supply lists and evacuation routes. Standard forms, site maps and other supporting information are contained in the Appendices.

The Principal will ensure that this *Safe School Plan, - Emergency Procedures* is consistent with District policy and procedures and SEMS, and that the plan addresses the following eighteen emergencies: aircraft crash; animal disturbance; armed assault on campus; biological or chemical release; bomb threat; bus disaster; disorderly conduct; earthquake; explosion/risk of explosion; fire in surrounding area; fire on school grounds; flooding; loss or failure of utilities; motor vehicle crash; psychological trauma, suspected contamination of food or water; threat of violence; and unlawful demonstration/walkout.

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## **2.0 STANDARDIZED EMERGENCY MANAGEMENT**

### **2.1 EMERGENCY PLANNING WITH SEMS**

The California Standardized Emergency Management System (SEMS) is designed to centralize and coordinate emergency response through the use of standardized terminology and processes from the National Incident Management System (NIMS). This greatly facilitates the flow of information and resources among the multiple agencies often participating in response to an emergency. SEMS consists of the following five functions: Management; Planning/Intelligence; Operations; Logistics; and Finance/Administration.

#### **2.1.1 Management**

During an emergency, the Incident Commander is responsible for directing response actions from a designated Command Post. To effectively direct response actions, the Incident Commander must constantly assess the situation and develop and implement appropriate strategies. The Incident Commander must be familiar with the available resources, accurately document all response actions, and effectively communicate response strategies to others participating in the response. This function is typically directed by the Principal, as the Incident Commander. The Principal is assisted in carrying out this function by a Public Information Officer, Safety Coordinator, and Agency Liaison.

#### **2.1.2 Planning/Intelligence**

During an emergency, SEMS Planning and Intelligence involves the use of various methods to efficiently gather information, weigh and document the information for significance, and actively assess the status of the emergency. This understanding and knowledge about the situation at hand is vital to the effective management of a response. Under SEMS, this function is supported by two staff members, one involved with “Documentation” and the other with “Situation Analysis.” In Wheatland District schools, “Situation Analysis” may be performed by a “Communications” position. Both of these positions, if assigned at the discretion of the Principal, will report directly to the Incident Commander (Principal) unless a Planning/Intelligence Chief is assigned.



### **2.1.3 Operations**

Under SEMS, all emergency response actions are implemented under the Operations function. This function is supported by staff performing first aid, crisis intervention, search and rescue, site security, damage assessment, evacuations, and the release of students to parents. Within Wheatland School District, these activities are performed by the following teams, under the direct supervision of the Incident Commander (Principal), unless an Operations Chief is assigned: First Aid/Medical Team; Security/Utilities Team; Assembly Area Team; Psychological First Aid Team; Supply/Equipment Team; Request Gate Team; Reunion Gate Team; Fire Suppression/HazMat Team; and Search and Rescue Teams.

### **2.1.4 Logistics**

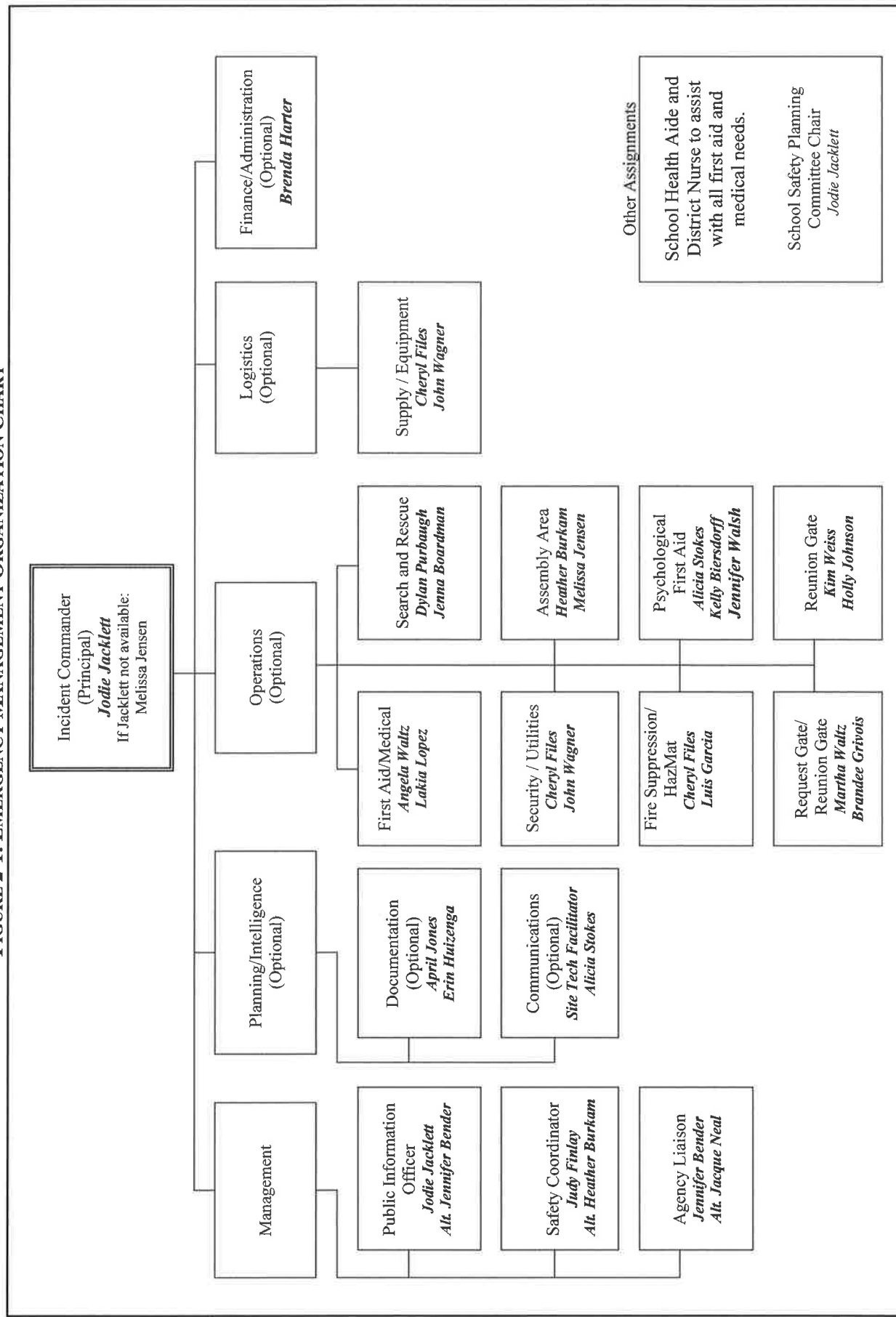
The Logistics function of SEMS supports emergency operations by coordinating personnel; assembling and deploying volunteer teams; providing supplies, equipment, and services; and facilitating communications among emergency responders. Within Wheatland School District, these activities are performed by the Security/Utilities Team and the Supply/Equipment Team both of which report directly to the Incident Commander unless a Logistics Chief is assigned.

### **2.1.5 Finance/Administration**

The Finance/Administration function of SEMS involves the purchasing of all necessary materials, tracking financial records, timekeeping for emergency responders, and recovering school records following an emergency. Within Wheatland School District, these activities may be performed by a “Documentation” position which reports directly to the Incident Commander unless a Finance/Administration Chief is assigned.

Figure 2.1 presents an Emergency Management Organization Chart.

**FIGURE 2-1: EMERGENCY MANAGEMENT ORGANIZATION CHART**



[Note: This Organization Chart is based on SEMS. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. The first name in the box represents the primary responsible person whereas the second name denotes the backup]

## **2.2 INCIDENT COMMAND TEAM**

The Incident Command Team is responsible for directing school emergency response activities.

### **2.2.1 Assignments**

The Incident Command Team is led by the Principal (Incident Commander) and also includes the school's Public Information Officer, the Safety Coordinator and the Agency Liaison.

Incident Commander: *Jodie Jacklett/Jacklett not available, Melissa Jensen*

Public Information Officer: *Jodie Jacklett*

Safety Coordinator: *Judy Finlay*

Agency Liaison: *Jennifer Bender*

The Incident Commander also directs the activities of all other teams.

### **2.2.2 Roles and Responsibilities**

#### **2.2.2.1 Incident Commander**

The Incident Commander (Principal) is responsible for directing emergency operations and shall remain at the Command Post to observe and direct all operations. The school Principal will remain Incident Commander until the appropriate agency arrives i.e. Beale AFB Security Forces or Beale AFB Fire Department. Specific duties of the Incident Commander may include:

- Periodically assessing the situation.
- Directing the Incident Command Team and all other emergency teams.
- Determining the need for, and requesting, outside assistance.
- Periodically communicating with the Local District Superintendent.

- Recommended study course IS 100.a from FEMA Independent Study Program (<http://training.fema.gov/IS/crslist.asp>)

#### **2.2.2.2 Public Information Officer**

The Public Information Officer (PIO) is the official spokesperson for the school site in an emergency and is responsible for communicating with the media and delivering public announcements. Specific duties of the Public Information Officer may include:

- Periodically receiving updates and official statements from the Incident Commander.
- Maintaining a log of PIO actions and all communications.
- Periodically interacting with the media and District Communications.
- Preparing statements for dissemination to the public.
- Ensuring announcements and other public information are translated into other languages as needed.
- Monitoring news broadcasts about the incident and correcting any misinformation.

#### **2.2.2.3 Safety Coordinator**

The Safety Coordinator is responsible for ensuring that all emergency activities are conducted in as safe a manner as possible under the circumstances that exist. Specific duties of the Safety Coordinator may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Monitoring drills, exercises, and emergency response activities for safety.
- Identifying safety hazards.
- Ensuring that responders use appropriate safety equipment.

#### **2.2.2.4 Agency Liaison**

The Agency Liaison is responsible for coordinating the efforts of outside agencies such as police and fire by ensuring the proper flow of

information between Incident Command and the agencies. Specific duties of the Agency Liaison may include:

- Periodically checking with the Incident Commander for situation briefings and updates.
- Maintaining all records and documentation as assigned by the Incident Commander.
- Briefing agency representatives on current situation, priorities and planned actions.
- Ensuring coordination of efforts by periodically keeping Incident Commander informed of agencies' action plans and providing periodic updates to agency representatives as necessary.

### **2.2.3 Recommended Team Supplies and Equipment**

- Copy of the school's Emergency Procedures
- Campus map
- Master keys
- Copies of staff and students rosters
- Hand-held radios
- Bullhorn
- Battery-operated AM/FM radio.
- First Aid kit
- Clipboard, Paper, Pens
- Hard Hat
- Vest or position identifier
- Large campus map

### **2.2.4 Team Assembly Location**

Inside:        *Main Office*

Outside:      *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.3 FIRST AID/MEDICAL TEAM**

The First Aid/Medical Team is responsible for ensuring that first aid supplies are available and properly administered during an emergency.

### **2.3.1 Assignments**

First Aid/Medical Team Leader: *Angela Waltz and Lakia Lopez*

Alternate Team Leader: *Cory Garcia*

First Aid/Medical Team Member: *Shane Merchant*

First Aid/Medical Team Member: *Renee Lal*

First Aid/Medical Team Member:

### **2.3.2 Roles and Responsibilities**

#### **First Aid/Medical Team Leader**

The First Aid/Medical Team Leader is responsible for directing team activities by periodically interacting with the incident Commander to determine medical needs and planned actions. The First Aid/Medical Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from Team Members and making these reports to have them readily available to the Incident Commander. Specific duties of the First Aid/Medical Team Leader may include:

- Assigning First Aid personnel and assessing available inventory of supplies & equipment.
- Designating and setting up First Aid/Medical treatment areas, with access to emergency vehicles.
- Determining the need for skilled medical assistance, and overseeing care, treatment, and assessment of patients.
- Periodically keeping the Incident Commander informed of overall status.
- Completing the Injury and Missing Persons Report (Form D, Appendix A).

### **First Aid/Medical Team Members**

The members of the First Aid/Medical Team are responsible for assessing injuries and administering necessary first aid and medical treatment as indicated during an emergency. Members should only be administering basic First Aid procedures. Skilled medical assistance should be called if any further medical needs arise. Specific duties of the members of the First Aid/Medical Team may include:

- Setting up first aid area.
- Keeping accurate records of care given and tagging each of the injured with name, address, injury and any treatment rendered.
- Reporting deaths immediately to First Aid/Medical Team Leader.

### **2.3.3 Recommended Supplies and Equipment**

- Vest or position identifier
- First aid supplies
- Triage tags
- Hand-held radios
- Stretchers
- Blankets
- Wheelchairs
- Patient record forms
- Site map
- Injury and Missing Persons Report (Form D, Appendix A)

### **2.3.4 Team Assembly Location**

Inside:           *Cafeteria*

Outside:         *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.4 PSYCHOLOGICAL FIRST AID TEAM**

The Psychological First Aid Team is responsible for the caring and safety of all students on campus during an emergency. It also provides psychological first aid as needed during and immediately after an emergency, pursuant to the District's Crisis Intervention policy and procedures.

### **2.4.1 Assignments**

Psychological First Aid Team Leader: *Alicia Stokes*

Alternate Team Leader: *Kelly Biersdorff*

Psychological First Aid Team Member: *Jennifer Walsh*

Psychological First Aid Team Member: *Taylor Crabb*

Psychological First Aid Team Member: *Tammy Bocksberger*

### **3.4.2 Roles and Responsibilities**

#### **Psychological First Aid Team Leader**

The Psychological First Aid Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Psychological First Aid Team Leader is also responsible for assigning personnel as needed.

#### **Psychological First Aid Team Members**

The members of the Psychological First Aid Team are responsible for monitoring the safety and well-being of the students and staff in the Assembly Area. The Psychological First Aid Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Psychological First Aid Team may include:

- Administering minor first aid and psychological first aid as needed
- Supporting the Release Gate Team as needed.



- Coordinating with the Incident Commander to provide water and food to student and staff when necessary.
- Providing reassurance to students.
- Updating records of the number of students and staff.

#### **2.4.3 Recommended Supplies and Equipment**

- Vest or position identifier
- Hand-held radio
- Ground Cover, tarps
- First aid kit
- Paper, pens, pencils

#### **2.4.4 Team Assembly Location**

Inside:        *Cafeteria*

Outside:      *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.5 SEARCH AND RESCUE TEAM**

The Search and Rescue Team (SAR) is responsible for preparing and performing search and rescue operations during an emergency. There may be two or more Search and Rescue teams.

### **2.5.1 Assignments**

Search and Rescue Team Leader: *Dylan Purbaugh and Stephanie Dorman*

Alternate Team Leader: *Jenna Boardman and Lorena Wade*

SAR Team 1 Members: *Cynthia Bugayong, Kylee Robinson*

SAR Team 2 Members: *Donna White, Aubrae Stackhouse*

SAR Team 3 Members: *[Insert Name], [Insert Name], [Insert Name]*

SAR Team 4 Members: *[Insert Name], [Insert Name], [Insert Name]*

### **2.5.2 Roles and Responsibilities**

#### **Search and Rescue Team Leader**

The Search and Rescue Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Search and Rescue Team Leader may include:

- Obtaining briefings from the Incident Commander, noting injuries and other situations requiring response.
- Assigning and recording teams based on available manpower, minimum 2 persons per team.
- Updating teams' reports on site map and recording exact location of damage and triage tally.

#### **Search and Rescue Team Members**

The members of the Search and Rescue Team are responsible for performing search and rescue operations during an emergency. Specific duties of the members of the Search and Rescue Team may include:

- Searching assigned area, reporting gas leaks, fires, or structural damage to Team Leader upon discovery.
- Shutting off gas or extinguishing fires as appropriate.
- Periodically reporting to the Team Leader on location, number, and condition of injured.
- Conducting pre-established search and rescue patterns, checking each classroom, office, storage room, auditorium and other rooms.
- Sealing off and posting areas where hazardous conditions exist.
- Contacting Security/Utilities Team to secure the building from reentry after the search.

### **2.5.3 Recommended Supplies and Equipment**

- Vest or position identifier
- Hard hat
- Work and latex gloves
- Whistle with master keys on neck lanyard
- 2-way radio
- Clipboard with job duties
- Map indicating search plan
- CO2 fire extinguishers
- Water-type fire extinguishers
- Hoses
- Water bib keys
- Gloves
- Blankets
- Bolt cutters
- Shovels
- Ropes
- Triage tags
- Bucket or duffel bag
- Goggles
- Flashlight
- Dust masks
- Pry bar
- Grease pencil
- Pencils
- Duct tape
- Caution tape
- Masking tape
- One member wears first aid backpack

#### **2.5.4 Team Assembly Location**

Inside: *Cafeteria*

Outside: *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.6 SECURITY/UTILITIES TEAM**

The Security/Utilities Team is responsible for the security of the school site and its population during an emergency until Beale AFB Security Forces arrive on scene. The Security/Utilities Team will coordinate activities with the Incident Commander as required. Close coordination with the Reunion Gate Team is necessary in order to safely reunite students with their parents or lawful guardians. The Security/Utilities Team is also responsible for initiating short-term repairs and other necessary actions during an emergency. The effective response of the Security/Utilities Team in shutting down facility air handling systems, and gas, power and water supplies can be vital in minimizing damage to school facilities. This team includes participation by the custodial and cafeteria staff.

### **2.6.1 Assignments**

Security/Utilities Team Leader: *Cheryl Files*

Alternate Team Leader: *John Wagner*

Security/Utilities Team Member: *Luis Garcia*

Security/Utilities Team Member: *Tina Alvarado*

Security/Utilities Team Member: *Brenda Stevenson*

Security/Utilities Team Member: *Frank Johnson*

### **2.6.2 Roles and Responsibilities**

#### **Security/Utilities Team Leader**

The Security/Utilities Team Leader is responsible for directing team activities and interacting with the Incident Command to identify problems and report status. The Security/Utilities Team Leader is also responsible for contacting local utilities (water, electricity, gas, sewer) as needed.

### **Security/Utilities Team Members**

The members of the Security/Utilities Team are responsible for securing the school and reporting that the campus is in “lock-down” to the Incident Commander. They are also responsible for surveying all utilities and taking appropriate actions to shut-off gas, water and electricity. The Security/Utilities Team will direct all external requests for information to the Public Information Officer. Specific duties of the members of the Security/Utilities Team may include:

- Locking all external gates and doors; unlocking gates when appropriate.
- Stationing one team member at the main entrance to the school to direct emergency vehicles to area(s) of need and to greet parents.
- Keeping students and staff out of buildings, as necessary.
- Assisting at Reunion Gate as appropriate.
- Assessing damage to school facilities.
- Checking emergency water supply and making it ready for distribution.
- Setting up temporary sanitation areas (portable toilets).
- Helping with first aid.
- Preparing and distributing food as directed by the Incident Commander.
- Assisting the First Aid/Medical Team in comforting students as needed.

#### **2.6.3 Recommended Supplies and Equipment**

- Vest or position identifier
- Master keys
- Hand-held radio
- Copy of the school’s Emergency Procedures
- Large durable signs for providing direction and information
- Utility shut-off tools
- Custodial and food supply inventories
- Notebook containing site maps

#### **2.6.4 Team Assembly Location**

Inside:           *Cafeteria*

Outside:          *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location. The team will then rove the entire campus to determine areas of need.

## **2.7 SUPPLY/EQUIPMENT TEAM**

The Supply/Equipment Team is responsible for ensuring the availability and delivery of adequate supplies and equipment during the course of an emergency.

### **2.7.1 Assignments**

Supply/Equipment Team Leader: *Cheryl Files*

Alternate Team Leader: *John Wagner*

Supply/Equipment Team Member: *Luis Garcia*

Supply/Equipment Team Member: *Frank Johnson*

### **2.7.2 Roles and Responsibilities**

#### **Supply/Equipment Team Leader**

The Supply/Equipment Team Leader is responsible for directing team activities and keeping the Incident Commander informed of overall status. Specific duties of the Supply/Equipment Team Leader may include:

- Reporting equipment and supply needs.
- Estimating the number of persons requiring shelter and determining the length of time shelter will be needed.

#### **Supply/Equipment Team Members**

The members of the Supply/Equipment Team are responsible for assessing the adequacy of available water, food and other supplies and organizing the distribution of resources for immediate use (water, food, power, radios, telephones, and sanitary supplies). Specific duties of the members of the Supply/Equipment Team may include:

- Distributing emergency water and food supplies.
- Establishing a list of all persons in shelter and determining any special needs.
- Controlling conservation of water.



### **2.7.3 Recommended Supplies and Equipment**

- Hand-held radios
- Keys
- Bullhorn
- Emergency water supplies
- Emergency food supplies
- Temporary power supplies
- Portable phones
- Sanitary supplies

### **2.7.4 Team Assembly Location**

Inside:        *Main Office*

Outside:      *Staff Parking lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.8 ASSEMBLY AREA TEAM**

The Assembly Area Team is responsible for the safe evacuation and accounting of all students and staff during an emergency. The team is also responsible for reporting missing persons to the Incident Commander.

### **2.8.1 Assignments**

Assembly Area Team Leader: *Heather Burkam*

Alternate Team Leader: *Melissa Jensen*

Assembly Area Team Member: *Linda Schutz*

Assembly Area Team Member: *Marie VanZandt-Geoia*

Assembly Area Team Member: *Dolores McCray*

### **2.8.2 Roles and Responsibilities**

#### **Assembly Area Team Leader**

The Assembly Area Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Assembly Area Team Leader is also responsible for collecting the Injury and Missing Persons Report (Form D, Appendix A) from the Team Members and make them readily available to the Incident Commander.

#### **Assembly Area Team Members**

The members of the Assembly Area Team are responsible for performing the safe evacuation of student and staff during an emergency. Specific duties of the members of the Assembly Area Team may include:

- Obtaining reports of missing students from teachers or other personnel.
- Gathering Injury and Missing Persons Report (Form D, Appendix A) from each teacher and submitting them to the Assembly Area Team Leader.
- Checking student emergency card for name of person(s) authorized to pick up student.

- Assisting the Reunion Gate Team as required.

### **2.8.3 Recommended Supplies and Equipment**

- Copy of Site Plot Plan and Vicinity Map showing designated on and off site Assembly Areas
- Injury and Missing Persons Report (Form D, Appendix A)

### **2.8.4 Team Assembly Location**

Inside:        *Cafeteria*

Outside:      *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.9 REQUEST GATE TEAM**

The Request Gate Team is responsible for processing parent requests for student release during an emergency.

### **2.9.1 Assignments**

Request Gate Team Leader: *Martha Waltz*

Alternate Team Leader and Request Gate Team Member: *Brandee Grivois*

Request Gate Team Member: *Cindy Bugayong*

Request Gate Team Member: *Lifeskills Staff–Nicholette Mattes & Rachel Sprague*

Request Gate Team Member: *Juanita Thome*

### **2.9.2 Roles and Responsibilities**

#### **Request Gate Team Leader**

The Request Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Request Gate Team Leader will refer all outside requests for information to the Public Information Officer.

#### **Request Gate Team Members**

The members of the Request Gate Team are responsible for greeting parents, guardians, or designees and providing them with tags or other identifications authorizing the holders to reunite with their students at the Reunion Gate. Specific duties of the members of the Request Gate Team may include:

- Greeting and directing parents, guardians, or designees to the counselors as appropriate.
- Providing reassurance to parents, guardians, or designees and maintaining order.
- Issuing a tag or other identifications only to an authorized person.

- Directing parents or guardians to the Reunion Gate.

### **2.9.3 Recommended Supplies and Equipment**

- Keys to Main Gate
- Bullhorn
- Tags or other identifications

### **2.9.4 Assembly Location**

Inside:        *Main Office*

Outside:      *Staff Parking Lot*

## **2.10 REUNION GATE TEAM**

The Reunion Gate Team is responsible for reuniting parents or guardians with students. This can be a highly sensitive role due to the fact that some parents will be informed that their children may be injured, missing or dead. The team will keep accurate records of students leaving the campus.

### **2.10.1 Assignments**

Reunion Gate Team Leader: *Kim Weiss*

Alternate Team Leader: *Holly Johnson*

Reunion Gate Team Member: *Kassidy Heuvelhorst*

Reunion Gate Team Member: *Kaleene Appleton*

Reunion Gate Team Member: *Carrie Valdespino*

### **2.10.2 Roles and Responsibilities**

#### **Reunion Gate Team Leader**

The Reunion Gate Team Leader is responsible for directing team activities and periodically interacting with the Incident Commander to identify problems and report status. The Reunion Gate Team Leader will refer all requests for information to the Public Information Officer. The Reunion Gate Team Leader is also responsible for collecting the Student Release Log (Form E Appendix A) from the Team Members and have them readily available to Incident Commander.

#### **Reunion Gate Team Members**

The members of the Reunion Gate Team are responsible for greeting parents, guardians, and designees and reuniting them with their students at the designated Reunion Gate. Specific duties of the members of the Reunion Gate Team may include:

- Greeting parents, guardians, and designees at the Reunion Gate.

- Verifying the authenticity of the tags or other identifications.
- Dispatching Student Runners to Assembly Area to escort students whose parents have come to claim them.
- Providing reassurance to parents, guardians, and designees and directing them to the Reunion Area to wait for their children.
- Confirming students recognize the authorized adults who come to claim them and requiring adult to sign student out of school.
- Completing Student Release Log (Form E, Appendix A) and submitting them to the Reunion Gate Team Leader.

### **2.10.3 Recommended Supplies and Equipment**

- Hand-held radios
- Tables and chairs (from nearby classrooms)
- Keys to Reunion Gate
- Materials for sign-out log
- Student Release Log (Form E, Appendix A)

### **2.10.4 Assembly Location**

Inside:        *Cafeteria*

Outside:      *Staff Parking Lot*

The team is to assemble at the Reunion Area.

## **2.11 FIRE SUPPRESSION AND HAZMAT TEAM**

The Fire Suppression and HazMat Team is responsible for extinguishing small fires and evaluating the potential release of chemicals during an emergency. It is also responsible for evaluating the damages to school property in an emergency. This team will coordinate with the Incident Commander. The Fire Suppression and HazMat Leader is also responsible for gathering the Damage Assessment Report Form (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.

### **2.11.1 Assignments**

Fire Suppression and HazMat Team Leader: *Cheryl Files*

Alternate Team Leader: *Luis Garcia*

Fire Suppression and HazMat Team Member: *John Wagner*

Fire Suppression and HazMat Team Member: *Frank Johnson*

Fire Suppression and HazMat Team Member: *Tina Alvarado*

Fire Suppression and HazMat Team Member: *Brenda Stevenson*

### **2.11.2 Roles and Responsibilities**

#### **Fire Suppression and HazMat Team Leader**

The Fire Suppression and HazMat Team Leader is responsible for directing team activities and periodically interacting with the Incident Command to identify problems and report status. The Fire Suppression and HazMat Team Leader is also responsible for gathering the Damage Assessment Report Forms (Form F, Appendix A) from the Team Members and have them readily available to the Incident Commander.



## **Fire Suppression and HazMat Team Members**

The members of the Fire Suppression and HazMat Team are responsible for extinguishing small fires, evaluating the potential release of chemicals during an emergency, observing the campus, logging and reporting any damage by radio to the Command Post during an emergency. Team is only authorized to identify Hazardous Materials, report, and evacuate until Beale AFB Fire Department arrives. DO NOT ATTEMPT TO CLEAN UP OR STOP THE FLOW OF ANY HAZARDOUS MATERIALS. Copies of the Damage Assessment Report Form (Form F, Appendix A) will be submitted to the Team Leader. Specific duties of the members of the Fire Suppression and HazMat Team may include:

- Extinguishing small fires on campus.
- Identify potential release of chemicals.
- Identifying damaged areas on the Damage Assessment Report Form (Form F, Appendix A). Reporting will be supplemented by pictures if appropriate.
- Checking gas meter and, if gas is leaking, shutting down gas supply.
- Shutting down electricity only if building has clear structural damage or advised to do so by Command Post.
- Posting yellow caution tape around damaged or hazardous areas.
- Recommended study course IS 5.a from FEMA Independent Study Program (<http://training.fema.gov/IS/crslist.asp>)

### **2.11.3 Recommended Supplies and Equipment**

- Vest or position identifier
- Hand-held radio
- Master keys
- Clipboard with job duties
- Carry bucket or duffel bag with goggles, flashlight, dust masks, yellow caution tape, and utility shutoff tools
- Notebook containing site maps
- Damage Assessment Report Form (Form F, Appendix A)

#### **2.11.4 Team Assembly Location**

Inside: *Cafeteria*

Outside: *Staff Parking Lot*

Team Members will initially meet at the inside location. If the inside location is unavailable, Team Members will meet at the outside location.

## **2.12 DOCUMENTATION POSITION (OPTIONAL)**

The Document position is responsible for maintaining a log of all emergency developments and response actions, including financial expenditures, timekeeping, and other necessary documentation.

### **2.12.1 Assignments**

Documentation Staff Member: *April Jones*

Alternate Documentation Staff Member: *Erin Huizenga*

### **2.12.2 Roles and Responsibilities**

The Documentation Staff Member will maintain a log of the incident, noting all actions and reports, and filing them for reference. Specific duties may include:

- Periodically communicating with the Incident Commander for status updates.
- Documenting all communications with Beale AFB Emergency Operations Center (EOC) and outside agencies.
- Recording the number of students, staff and others on campus and updating it periodically.
- Reporting missing persons, and documenting site damage and first aid needs with the Incident Commander.
- Ensuring that accurate records are kept of all staff members, indicating hours worked.
- Supporting the Incident Commander in making any purchases and keeping track of the cost.
- Filing, maintaining and securing all emergency documentation.

### **2.12.3 Recommended Supplies and Equipment**

- Hand-held radios
- File boxes
- Paper, pens

#### **2.12.4 Assembly Location**

The Documentation Staff Member will report to the Command Post.

### **2.13 COMMUNICATIONS POSITION (OPTIONAL)**

The Communications position is responsible for the analysis of emergency information, identifying potential changes in emergency conditions, and maintaining the “status board.”

#### **2.13.1 Assignments**

Communications Staff Member: *Site Technology Facilitator – Christine O’Gorman*

Alternate Communications Staff Member: *Alicia Stokes*

#### **2.13.2 Roles and Responsibilities**

The Communications Staff Member will collect, organize and analyze situation information and provide periodic updates. Specific duties may include:

- Updating site maps as reports and other information are received.
- Preserving maps as legal document.
- Using area-wide map to record information on major incidents such as road closures, utility outages, etc.
- Developing situation reports for the Incident Command Team.

#### **2.13.3 Recommended Supplies and Equipment**

- Hand-held radios
- Paper, pens, dry-erase pens
- File box(es)
- Large site map of campus, laminated or covered with Plexiglas,
- Map of county or local area

#### **2.13.4 Assembly Location**

The Communications Staff Member will report to the Command Post.

## **2.14 SCHOOL STAFF**

California Government Code, Chapter 8, Section 3100 states: “...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law.” In accordance with these provisions, all staff members are considered “disaster service workers” during emergencies and must remain on site to carry out assigned responsibilities.

School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to a position in the following list, the teacher will first accompany the students to the Assembly Area, where they will be reassigned to another teacher. The teacher will then carry out assigned responsibilities.

## **2.15 California Department of Education**

The California Department of Education is responsible for providing guidance to school administrators in the areas of emergency preparedness and response.

## **2.16 PREPAREDNESS PROCEDURES**

### **2.16.1 Management**

1. The Principal will annually conduct an Emergency Hazard Assessment to evaluate unique site characteristics and conditions in the adjoining community that could cause an emergency incident. The Emergency Hazard Assessment Summary (Form A, Appendix A) should be used for this purpose.
2. The Principal will designate primary and secondary Command Post locations and ensure that these locations are identified in Section 2.0.
3. The Principal will ensure effective communication between the Command Post and Team Section Chiefs during an emergency. These procedures will be included in the Section 2.0.
4. The Principal will ensure that members of the Incident Command Team (Public Information Officer, Safety Coordinator, and Agency Liaison), and all other team leaders and members are aware of their responsibilities and assignments as defined in this section.
5. The Principal will ensure that emergency response actions are properly documented as they occur, and that appropriate procedures are included in this plan.

### **2.16.2 Planning/Intelligence**

1. The Principal will ensure that all team members receive proper training in the use of communication equipment.
2. The Principal will ensure all teams are provided with instructions for the use and maintenance of maps and “status boards” at the Command Post.

### **2.16.3 Operations**

1. The Principal will ensure that this plan includes procedures for the following:
  - Administering first aid;
  - Activating and performing search and rescue operations;
  - Ensuring site security;
  - Conducting damage assessments;

- Evacuation;
  - Student release operations.
2. The Principal will ensure appropriate training is provided for the following teams:
    - First Aid/Medical Team;
    - Psychological First Aid Team;
    - Fire Suppression and HazMat Team;
    - Search and Rescue Teams;
    - Assembly Area Team.
  3. The Principal will ensure that routine drills referenced in Section 6.7 are conducted at the school to rehearse emergency response operations.
    - Drills will be conducted at elementary schools at least once per month.
    - Drills will be conducted at secondary schools at least twice per year.

#### **2.16.4 Logistics**

1. The Principal will ensure this plan includes appropriate procedures for coordinating and assembling personnel and volunteers in the event of an emergency.
2. The Principal will ensure that adequate emergency supplies are maintained and readily available for emergency use. *Please refer to Section 2.0 for a list of supplies for each emergency team and Section 6.6 for the schools' emergency supplies.*

#### **2.16.5 Finance/Administration**

The Principal will assure the following:

1. Purchase of all required emergency preparedness and response equipment and supplies;
2. Tracking of emergency expenditures, and recovery of records damaged or lost in an emergency.

### **3.0 INITIAL RESPONSE TO EMERGENCIES**

When an emergency situation occurs, school personnel must quickly determine what initial response actions are required. Determining the appropriate actions to take is a three-step process: 1) identify the type of emergency; 2) identify the level of emergency; and 3) determine immediate action(s) that may be required. Each of these steps is discussed in the following sections. Procedures for specific response actions are provided in Sections 4.0 and 5.0.

#### **3.1 IDENTIFY TYPE OF EMERGENCY**

The first step in responding to an emergency is to determine the *type* of emergency that has occurred. Emergency procedures for the 18 different types of emergencies listed below are provided in Section 5.0.

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

#### **3.2 IDENTIFY LEVEL OF EMERGENCY**

The second step in responding to an emergency is to determine the *level* of the emergency. For schools, emergency situations can range from a small fire to a major earthquake. To assist schools in classifying emergency situations, a three-tiered rating system is described below.



Level 1 Emergency: A *minor* emergency that is handled by school personnel without assistance from outside agencies, e.g., a temporary power outage, a minor earthquake, or a minor injury in the play yard.

Level 2 Emergency: A *moderate* emergency that requires assistance from outside agencies, such as a fire or a moderate earthquake, or a suspected act of terrorism involving the dispersion of a potentially hazardous material, e.g., “unknown white powder”.

Level 3 Emergency: A *major* emergency event that requires assistance from outside agencies such as a major earthquake, civil disturbance or a large-scale act of terrorism. For Level 3 emergencies, it is important to remember that the response time of outside agencies may be seriously delayed.

### **3.3 DETERMINE IMMEDIATE RESPONSE ACTIONS**

Once the type and extent of an emergency have been identified, school personnel can determine if an *immediate response action* is required. The most common immediate response actions initiated during school emergencies are:

- Duck and Cover
- Shelter-In-Place
- Lock Down
- Evacuate Building
- Off-Site Evacuation
- All Clear

Procedures for each of these are included in Section 4.0.

## **4.0 IMMEDIATE RESPONSE ACTIONS**

### **4.1 DUCK AND COVER**

This action is taken to protect students and staff from flying or falling debris.

#### **Description of Action**

1. The Principal will notify all staff via telephone and 2 way radio. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
2. If inside, teachers will instruct students to duck under their desks and cover their heads with their arms and hands.
3. If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands.
4. Teachers and students should move away from windows.

### **4.2 SHELTER-IN-PLACE**

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

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building. However, classes in bungalows and buildings with exterior passageways will have to remain in the classroom.

#### **Description of Action**

1. The Principal will notify all staff via telephone and 2 way radio. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. If inside, teachers will keep students in the classroom until further instructions are given.
3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.
4. Teachers are responsible to secure individual classrooms whereas the Security/Utilities Team will assist in completing the procedures as needed: shut down the classroom/building(s) HVAC system; turn off local fans in the area; close and lock doors and windows; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.

#### **4.3 LOCK DOWN**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all time. The Evacuate and Counter measures have also been reviewed with staff.

The difference between Shelter-in-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

##### **Description of Action**

1. The Principal will notify all staff via telephone and 2 way radio. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
2. If inside, teachers will instruct students to lie on the floor, lock the doors, and close any shades or blinds if it appears safe to do so. Evacuate and Counter have been reviewed with staff and practiced during drills.

3. If outside, students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., auditorium, library, cafeteria, gymnasium).
4. Teachers and students will remain in the classroom or secured area until further instructions are given by the Principal or law enforcement.
5. The front entrance is to be locked and no visitors other than appropriate law enforcement or emergency personnel, have to be allowed on campus.

#### **4.4 EVACUATE BUILDING**

This action is taken after the decision is made that it is unsafe to remain in the building.

##### **Description of Action**

1. The Principal will notify all staff via telephone and 2 way radio. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.
2. The Principal will initiate a fire alarm.
3. Teachers will instruct students to evacuate the building, using designated routes, and assemble in their assigned *Assembly Area*.
4. Teachers will take the student roster when leaving the building and take attendance once the class is assembled in a safe location.
5. Once assembled, teachers and students will stay in place until further instructions are given.

#### **4.5 OFF-SITE EVACUATION**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

##### **Description of Action**

1. The Principal will notify all staff via telephone and 2 way radio. The Principal should be calm, convey reassuring comments that the situation is under control and give clear directions.

2. The Principal will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location. The off-site assembly areas are indicated on the Vicinity Map in Appendix C.
3. Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
4. Once assembled off-site, teachers and students will stay in place until further instructions are given.
5. In the event clearance is received from appropriate agencies, the Principal may authorize students and staff to return to the classrooms.

#### **4.6 ALL CLEAR**

This action is taken to notify teachers that normal school operations can resume.

##### **Description of Action**

1. The Principal will notify staff via telephone and 2 way radio.
2. This action signifies the emergency is over.
3. If appropriate, teachers should immediately begin discussions and activities to address students' fears, anxieties, and other concerns.

## **5.0 EMERGENCY PROCEDURES**

This section describes the specific procedures school staff will follow during the eighteen emergencies listed below:

- Aircraft Crash
- Animal Disturbance
- Armed Assault on Campus
- Biological or Chemical Release
- Bomb Threat
- Bus Disaster
- Disorderly Conduct
- Earthquake
- Explosion/Risk of Explosion
- Fire in Surrounding Area
- Fire On School Grounds
- Flooding
- Loss or Failure of Utilities
- Motor Vehicle Crash
- Psychological Trauma
- Suspected Contamination of Food or Water
- Threat of Violence
- Unlawful Demonstration/Walkout

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications as necessary to assure the health and safety of all personnel during an emergency.

In the following procedures, the Principal or designee will be referred to as “School Administrator”.

## **5.1 AIRCRAFT CRASH**

This procedure addresses situations involving an **Aircraft Crash** on or in proximity to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building or area) and nature of emergency.
5. The First Aid/Medical Team will check injuries to provide appropriate first aid.
6. Any affected areas will not be reopened until the Beale AFB HazMat or appropriate agency provides clearance and the School Administrator issues authorization to do so.
7. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery as appropriate.
8. If it is unsafe to remain on campus, the School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.2 ANIMAL DISTURBANCE**

This procedure should be implemented when the presence of a dog, coyote, mountain lion or any other wild animal threatens the safety of students and staff.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include LOCK DOWN or EVACUATE BUILDING as described in Section 4.0.
2. Upon discovery of an animal, staff members will attempt to isolate the animal from students, if it is safe to do so. If the animal is outside, students will be kept inside. If the animal is inside, students will remain outside in an area away from the animal. It is suggested closing doors or locking gates as means to isolate the animal.
3. If additional outside assistance is needed, the School Administrator will call “911 and provide the location of the animal and nature of emergency.
4. If a staff member or student is injured, the School Nurse, the parent, and Student Medical Services will be notified.
5. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.



### **5.3 ARMED ASSAULT ON CAMPUS**

An **Armed Assault on Campus** involves one or more individuals who attempt to take hostages or cause physical harm to students and staff. Such an incident may involve individuals who possess a gun, a knife or other harmful device.

#### **Procedure**

1. Upon first indication of an armed assault, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate the appropriate Immediate Response Action(s), which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
3. The School Administrator will call “911” and provide the exact location and nature of the incident. The School Administrator should designate a person to remain online with Police if safe to do so.
4. Staff should take steps to calm and control students, and if safe to do so, attempt to maintain separation between students and the perpetrator.
5. Staff should maintain order in all areas of assembly or shelter, and should await the arrival of law enforcement.
6. After the perpetrator(s) has been neutralized, the School Administrator will conduct a headcount of students and staff, and will notify law enforcement of any missing persons.
7. The First Aid/Medical Team will work with local authorities to ensure injured students and staff receive medical attention.
8. The Security/Utilities Team will control all points of entry to the school.
9. The School Administrator will prepare a verified list of casualties, and the locations to which they were transported. The School Administrator will confer with the Psychological First Aid Team to ensure the notification of parents and family members.
10. The School Administrator will debrief staff.

#### **5.4 BIOLOGICAL OR CHEMICAL RELEASE**

A **Biological or Chemical Release** is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Such incidents may also include the release of radioactive materials. Common chemical threats within or adjacent to schools include the discharge of acid in a school laboratory, an overturned truck of hazardous materials in proximity of the school, or an explosion at a nearby oil refinery or other chemical plant.

The following indicators may suggest the release of a biological or chemical substance: Multiple victims suffering from watery eyes, twitching, choking or loss of coordination, or having trouble breathing. Other indicators may include the presence of distressed animals or dead birds.

This procedure deals with three possible scenarios involving the release of biological or chemical substances: Scenario 1 - Substance released inside a room or a building; Scenario 2 - Substance released outdoors and localized; and Scenario 3 - Substance released in surrounding community. It is necessary to first determine which scenario applies and then implement the appropriate response procedures listed below.

## **Procedure**

### **SCENARIO 1: SUBSTANCE RELEASED INSIDE A ROOM OR BUILDING**

1. The School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff will use designated routes or other alternative safe routes to an assigned Assembly Area, located upwind of the affected room or building.
2. The School Administrator will call “911”, and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. The School Administrator will notify the Local District Superintendent of the situation.
4. The School Administrator will instruct the Security/Utilities Team to isolate and restrict access to potentially contaminated areas until Beale AFB Security Forces or Fire Department arrive.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors, and shut down the building’s air handling system.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The School Administrator will complete the Biological and Chemical Release Response Checklist (Form B, Appendix A).
9. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
10. Any affected areas will not be reopened until the Beale AFB HazMat or appropriate agency provides clearance and the School Administrator gives authorization to do so.

## **SCENARIO 2: SUBSTANCE RELEASED OUTDOORS AND LOCALIZED**

1. The School Administrator will immediately direct staff to remove students from the affected areas to an area upwind from the release. The School Administrator will, if necessary, initiate the EVACUATE BUILDING action as described in Section 4.0.
2. The Security/Utilities Team will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
3. The School Administrator will call “911”, and will provide the exact location and nature of emergency.
4. The School Administrator will notify the Local District Superintendent of the situation.
5. The Security/Utilities Team will turn off local fans in the area of the release, close the windows and doors and shut down the air handling systems of affected buildings.
6. Persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated “topically” by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid/Medical Team should assess the need for medical attention.
7. The Assembly Area Team will prepare a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The Assembly Area Team will provide the list to the School Administrator and the emergency response personnel.
8. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
9. Any affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator gives authorization to do so.

### **SCENARIO 3: SUBSTANCE RELEASED IN SURROUNDING COMMUNITY**

1. If the School Administrator or local authorities determine a potentially toxic substance has been released to the atmosphere, the School Administrator will initiate SHELTER-IN-PLACE as described in Section 4.0.
2. Upon receiving the SHELTER-IN-PLACE notification, the Security/Utilities Team will turn off local fans in the area; close and lock doors and windows; shut down all buildings' air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
3. Staff and students located outdoors will be directed to proceed immediately to nearby classrooms or buildings (e.g., auditorium, library, cafeteria, gymnasium). Teachers should communicate their locations to the School Administrator, using the PA system or other means without leaving the building.
4. The School Administrator will call "911", and will provide the exact location and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The School Administrator will turn on a radio or television station to monitor information concerning the incident.
7. The school will remain in a SHELTER-IN-PLACE condition until appropriate agency provides clearance, or staff is otherwise notified by the School Administrator.

## 5.5 BOMB THREAT

Response to a **Bomb Threat** is initiated upon the discovery of a suspicious package on campus grounds or receipt of a threatening phone call that may present a risk of an explosion.

### Procedure

1. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call “911” – telling the operator, **“This is [state name] from [state school]. We are receiving a bomb threat on another line. The number of that line is [state phone number].”**
2. The person answering the threat call should ask the following questions, record the answers and then immediately notify the School Administrator:
  - When is the bomb going to explode?
  - Where is it?
  - What will cause it to explode?
  - What kind of bomb is it?
  - Who are you?
  - Why are you doing this?
  - What can we do for you to avoid the bomb from exploding?
  - How can you be contacted?
3. Upon arrival, Beale AFB Explosive Ordinance Disposal will search for suspicious packages, boxes or foreign objects. All cell phones, beepers and hand-held radios should be turned off since many modern day explosive devices can be triggered by radio frequencies.
4. No attempt should be made to investigate or examine the object.
5. After the search, the School Administrator will determine the appropriate Immediate Response Action(s) to announce, which may include DUCK AND COVER, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
6. When a suspicious object or bomb is found, the School Administrator shall issue the EVACUATE BUILDING action. Staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
7. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.

8. The School Administrator will notify “911”, and will provide the exact location (e.g., building, room, area) of the potential bomb, if known.
9. The School Administrator will notify the Local District Superintendent of the situation.
10. The Psychological First Aid Team will convene onsite and begin the process of counseling and recovery.
11. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The School Administrator will give the ALL CLEAR signal as described in Section 4.0 when appropriate.
12. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.
13. After the incident is over, the School Administrator will complete the Bomb Threat Report (Form C, Appendix A).

## **5.6 BUS DISASTER**

These procedures are for use by bus drivers and school administrators in the event of an earthquake, serious bus accident, or other emergency that occurs while students are on a field trip or being transported to or from school. If there are no students on the bus, drivers should report to Bus Dispatch at (530) 682-9627 or the nearest school.

This section addresses three possible scenarios involving a bus disaster: Scenario 1 - Earthquake; Scenario 2 - Flood; and Scenario 3 - Serious Accident or Bus Fire. Bus drivers should first determine which scenario applies and then implement the appropriate response procedures. A copy of these procedures shall be kept in the emergency packet of each school bus. It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

### **Procedure**

#### **SCENARIO 1: EARTHQUAKE**

1. The driver should issue DUCK AND COVER action as described in Section 4.0.
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. Contact the School Administrator to report location and condition of students and the bus.
6. If the bus is disabled, stay in place until help arrives.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. If instructed to continue route, the driver should:
  - If en route to school, continue to pick up students.
  - If dropping students off, continue to do so provided there is a responsible adult at the bus stop. If there is no responsible adult at the bus stop, return back to school grounds.



9. If it is impossible to return to school, proceed back to the bus shop indicated on the bus route map. Upon arriving at the bus shop, notify the School Administrator. Remain with the children until further instructions are received from the School Administrator.
10. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
11. The driver will account for all students and staff throughout the emergency.

## **SCENARIO 2: FLOOD**

1. DO NOT drive through flooded streets and/or roads.
2. Take an alternate route or wait for public safety personnel to determine safety.
3. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.
4. If the bus is disabled, stay in place until help arrives.
5. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
6. In all instances, do not attempt to cross damaged bridges or overpasses.
7. The driver will account for all students and staff throughout the emergency.

### **SCENARIO 3: SERIOUS ACCIDENT OR BUS FIRE**

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Move away from bus due to possibility of explosion
5. Check for injuries and provide appropriate first aid.
6. Call “911” and provide exact location of the bus and wait for arrival of emergency responders.
6. Contact the School Administrator and Bus Dispatch at (530) 682-9627 to report location and condition of students.
7. The School Administrator will determine what additional appropriate notification(s) should be made and will brief the office of the Local District Superintendent.
8. Stay within general area until help arrives
9. The driver will account for all students and staff throughout the emergency.

## **5.7 DISORDERLY CONDUCT**

**Disorderly Conduct** may involve a student or staff member exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to Section 5.3, Armed Assault on Campus.

### **Procedure**

1. Upon witnessing a Disorderly Conduct, staff should take steps to calm and control the situation and attempt to isolate the perpetrator from other students and staff, if it is safe to do so.
2. Staff will immediately notify the School Administrator.
3. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, LOCK DOWN, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
4. The School Administrator will call Security Forces (911), and provide the exact location and nature of the incident.
5. If an immediate threat is not clearly evident, the School Administrator or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations.
6. If the perpetrator is a student, an attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)
7. The School Administrator will notify the Local District Superintendent of the situation.

## 5.8 EARTHQUAKE

**Earthquakes** generally occur without warning and may cause minor to serious ground shaking, damage to buildings, and injuries. It is important to note that even a mild tremor can create a potentially hazardous situation and the following procedures should be implemented in response to all earthquakes regardless of magnitude.

### Procedure

*Note: Keep calm and remain where you are. Assess the situation, and then act. Remember, most injuries or deaths are the direct cause of falling or flying debris.*

1. Upon the first indication of an earthquake, teachers should direct students to DUCK AND COVER as described in Section 4.0.
2. Move away from windows and overhead hazards to avoid glass and falling objects.
3. When the shaking stops, the School Administrator will initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will direct the Security/Utilities Team to post guards a safe distance away from building entrances to prevent access.
6. The Security/Utilities Team will notify school personnel of fallen electrical wires and instruct them to avoid touching the fallen wires.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. The School Administrator will direct the Security/Utilities Team to notify Civil Engineer Customer Service of damages.
9. If the area appears safe, the Search and Rescue Team or Beale AFB Fire Department will make an initial inspection of school buildings to identify any injured or trapped students or staff.
10. The School Administrator will contact the Local District Superintendent to determine additional actions that may be necessary. In turn, the actions will be communicated to the District's Office of Communications.

11. The School Administrator will contact the Civil Engineer Customer Service if necessary to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
12. Any affected areas will not be reopened until CE Customer Service provides clearance and the School Administrator gives authorization to do so.
13. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0, if warranted by changes in conditions at the school.

***In the event an earthquake occurs during non- school hours:***

1. The CE Customer Service and School Administrator will assess damages to determine any necessary corrective actions. The School Administrator may direct the Fire Suppression and HazMat Team to participate in the assessment.
2. The School Administrator should confer with the Local District Superintendent on identified damages to determine if the school should be closed.
3. If the school must be closed, the School Administrator will activate Parent Alert System and School Personnel Alert System as referenced in Section 5.0.

## 5.9 EXPLOSION/RISK OF EXPLOSION

This section addresses four possible scenarios involving an **Explosion/Risk of Explosion**: Scenario 1 - Explosion on school property; Scenario 2 – Risk of explosion on school property; Scenario 3 - Explosion or risk of explosion in a surrounding area, and Scenario 4 – Nuclear blast or explosion involving radioactive materials. *[A nuclear blast is characterized by a sequence of intense light and heat, air pressure wave, expanding fireball, and subsequent radioactive fallout.]* It is necessary to first determine which scenario applies and then implement the appropriate response procedures. For “Bomb Threats”, refer to Section 5.5.

### Procedure

#### SCENARIO 1: EXPLOSION ON SCHOOL PROPERTY

1. In the event of an explosion, all persons should initiate DUCK AND COVER as described in Section 4.0.
2. The School Administrator will consider the possibility of another imminent explosion and take appropriate action.
3. After the explosion, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0. Evacuation may be warranted in some buildings and other buildings may be used as shelter.
4. In the event of an evacuation, staff and students will use prescribed routes or other safe routes and proceed to the Assembly Area.
5. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
6. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
7. The First Aid/Medical Team will check for injuries and provide appropriate first aid.
8. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.

9. The Security/Utilities Team Leader will CE Customer Service of any damages to water lines, sewers, power lines and other utilities.
10. The School Administrator will notify the Local District Superintendent of the situation.
11. The Security/Utilities Team Leader will post guards a safe distance away from the building entrance to prevent persons entering the school buildings.
12. When it is determined safe to enter affected areas, the Beale AFB Fire Department will conduct search and rescue activities.
13. The School Administrator will contact the Local District Facilities Director to ensure buildings are safe for reoccupancy. When safe to do so, the Fire Suppression and HazMat Team will conduct an inspection of school buildings. The Fire Suppression and HazMat Team will maintain a log of their findings, by building, and provide a periodic report to the Incident Commander.
14. Any areas affected by the explosion will not be reopened until appropriate agency provides clearance and the School Administrator gives authorization to do so.
15. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions



## **SCENARIO 2: RISK OF EXPLOSION ON SCHOOL PROPERTY**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues EVACUATE BUILDING action, staff and students will evacuate the building using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) and nature of emergency.
5. Staff should attempt to suppress only small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
6. The Security/Utilities Team Leader will notify CE Customer Service of any damages to water lines, sewers, power lines and other utilities.
7. The School Administrator will notify the Local District Superintendent of the situation.
8. All affected areas will not be reopened until the appropriate agency provides clearance and the School Administrator issues authorization to do so.
9. In the event of an explosion on campus, refer to procedures listed under Scenario 1 above.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

**SCENARIO 3: EXPLOSION OR RISK OF EXPLOSION IN SURROUNDING AREA**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the exact location (e.g., building, area) and nature of emergency.
3. The School Administrator will take further actions as needed.
4. The school will remain in a SHELTER-IN-PLACE condition until the appropriate agency provides clearance and the School Administrator issues further instructions.

#### **SCENARIO 4: NUCLEAR BLAST OR EXPLOSION INVOLVING RADIOACTIVE MATERIALS**

1. The School Administrator will initiate the SHELTER-IN-PLACE response action as described in Section 4.0.
2. When sheltering, personnel should try to establish adequate barriers or shielding (e.g. concrete walls, metal doors) between themselves and the source of the blast or explosion, and should avoid sheltering near exterior windows and walls.
3. The School Administrator will notify “911” and provide details on the area and personnel affected at the school.
4. After the initial blast, remove students from rooms with broken windows, extinguish small fires, and provide first aid.
5. The Security/Utilities team will turn off the school’s main gas supply (refer to the Site Plot Plan in Appendix C for gas supply shut off valve), local fans in the area; close doors and windows; shut down all buildings’ air handling systems; seal gaps under doors and windows with wet towels or duct tape; seal vents with aluminum foil or plastic wrap, if available; and turn off sources of ignition, such as pilot lights.
6. The School Administrator will monitor radio or television announcements and initiate further actions as appropriate.
7. The school will remain in a SHELTER-IN-PLACE condition until Beale AFB provides clearance and the School Administrator issues further instructions.

## **5.10 FIRE IN SURROUNDING AREA**

This procedure addresses the situation where a fire is discovered in an area adjoining the school. The initiated response actions should take into consideration the location and size of the fire, its proximity to the school and the likelihood that the fire may affect the school.

### **Procedure**

1. The School Administrator will initiate the appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, , EVACUATE BUILDING or OFF-SITE EVACUATION as described in Section 4.0.
2. The School Administrator will notify “911” and will provide the location and nature of emergency.
3. The School Administrator will instruct the Security/Utilities Team to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Agency Liaison will contact the Beale AFB fire department and will work with the fire department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If the School Administrator issues the EVACUATE BUILDING action, staff and student will evacuate the affected building(s) using prescribed routes or other safe routes to the Assembly Area.
6. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
7. As appropriate, the School Administrator will activate Parent Alert System.
8. The School Administrator will notify the Local District Superintendent of the emergency situation.
9. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
10. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

## **5.11 FIRE ON SCHOOL GROUNDS**

This procedure addresses situations where a fire is discovered on school grounds. A quick response to this situation is very important to prevent injuries and further property damage.

### **Procedure**

1. Upon discovery of a fire, Teachers or staff will direct all occupants out of the building, signal the fire alarm, and report the fire to the School Administrator.
2. The School Administrator will immediately initiate the EVACUATE BUILDING action as described in Section 4.0. Staff and students will evacuate buildings using the prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, room, area) of the fire.
5. The Fire Suppression and HazMat Team will suppress only small fires and initiate rescue procedures until the local fire department arrives.
6. The Security/Utilities Team will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles until Beale AFB Fire Department or Security Forces arrive.
7. The Agency Liaison will direct the fire department to the fire and brief fire department official on the situation.
8. The School Administrator will notify CE Customer Service of damage to utilities.
9. The School Administrator will notify the Local District Superintendent of the fire.
10. If needed, the School Administrator will notify Bus Dispatch to request busses for staff and student evacuation.
11. Any affected areas will not be reopened until Beale AFB Fire Department provides clearance and the School Administrator issues authorization to do so.
12. For fires during non-school hours, the School Administrator and the Local District Superintendent will determine if the school will open the following day.
13. All fires, regardless of their size, which are extinguished by school personnel, require a call to the Fire Department to indicate “fire is out.”

## **5.12 FLOODING**

This procedure applies whenever storm water or other sources of water inundate or threaten to inundate school grounds or buildings. Flooding may occur as a result of prolonged periods of rainfall, where the school would have sufficient time to prepare. Alternatively, flooding may occur without warning, as a result of damage to water distribution systems, or a failure of a nearby man-made dam.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION, as described in Section 4.0.
2. The School Administrator will notify “911” and will describe the nature and extent of the flooding.
3. If the School Administrator issues the EVACUATE BUILDING or OFF-SITE EVACUATION action, staff and students will evacuate affected buildings using prescribed routes or other safe routes to the Assembly Area.
4. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
5. The School Administrator will notify the Local District Superintendent of the emergency situation.
6. As appropriate, the School Administrator will activate Parent Alert System as referenced in Section 6.0.
7. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions

### **5.13 LOSS OR FAILURE OF UTILITIES**

This procedure addresses situations involving a loss of water, power or other utility on school grounds. This procedure should also be used in the event of the discovery of a gas leak, an exposed electrical line, or a break in sewer lines.

#### **Procedure**

1. If water or an electrical line is broken, an effort should be made to turn off water or power to the affected area and to notify the School Administrator immediately.
2. Upon notice of loss of utilities, the School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE, or EVACUATE BUILDING, as described in Section 4.0.
3. The School Administrator will notify CE Customer Service and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the School Administrator.
4. The School Administrator will notify the Local District Superintendent of the loss of utility service.
5. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
6. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Section 5.9 Explosion/Risk of Explosion.
7. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

**A. Plan for a Loss of Water:**

Toilets: ***5 gallon buckets with shower curtains in each classroom.***

Food Service: ***No stored food / Limited food in cafeteria***

**B. Plan for a Loss of Electricity:**

Emergency Light: ***Flashlight in each classroom.***

**C. Plan for a loss of Communication**

Telephone Service:

***Administrator carries cellular phone. All bus drivers and maintenance personnel have Nextel service with direct connect capabilities. 7 Motorola Radios with chargers.***



## **5.14 MOTOR VEHICLE CRASH**

This procedure addresses situations involving a **Motor Vehicle Crash** on or immediately adjacent to school property. If a crash results in a fuel or chemical spill on school property, refer to Section 5.4, Biological or Chemical Release. If a crash results in a utility interruption, refer to Section 5.13, Loss or Failure of Utilities.

### **Procedure**

1. The School Administrator will initiate appropriate Immediate Response Actions, which may include DUCK AND COVER, SHELTER-IN-PLACE, EVACUATE BUILDING, or OFF-SITE EVACUATION as described in Section 4.0.
2. If the School Administrator issues the EVACUATE BUILDING action, staff and students will evacuate the buildings using prescribed routes or other safe routes to the Assembly Area.
3. In the event of an evacuation, Teachers will bring their student roster and take attendance at the Assembly Area to account for students. Teachers will notify the Assembly Area Team of missing students.
4. The School Administrator will call “911” and will provide the exact location (e.g., building, area) and nature of emergency.
5. The School Administrator will notify the Local District Superintendent of the situation.
6. The Security/Utilities Team will secure the crash area to prevent unauthorized access. If the crash results in a fuel or chemical spill, refer to Section 5.4. If the crash results in a utility interruption, refer to Section 5.13.
7. The First Aid/Medical Team will check for injuries to provide appropriate first aid.
8. Any affected areas will not be reopened until the Beale AFB Fire Department provides clearance and the School Administrator issues authorization to do so.
9. The School Administrator will initiate an OFF-SITE EVACUATION, as described in Section 4.0 if warranted by changes in conditions.

### **5.15 PSYCHOLOGICAL TRAUMA**

Crisis management refers to actions during and after any emergency that may have a psychological impact on students and staff, such as an act of violence; the death of a student or staff member; an earthquake or other natural disaster; a serious environmental problem; or ethnic and racial tensions. Emergencies like those described above usually produce one or more of the following conditions:

- Temporary disruption of regular school functions and routines.
- Significant interference with the ability of students and staff to focus on learning.
- Physical and/or psychological injury to students and staff.
- Concentrated attention from the community and news media.

As a result of such emergencies, students and staff may exhibit a variety of psychological reactions. As soon as the physical safety of those involved has been insured, attention must turn to meeting the emotional and psychological needs of students and staff.

#### **Procedure**

1. The School Administrator will establish Psychological First Aid Team, which has primary responsibility for providing necessary assistance after all types of crises.
2. The Psychological First Aid Team will assess the range of crisis intervention services needed during and following an emergency.
3. The Psychological First Aid Team will provide direct intervention services.
4. If there is a need for additional assistance, the School Administrator will notify the Local District Superintendent.
5. The Psychological First Aid Team will advise and assist the School Administrator to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, the Psychological First Aid Team members will limit exposure to scenes of trauma, injury and death.
7. The Psychological First Aid Team will provide ongoing assessment of needs and follow-ups services as required.

## **5.16 SUSPECTED CONTAMINATION OF FOOD OR WATER**

This procedure should be followed if site personnel report suspected contamination of food or water. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies, or if notified of possible food/water contamination by central District staff or local agencies. Indicators of contamination may include unusual odor, color, taste, or multiple employees with unexplained nausea, vomiting, or other illnesses.

### **Procedure**

1. The School Administrator will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
2. The School Administrator will notify “911”, County Department of Health Services 530-749-6366 Local District Office, and the Office of Environmental Health and Safety 530-633-2785 if any contaminated food or water has been ingested.
3. The School Administrator will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
4. The First Aid/Medical Team will assess the need for medical attention and provide first aid as appropriate.
5. The School Administrator will maintain a log of affected students and staff and their symptoms, the food/water suspected to be contaminated, the quantity and character of products consumed, and other pertinent information.
6. School Administrator will call Beale AFB Fire Department which will conduct an onsite review to determine necessary follow-up actions including the need to notify other potentially affected District facilities.
7. The School Administrator will confer with the County Department of Health Services before the resumption of normal operations.
8. If tampering is evident, notify Beale AFB Security Forces.
9. The School Administrator will notify parents of the incident, as appropriate.

### **5.17 THREAT OF VIOLENCE**

This procedure should be followed if site personnel receive a threat that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The School Administrator should ensure all threats are properly assessed in accordance with current school district policy.

#### **Procedure**

1. The School Administrator will identify the type of threat and attempt to determine the individual(s) making the threat.
2. The School Threat Assessment Team will conduct the threat assessment in accordance with Bulletin N-18. Beale AFB Security Forces should be a part of this team.
3. Consistent with current school district policy , the School Threat Assessment Team will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:

Category 1 – High violence potential; qualifies for arrest or hospitalization.

Category 2 –High violence potential; does not qualify for arrest or hospitalization.

Category 3 –Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.

Category 4 –Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.

Category 5 –Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.

4. In categorizing the risk, the School Threat Assessment Team will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
5. The School Threat Assessment Team will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
6. The School Threat Assessment Team will recommend appropriate action to the School Administrator.

7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

### **5.18 UNLAWFUL DEMONSTRATION/WALKOUT**

An **Unlawful Demonstration/Walkout** is any unauthorized assemblage on or off campus by staff or students for the purpose of protest or demonstration.

#### **Procedure**

1. Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the School Administrator.
2. The School Administrator will initiate appropriate Immediate Response Actions, which may include SHELTER-IN-PLACE as described in Section 4.0.
3. The School Administrator will notify 911, the Local District Office to request assistance and will provide the exact location and nature of emergency.
4. The Request Gate Team will immediately proceed to the Main Gate to control student ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for students leaving or attempting to re-enter the campus.
5. If students leave the campus, the Request Gate Team, in consultation with the School Administrator, will designate appropriate staff members to accompany them. These staff members will attempt to guide and control the actions of students while offsite.
6. Students not participating in the demonstration or walkout should be kept within their classrooms until further notice by the School Administrator. Teachers will close and lock classroom doors. Students and staff should be protected from flying glass in the event windows are broken, by closing drapes and venetian blinds in rooms so equipped.
7. The Documentation staff member should keep accurate record of events, conversations and actions.
8. The School Administrator should proceed in good judgment on basis of police or other legal advice, in taking action to control and resolve the situation.
9. The School Administrator will notify parents of the incident, as appropriate.

## **6.0 OTHER EMERGENCY INFORMATION**

The School Administrator must have access to appropriate information, and a method of communication with parents, school personnel and outside agencies. To facilitate this communication, the following information is provided for use in an emergency.

District Bulletins Dealing with Emergencies

Alert System 1 (Parent)

Alert System 2 (School Personnel)

Site Plot Plan and Aerial Vicinity Map, Street Map

Emergency Phone Numbers

Emergency Drills

### 6.1 DISTRICT BULLETINS DEALING WITH EMERGENCIES

The Bulletins listed in Table 6-1 deal with school emergencies. These bulletins have been included with the relevant emergency procedures in Section 5.0.

**TABLE 6-1: DISTRICT BULLETINS**

No.	Subject	Date	Emergency Procedure	Sect.
	Possible Food Borne Illness or Contamination		Suspected Contamination of Food or Water	5.16
	Responsibilities of Cafeteria Employees During Periods of Emergency		Loss or Failure of Utilities	5.13
	Organizing for Crisis Intervention and Assessing and Managing Threats		Psychological Trauma	5.15
	Organizing for Crisis Intervention and Assessing and Managing Threats		Threat of Violence	5.17
	Emergency Drills and Procedures		Emergency Drills	6.7
	School Procedures During Heavy Rains or Flood Conditions		Flooding	5.12
	Procedures and Plan of Action for Handling Disturbances, Disorders, or Demonstrations on or Adjacent to School Sites		Unlawful Demonstration / Walkout	5.18
	Landing of Aircraft on School Sites		Aircraft Crash	5.1
	Bomb Threats		Bomb Threat	5.5
	Bioterrorism Preparedness Response: Health Perspective		Biological or Chemical Release	5.4

### 6.2 ALERT SYSTEM 1 (PARENT)

Parent contact information is maintained in the main office and managed by Office Staff

### 6.3 ALERT SYSTEM 2 (SCHOOL PERSONNEL)

A current listing of school personnel contact numbers is provided in Appendix B.

*[Note: Attach listing of school personnel telephone numbers in Appendix B]*



#### **6.4 SITE PLOT PLAN AND VICINITY MAP**

A Site Plot Plan and Vicinity map are provided in Appendix C. The Site Plot Plan includes the locations of emergency supplies, fire extinguishers, utilities shutoff valves, on-site primary and backup assembly areas and associated evacuation routes. The Vicinity Map indicates the off-site primary and backup assembly areas and the designated evacuation routes to these locations.

#### **6.5 EMERGENCY PHONE NUMBERS**

A listing of external emergency phone numbers is provided in Table 6-2 below.

**TABLE 6-2: EMERGENCY PHONE NUMBERS**

<b>School Name</b>	<i>Lone Tree Elementary</i>		
<b>School Address</b>	<i>123 Beale AFB</i>		
	<i>Beale AFB, CA 95903</i>		
<b>School Phone</b>	<i>(530) 788-0248</i>	<b>Location Code</b>	<i>58727516056816</i>
<b>District</b>			
Principal	<i>Jodie Jacklett</i>		<i>(530) 682-8268</i>
Assistant Principal			
Site Maintenance	<i>Gary Hawk</i>		<i>(530) 682-5903</i>
Local District Superintendent			
School Nurse	<i>Health Aide – Amanda Wilcox</i>		<i>(208) 223-0875</i>
Bus Dispatch	<i>Kathy Ellison</i>		<i>(530) 633-3134</i>
			<i>(530) 682-9634</i>
<b>NON-DISTRICT</b>			
Fire And Medical Emergencies (Beale AFB)			<b>911</b>
Air Quality Management District			<i>(530) 634-7659</i>
California Highway Patrol			<b>911</b>
County Department of Health Services			<i>(530) 749-6366</i>
Gas Company	<i>N/A – No Gas on site</i>		<i>NA</i>
Electric Company	<i>Beale AFB</i>		<i>(530) 634-2604</i>
Local Fire Station	<i>Beale AFB</i>	<b>911</b>	<i>(530) 634-8677</i>
Local Hospital	<i>Rideout Hospital, Marysville</i>		<i>(530) 749-4300</i>
Local Police	<i>Beale AFB</i>	<b>911</b>	<i>(530) 634-2131</i>
Sewer Authority	<i>Beale AFB</i>		<i>(530) 634-2604</i>
Water Company	<i>Beale AFB</i>		<i>(530) 634-2604</i>





## **6.7 Emergency Drills**

In order to be adequately prepared, the following drills should be executed and documented in the Emergency Drill Record (Form G, Appendix A). There are three emergency drills school personnel should be prepared to implement: Drill 1 - Fire; Drill 2 - Shelter-in-Place Alert; and Drill 3 – Earthquake.

### **6.7.1 DRILL 1: FIRE**

**Signal:** Continuing short bells for 10 seconds pause for 5 seconds; sequence repeats for a minimum of 1 minute. Drill is announced with overhead system and/or Catapult EMS.

#### **Procedure:**

##### **Teachers**

1. Please refer to the evacuation map in your classroom. If the room does not have a map, please contact the Principal today.
2. Familiarize yourself with class's route before the drill begins.
3. When the signal is given, have students form a single line outside the classroom. (Form a double line for large classes.)
4. Check to see that all students are out of the classroom; take student roster and close all doors.
5. Have students walk **quietly** in single file to the Assembly Area. Teachers should walk at the rear of the line.
6. Have students form a single line in the designated Assembly Area
7. Take attendance.
8. Wait for the "all clear" signal – one long, steady bell – then return **quietly** to your classroom in single file.

**All Other Personnel:** Report to Assembly Area for further instructions.

### **6.7.2 DRILL 2: SHELTER-IN-PLACE**

A Shelter-In-Place indicates that an emergency that requires students and staff to remain inside has occurred.

**Signal:** Principal will start drill via telephone and 2 way radio through the school staff. Drills will also be pre arranged during staff meetings.

#### **Procedure:**

1. When the announcement has been given, all classes will remain in their rooms.
2. Physical education classes will proceed into the gym.
3. Students should be arranged in the shelter area so as to enable them to assume a “**Duck and Cover**” position on command given by the teacher in charge.
4. Move students to the most protected areas in the room.
5. Have students face away from windows and keep their backs toward windows.
6. Close all doors and windows. If possible, cover windows by lowering blinds, closing slots, drawing curtains, or pulling shades
7. Turn off gas, lights, power equipment, and appliances. All personnel must remain in the shelter area until further instructions are received from official sources.

### **6.7.3 DRILL 3: EARTHQUAKE**

An earthquake drill is held to provide maximum protection in case of earthquake or other emergency where the risk of flying or falling debris is present. In practice drills, teachers should supervise students and be alert to the position of each student during the entire drill.

**Signal:** Principal will start drill via telephone and 2 way radio through the school staff. Drills will also be pre arranged during staff meetings.

#### **Procedure:**

1. Drop to knees facing away from windows.
2. Get under desks or tables where possible.
3. Fold body onto floor with arms close to knees.
4. Place head as far as is possible between knees; cover crown of the head with hands.
5. Stay in this position for 10 seconds.
6. Teachers will direct students to return to seats.

After an earthquake, students will evacuate using the evacuation routes practiced during the fire drill. The students are gathered in the Assembly Area and line up in the designated space.

If an earthquake occurs during non-classroom hours i.e., passing periods, nutrition, or lunch, all persons will proceed to the Assembly Area and line up in the designated space.

## **7.1 DISTRICT BULLYING STATEMENT**

Wheatland School District understands that the school climate has a lasting effect on our student's ability to learn and be safe at school. Having a positive school climate is one of the most important steps we can take in order to create a safe environment for our students. This climate is created through a partnership of the students, parents, school and community. This site safety plan can be summed up by saying that our schools and our District will not tolerate discrimination, harassment, intimidation, bullying, hate crimes and other problems that inhibit the learning of any student.



## **APPENDIX A FORMS**

**FORM A**  
**EMERGENCY HAZARD ASSESSMENT SUMMARY**

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**FORM A – EMERGENCY HAZARD ASSESSMENT SUMMARY**

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School \_\_\_\_\_

Location \_\_\_\_\_

On-Site Hazard:

[List any unusual on-site hazards which are unique to the school, e.g., underground storage tanks, unusual chemicals]

Off-Site Hazards:

[List any unusual off-site hazards unique to the school, e.g. freeways, railroads, pipelines, power transmission lines, industrial facilities]

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: This form should be completed annually, and a copy forwarded to OEHS]

**FORM B**

**BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

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**FORM B – BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST**

---

School \_\_\_\_\_

Location \_\_\_\_\_

	Yes	No	Note
Have students and staff been evacuated from area of contamination?	_____	_____	_____
Have all students and staff been accounted for?	_____	_____	_____
Has the area of contamination been cordoned off and secured?	_____	_____	_____
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	_____	_____	_____
Have the doors and windows to the area of contamination been closed and locked?	_____	_____	_____
Have fans and ventilators serving the area of contamination been turned off?	_____	_____	_____
Have staff, students, or other personnel who came in contact with the area of contamination cleaned their hands with soap and water?	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: Send a copy of this form to the district office and maintain the original in the emergency document file.]

**FORM C**  
**BOMB THREAT REPORT**

## FORM C – BOMB THREAT REPORT

School \_\_\_\_\_

Date of Call \_\_\_\_\_ Time of Call \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Call Received by \_\_\_\_\_

Location \_\_\_\_\_ (Phone Number) \_\_\_\_\_

**The person answering the threat call should ask the following questions and record the answers below**

When is the bomb going to explode? \_\_\_\_\_ a.m. \_\_\_\_\_ p.m. \_\_\_\_\_

Where is it? \_\_\_\_\_

What will cause it to explode? \_\_\_\_\_

What kind of bomb? \_\_\_\_\_

Why are you doing this? \_\_\_\_\_

Who are you? \_\_\_\_\_

What can we do for you to avoid  
the bomb from exploding? \_\_\_\_\_

How can you be contacted? \_\_\_\_\_

Record the exact language of the threat:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Voice on the Phone: Man ( ) Woman ( ) Child ( ) Age \_\_\_\_\_

Intoxicated ( ) Accent ( ) Speech Impediment ( )

Other ( ) \_\_\_\_\_

Background Noise: Music ( ) Talk ( ) Children ( ) Machines ( )

Airplane ( ) Typing ( ) Traffic ( )

Other ( ) \_\_\_\_\_

Completed by \_\_\_\_\_

Date \_\_\_\_\_

[Note: Send a copy of this form to the Police and maintain the original in the emergency document file.]

**FORM D**  
**INJURY AND MISSING PERSONS REPORT**



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**FORM D – INJURY AND MISSING PERSONS REPORT**

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School \_\_\_\_\_

Room Number \_\_\_\_\_

Teacher's Name \_\_\_\_\_

Date \_\_\_\_\_

INJURED		
Name	Type of Injury	Location

MISSING PERSONS	
Name	Last Seen Location

[Note: Send a copy of this form to the Police and maintain the original in the emergency document file.]

**FORM E**  
**STUDENT RELEASE LOG**



**FORM F**  
**DAMAGE ASSESSMENT REPORT**

## FORM F – DAMAGE ASSESSMENT REPORT

NOTE: Do not enter building unless the structural evaluation has been completed and the building is designated as safe to enter.

School/Site Name: \_\_\_\_\_ Location/Building Code: \_\_\_\_\_

District: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_ Time: (24:00 Hours): \_\_\_\_:\_\_\_\_

Damage Category	No Damage	Slight Damage	Severe Damage	Hazardous Condition	Location/Room #/Note
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Natural Gas Lines and Water Heater/Boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Phone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b><u>Hazardous Materials</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<u>Chemical Type/Quantity spilled or leaking:</u> _____
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
<b><u>Physical Hazards</u></b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Sink Holes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Construction Areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Damaged Bld. Matl.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____
Broken Glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	_____

Notes: (description of trouble, location, severity or hazardous materials):

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### Findings

Building or room safe for reoccupancy ☐

Building or room closed due to hazardous condition ☐

The following corrective measures need to be completed prior to reoccupancy:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

[Note: Send a copy of this form to Wheatland School District and maintain the original in the emergency document file.]

**FORM G**  
**EMERGENCY DRILL RECORD**

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**FORM G – EMERGENCY DRILL AND TRAINING RECORD**

---

School \_\_\_\_\_

Type of Drill or Training	Date Held	Time		Remarks	Recorded by
		Start	End		

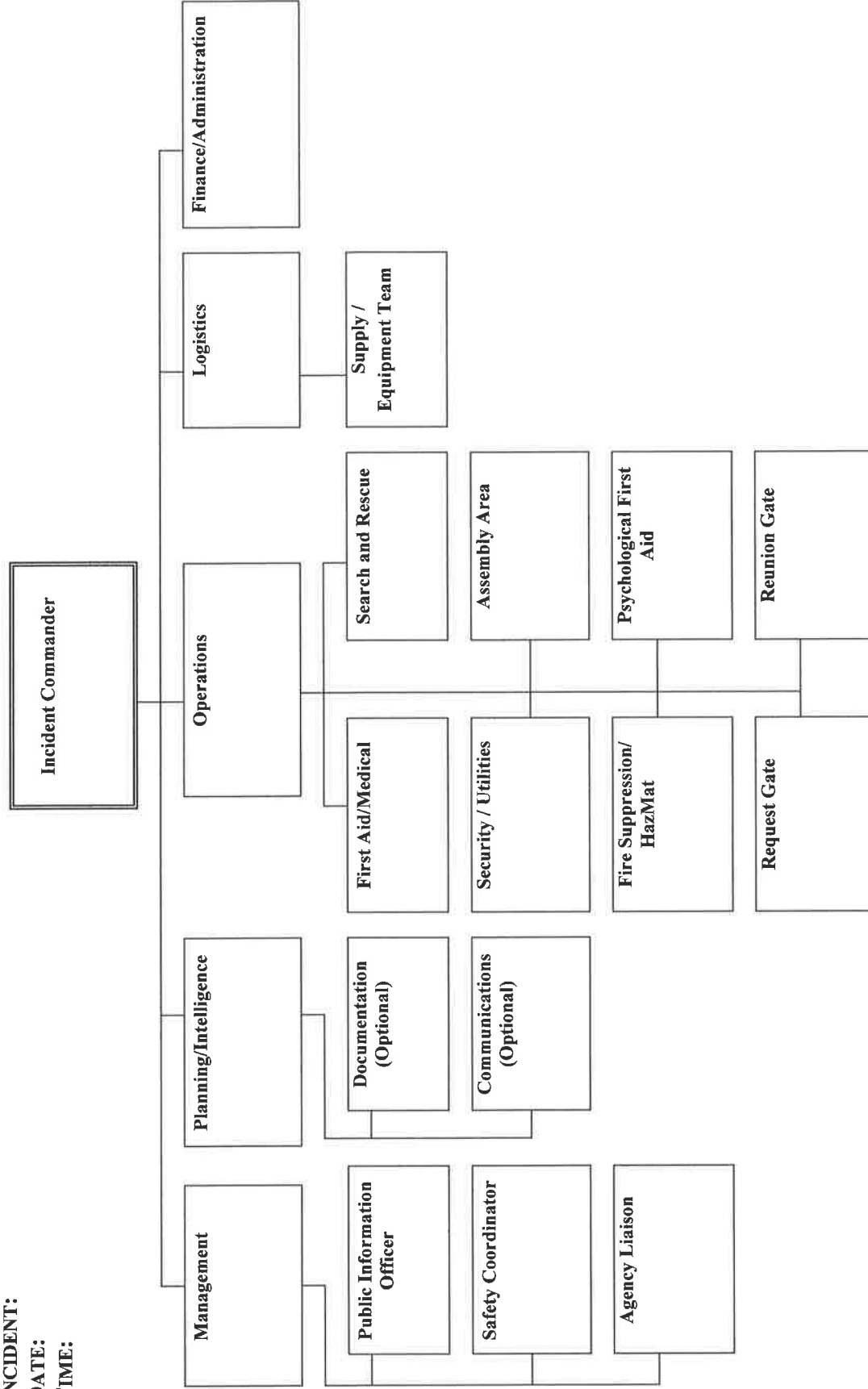
[Note: Send a copy of this form to the district office and Maintain the original in the emergency document file.]

**FORM H**  
**EMERGENCY MANAGEMENT ORGANIZATIONAL CHART**



# **FORM H - EMERGENCY MANAGEMENT ORGANIZATION CHART**

**SCHOOL:**  
**INCIDENT:**  
**DATE:**  
**TIME:**



*[Note: This Organization Chart is based on SEMS, and adapted for Wheatland School District use. The Principal and School Safety Planning Committee should use discretion in making further modifications to address specific needs of the school. This form may be used on the date of an incident to establish emergency assignments]*



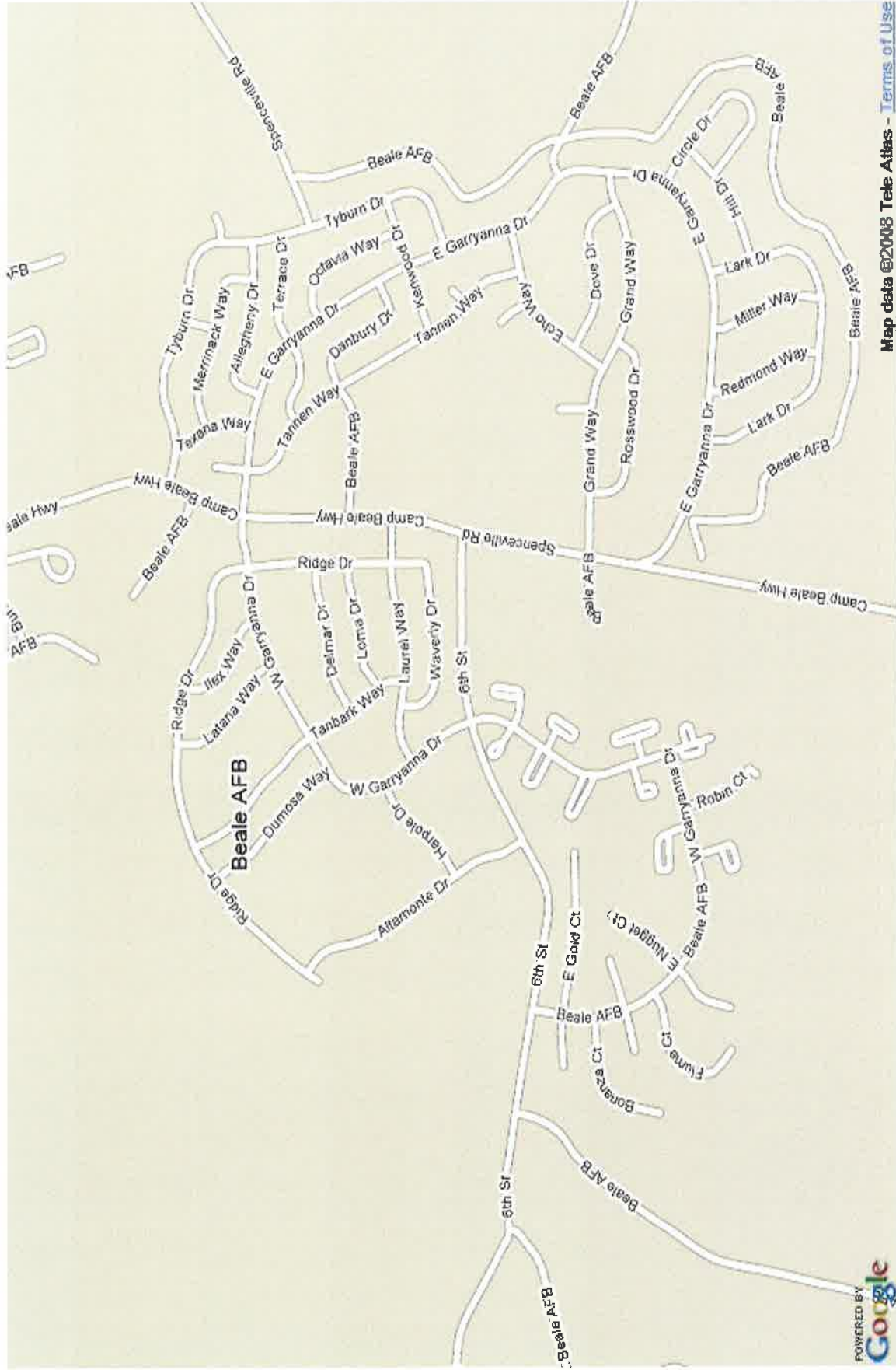
## **APPENDIX C**

### **MAPS**

## **SITE AERIAL MAP**



## **VICINITY STREET MAP**



## **SITE MAP**



# Lone Tree School Beale AFB, CA

