

San Joaquin County Office of Education

James Mousalimas

San Joaquin County Superintendent of Schools



San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

DISASTER PREPAREDNESS PLAN

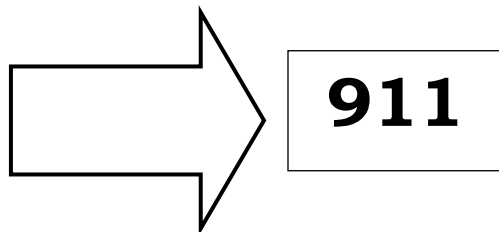
Site: _____

Address: _____

Telephone: _____

EMERGENCY TELEPHONE NUMBERS

- **FIRE**
- **AMBULANCE**
- **POLICE/SHERIFF**
- **HIGHWAY PATROL**



- **SJCOE SUPERINTENDENT:** _____ 468-4802
- **PACIFIC GAS AND ELECTRIC:** _____ 1-800-743-5000
- **SJC OFFICE OF EMERGENCY SERVICES:** _____ 953-6200
- **SJC MENTAL HEALTH:** _____ 468-8686
- **SJC PUBLIC HEALTH:** _____ 468-3400

Emergency Radio Stations

KFBK (Sacramento) 1530 AM **92.5 FM**
KSTN (Stockton) **91.5 FM**

San Joaquin County Office of Emergency Services Website:
<http://www.sjgov.org/oes/>



San Joaquin County Office of Education
James A. Mousalimas, County Superintendent of Schools

SUPERINTENDENT'S MESSAGE

We hope you find this San Joaquin County Office of Education (SJCOE) Emergency Response and Disaster Preparedness Plan beneficial. As you will see in the following pages, safety for our students, staff, and community is one of our highest priorities. It is my hope that this guide provides you with the necessary services and information you need to prepare for a variety of emergency situations.



In conjunction with National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS), SJCOE utilizes an incident command structure during emergencies. Within this command structure there is the Incident Commander, who is responsible for the overall coordination of the situation, and the Public Information Officer who handles all media inquiries. This information, along with other information, has identified specific roles and responsibilities, which are explained in the SJCOE Emergency Organization Chart and Plan.

It is important to practice your evacuation plan and to know where the building exits are before an emergency. Working together to prepare and overcome a disaster will ensure the best response and recovery.

Thank you for taking the time to become familiar with this plan.

Sincerely,

James A. Mousalimas

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BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Emergencies and Disaster Preparedness Plan

The Superintendent recognizes that all San Joaquin County Office of Education (SJCOE) staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and threats of disaster.

The Superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling emergencies and disasters and which shall be included in the SJCOE's comprehensive school safety plan.

The Superintendent or designee shall also develop and maintain emergency plans for each school site.

In developing the SJCOE and school emergency plans, the Superintendent or designee shall collaborate with city and county emergency responders, including local public health administrators.

The Superintendent or designee shall use state-approved Standardized Emergency Management System guidelines and the National Incident Command System when updating SJCOE and site-level emergency and disaster preparedness plans.

The Superintendent shall grant the use of SJCOE buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Superintendent shall cooperate with such agencies in furnishing and maintaining whatever services they deems necessary to meet the community's needs.

School employees are considered disaster service workers and are subject to disaster service activities assigned to them.

cf: 1330 Facility Use Policy
4112.3/4212.3/4312.3 Loyalty Oath
4119.3/4219.3/4319.3 Types of Job Descriptions

Legal Reference:

EDUCATION CODE

32001 Fire alarms and drills

32040 Duty to equip school with first aid kit

32280-32289 School safety plans

32290 Safety devices

39834 Operating overloaded bus

46390-46392 Emergency average daily attendance in case of disaster

49505 Natural disaster; meals for homeless students; reimbursement

GOVERNMENT CODE

3100 Public employees as disaster service workers

8607 Standardized emergency management system

CODE OF REGULATIONS, TITLE 5

550 Fire drills

560 Civil defense and disaster preparedness plans

CODE OF REGULATIONS, TITLE 19

2400-2450 Standardized emergency management system

UNITED STATES CODE, TITLE 42

12101-12213 Americans with Disabilities Act

BUSINESS AND NONINSTRUCTIONAL OPERATIONS

Emergencies and Disaster Preparedness Plan

Components of the Plan

The Superintendent or designee shall ensure that San Joaquin County Office of Education (SJCOE) and school site plans address, at a minimum, the following types of emergencies and disasters:

1. Fire on or off SJCOE grounds which endangers students and staff
2. Earthquake or other natural disasters
3. Environmental hazards
4. Attack or disturbance, or threat of attack or disturbance, by an individual or group
5. Bomb threat or actual detonation
6. Biological, radiological, chemical, and other activities, or heightened warning of such activities
7. Medical emergencies and quarantines, such as a pandemic influenza outbreak

The Superintendent or designee shall ensure that the SJCOE's procedures include strategies and actions for prevention/mitigation, preparedness, response, and recovery, including, but not limited to, the following:

1. Regular inspection of SJCOE facilities and equipment and identification of risks
2. Instruction and practice for students and employees regarding emergency plans, including:
 - a. The recommendation that staff become trained in first aid and cardiopulmonary resuscitation (CPR)
 - b. Practice of emergency procedures by students and staff
3. Specific determination of roles and responsibilities of staff during a disaster or other emergency, including determination of:
 - a. The appropriate chain of command at the SJCOE and, if communication between the SJCOE and program site is not possible, at each program site
 - b. Individuals responsible for specific duties
 - c. Designation of the supervisor or program manager for the overall control and supervision of activities at each program or school site during the emergency, including authorization to use his/her discretion in situations which do not permit execution of prearranged plans

- d. Identification of at least one person on the SJCOE campus who holds a valid certificate in first aid and CPR
 - e. Assignment of responsibility for identification of injured persons and administration of first aid
4. Personal safety and security, including:
- a. Identification of areas of responsibility for supervision of students
 - b. Procedures for evacuation of students and staff, including posting of evacuation routes
 - c. Procedures for release of students, including a procedure to release students when reference to the emergency card is not feasible
 - d. Identification of transportation needs, including a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety
 - e. Provision of a first aid kit at each site
 - f. Arrangements for students and staff with special needs
 - g. Upon notification that a pandemic situation exists, adjustment of attendance policies for students and sick leave policies for staff with known or suspected pandemic influenza or other infectious disease
5. Closure of schools and or the dismissal of students, including an analysis of:
- a. The impact on student learning and methods to ensure continuity of instruction
 - b. How to provide for continuity of operations for essential central office functions, such as payroll and ongoing communication with students and parents/guardians
6. Communication among staff, parents/guardians, the Superintendent, other governmental agencies, and the media during an emergency, including:
- a. Identification of spokesperson(s)
 - b. Development and testing of communication platforms, such as hotlines, telephone trees, and web sites
 - c. Development of methods to ensure that communications are, to the extent practicable, in a language and format that is easy for parents/guardians to understand
 - d. Distribution of information about district and school site emergency procedures to staff, students, and parents/guardians
7. Cooperation with other state and local agencies, including:
- a. Development of guidelines for law enforcement involvement and intervention
 - b. Collaboration with the local health department, including development of a tracking system to alert the local health department to a substantial increase of student or staff absenteeism as indicative of a potential outbreak of an infectious disease
8. Steps to be taken after the disaster or emergency, including:
- a. Inspection of SJCOE facilities
 - b. Provision of mental health services for students and staff, as needed

III. PURPOSE AND SCOPE OF THE PLAN

This disaster preparedness plan has been prepared so that, in the event of a disaster, all possible actions will be taken in order to ensure the safety of students, visitors, and staff. The major purpose of this Plan is to save lives, prevent injuries, and protect property. The plan contains information on a number of vital topics including: roles of the Incident Commander, Public Information Officer, Liaison Officer, Safety Officer, Operations Chief, Logistics/Resources Chief, Finance Chief, and Planning/Intelligence Chief; the responsibilities of the emergency teams which report to the foregoing individuals and communications during a disaster; responses to emergency scenarios; evacuation plans; individual emergency readiness and incident action plans.

A secondary purpose of this Plan is to serve as a model for the SEMS (Standardized Emergency Management Systems) and NIMS (National Incident Management System) emergency preparedness plans for sites operated by the San Joaquin County Office of Education (SJCOE) and to thereby set a standard for the content and approach of these plans. This plan was developed in collaboration with San Joaquin County Office of Emergency Services, Stockton Fire Department, Stockton Police Department, San Joaquin County Sheriff's Department, San Joaquin County Public Health, and San Joaquin County Mental Health along with other first responders.

The scope of the Plan encompasses emergencies and disasters that may occur at the SJCOE. In addition, SJCOE operated schools and facilities should adjunct this Plan with separate individual emergency plans maintained at those sites.

IV. HAZARDS AND THREATS

There are multiple hazards and threats that pose potential disaster or emergency situations to SJCOE employees and its facilities. SJCOE encourages employees to assess their own work environment and mitigate any potential hazards for threats. This plan intends to provide a means to assist identifying and fostering mitigation of such hazards and threats. Disasters and emergency situations that can compromise and collapse normal SJCOE activities and operations include but are not limited to:

- Active Shooter/Intruder
- Biological Attacks
- Bomb/Explosives
- Chemical Accidents
- Chemical Attacks
- Fallen Aircraft
- Fire
- Earthquakes
- Electrical incidences
- Flood
- Gunfire
- Hostage
- Illness/Injury
- Mental Health
- Severe Windstorm
- Smog
- Terrorists, Acts of

The San Joaquin County Office of Education is located in south Stockton, near the Stockton airport and an identified bioterrorist target, the Port of Stockton, which places it at risk for multiple incidents. Further, there are neighboring industrial plants, which process chemicals that maybe harmful to employees if released in the air. The majority of time, the wind blows from the west and in a southerly direction. Evacuation plans have considered the wind direction as to minimize personnel exposure to harmful environmental elements.

This plan has been developed in cooperation with Federal, State, County and City emergency service officials and is in compliance with California Administrative Code Title V, Education, Section 560.

V. LIMITATIONS

No guarantee is implied by this plan of a perfect response system. Because personnel, communications systems and resources may be overwhelmed or other extenuating circumstances, the San Joaquin County Office of Education can only endeavor to make every reasonable effort to respond based on the situation, available resources and information at the time. It is also recognized that certain circumstances exist in which there may be no perfect plan or response, hence the intent to provide, to the extent possible, a means to respond to emergencies and disasters must be considered.

VI. AUTHORITY RESPONSIBLE

There are several state and local entities that have the authority and/or responsibility for declaring an emergency, which in turn may activate SJCOE disaster preparedness plan. Information spawning from state or local entities will be considered and will serve as the impetus for evacuation or shelter in place, depending on the incident (Figure 1).

FIGURE 1

State	The Governor
Local-County	San Joaquin County Board of Supervisors/Administrator
	San Joaquin County Administrator or Co-Administrator
	San Joaquin County Sheriff
	San Joaquin County Office of Emergency Services Director
	San Joaquin County Public Health Officer or designee
Local-City	City Council
	Person Authorized by Ordinance
	County or School District Superintendent or Designee

VII. HOMELAND SECURITY LEVELS OF EMERGENCIES

The White House issued (2015) Homeland Security Presidential Directive-7 and NIMS Development, which establishes threat conditions for possible terrorist attacks and infrastructure. Concurrently, the American Red Cross developed a complementary set of general explanations and guidelines for preparedness activities for each level, which have been adopted by the San Joaquin County Office of Education (Figure 2.)



Homeland Security Advisory System Recommendations

Schools

<u>Risk of Attack</u>	<u>Recommended Actions</u>
<div style="background-color: red; color: white; text-align: center; padding: 10px;"> SEVERE <i>(Red)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Listen to radio/TV for current information/instructions • Be alert to suspicious activity and report it to proper authorities immediately • Close school if recommended to do so by appropriate authorities • 100% identification check (i.e.-driver's license retained at front office) and escort of anyone entering school other than students, staff and faculty • Continue offering lessons from Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" curriculum • Ensure mental health counselors available for students, staff and faculty
<div style="background-color: orange; color: white; text-align: center; padding: 10px;"> HIGH <i>(Orange)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to proper authorities • Review emergency plans • Offer Masters of Disaster "Facing Fear: Helping Young People Deal with Terrorism and Tragic Events" lessons in grades K-12 • Prepare to handle inquiries from anxious parents and media • Discuss children's fears concerning possible terrorist attacks
<div style="background-color: yellow; color: black; text-align: center; padding: 10px;"> ELEVATED <i>(Yellow)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower levels</i> • Be alert to suspicious activity and report it to the proper authorities • Ensure all emergency supplies stocked and ready • Obtain copies of Terrorism: Preparing for the Unexpected brochure from your local Red Cross chapter and send it home with students in grades K-12, staff and faculty
<div style="background-color: blue; color: white; text-align: center; padding: 10px;"> GUARDED <i>(Blue)</i> </div>	<ul style="list-style-type: none"> • <i>Complete recommended actions at lower level</i> • Be alert to suspicious activity and report it to proper authorities • Conduct safety training/emergency drills following the school's written emergency plan for all grades • Ensure emergency communication plan updated and needed equipment is purchased • Continue offering lessons from "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters
<div style="background-color: green; color: white; text-align: center; padding: 10px;"> LOW <i>(Green)</i> </div>	<ul style="list-style-type: none"> • Use Red Cross Emergency Management Guide for Business and Industry to develop written emergency plans to address all hazards including plans to maintain the safety of students, staff, and faculty, as well as an emergency communication plan to notify parents in times of emergency. Disseminate relevant information to families of children, staff and faculty. • Initiate offering "Masters of Disaster" curriculum for grades K-8 regarding emergency preparedness for natural disasters • Ensure selected staff members take a Red Cross CPR/AED and first aid course

Your [local American Red Cross chapter](#) has materials available to assist you in developing preparedness capabilities.

VIII. JURISDICTION

In the event of a disaster, San Joaquin County Office of Education will utilize public services within the County of San Joaquin, if available. If additional resources are necessary, the San Joaquin County Office of Education, as part of a unified command system, shall use an operational command system approach. The San Joaquin County Office of Education falls within the auspices of the multi-jurisdictional emergency operations plan within the County. All SJCOE personnel shall cooperate fully with these governmental agencies and shall perform disaster services work under the shared jurisdiction of County Office administration and emergency services officials.

IX. LEGAL OBLIGATIONS OF ALL STAFF

All SJCOE employees will be required to work as disaster/emergency service workers (in resource section p 153-154) in the event of a declared emergency.*
**State of California Government Code, Chapter 8, Division IV, Title I (Government Code, Chapter 8, Division 4, Title 1, Sections 3100 and 3101.)*

Upon the declaration of an emergency during working hours, most employees will be assigned to their usual supervisors and will take directions from those persons. The exceptions will be those individuals who have been identified and trained to perform special duties as members of the County Office's emergency response teams, described in the **Roles and Responsibilities (Section XVIII, pg 19)** of this Plan. All employees will be expected to remain at work until released and should be familiar with the expectations of disaster/emergency service workers as outlined in the **Common Responsibilities (Section XV, pg 16)**. After being accounted for, staff are to report to the Staff Deployment Center at the Nelson Center (or the Nelson Center Parking lot if the building is uninhabitable) to sign in and receive their assignment as a disaster service worker. If the Nelson Center is not an option, then employees shall report to the secondary evacuation site located at the WEC, 2707 Transworld Drive or at 2615 Boehing Drive.

If an emergency occurs during non-working hours, or continues after employees have been instructed to go home during working hours, employees are not relieved of their obligations as legally designated disaster/emergency services workers. Employees may be contacted through the SJCOE mass communication phone, email or via other methods. Once employees have been contacted they will be directed where to report. If unsure, employees shall report to the Nelson center (primary site) or the secondary sites (WEC-2707 Transworld Drive) or 2615 Boehing Drive.

At the direction of the Incident Commander and, in some cases, emergency services officials, employees may be required to perform disaster-related tasks at the San Joaquin County Office of Education, at other SJCOE sites near their homes, or in the community. (See **Section X. Obligations of the Management Team, pg 9**).

X. OBLIGATIONS OF THE MANAGEMENT TEAM

In the event of an emergency, whether it occurs during working or non-working hours, the SJCOE Emergency Response Management Team (all managers, supervisors, and confidential staff) may expect to be assigned special disaster-related duties at the direction of the Incident Commander. After being accounted for Emergency Response Team members who have specific roles are to report to the Nelson Center Boardroom & Locke II rooms and sign in with the Incident Command Center. If the Nelson Center is uninhabitable, then members shall meet at the Secondary evacuation site located at the WEC-2707 Transworld Drive, 2615 Boeing Way or the third evacuation center Robert Cabral Agriculture Center, 2101 E Earhart Ave # 100, Stockton, CA 95206

If an emergency occurs during non-working hours, identified Emergency Response management team members should immediately see to the security of their families and homes, and then attempt to establish contact with their branch via the pre-determined "Communication Plan" (see **Section XXII Communication Plan, pg. 46-48**). They should plan on performing special duties, as required, such as reporting to a nearby site to offer assistance or to inspect the premises for possible damage. Messages to the management team may come via mass communication as well.

XI. VISITORS TO THE SAN JOAQUIN COUNTY OFFICE OF EDUCATION

In the event of a disaster, visitors at SJCOE sites shall be expected to abide by all applicable sections of this Plan, especially with regard to emergency evacuation and appropriate actions. Employees, to the extent possible, shall take responsibility for visitors, ensuring that appropriate directions and emergency actions taken inclusive of evacuation and shelter in place. If a department is holding meeting or professional learning experience it is incumbent upon that entity to ensure individuals sign in, are aware of building exits and are notified of the evacuation locations. An announcement of this information may be made available at the beginning of the meeting.

In the event of an evacuation, visitors will evacuate with the respective SJCOE department, workshop or event they are attending so they may be accounted for. This includes students who may be participating in events held at the SJCOE. It is encouraged that visitors and students are aware of the appropriate evacuation areas. Departments hosting such events should keep workshop attendance sheets, so that in the event of an evacuation, workshop attendees may be accounted for. Workshop attendees will be accounted for and attendance reported to the Operations Chief.

XII. ARRANGEMENTS FOR EMPLOYEES WITH DISABILITIES

When persons with disabilities are employed to work at SJCOE sites, Human Resources shall notify the Director of Operations. The Director of Operations and the Director of Human Resources shall then work with the appropriate supervisor to ensure that arrangements are made to safely evacuate the employee from the building and to provide the employee with any required assistance.

XIII. PLANS, DUTIES, AND RESPONSIBILITIES

The State of California Government Code, Chapter 8, Division IV, Title I, states that all public employees become disaster/emergency service workers in the event of a declared emergency. This means that **all** San Joaquin County Office of Education employees will be required to work in this capacity in case a disaster occurs and a state of emergency is declared. If you are unable to perform any identified duties as assigned by job title, please notify your supervisor, who will in turn contact the Director of Operations.

The San Joaquin County Office of Education Disaster Preparedness plan is grounded in a SEMS (Standardized Emergency Management Systems) and NIMS (National Incident Management Systems) approach and uses the Incident Command Center as the focal point for all decision making and incoming and outgoing disaster information. Using this central point helps to optimize expertise, minimize confusion and prevent dissemination of inaccurate information. Individuals are encouraged to operate within their identified roles and carry out their responsibilities as outlined in this emergency response disaster plan. Further, with media involvement, it will be critical to uniformly work through the SEMS and NIMS system so that all information is disseminated through a focal point.

All San Joaquin County Office of Education (SJCOE) personnel are responsible for knowing their roles and responsibilities in case of a disaster. It is encouraged that individuals review the Emergency Response Disaster Preparedness plan annually and with any job change they may have while employed at SJCOE. Further, it is the employee's responsibility to familiarize themselves with their workplace exits as well as exits in neighboring buildings in which they visit or work. It is the employee's responsibility to familiarize themselves with the locations of fire alarm boxes, fire extinguishers and building exits. It is the employee's responsibility to have a personal preparedness kit maintained in the work setting and to ensure they have sufficient supplies, inclusive of medication to last 3 days.

XIV. EVACUATION PLAN

Evacuation of individuals with disabilities and access and functional needs (AFN)
Building evacuation may occur in the presence of an imminent, active threat or when there is some time to evacuate such as in the instance of a flood.

Primary Evacuation Sites

Each building has a designated primary evacuation area which is listed at the end of this plan and identified below (Please also see end of document for visual):

SJCOE Site	Primary Evacuation Location
Nelson Center	North parking lot of Nelson Center
Career & Technical Education Center	North parking lot of Nelson Center
Professional Development Center	Parking lot south of PDC across the street
Venture Academy	Field south of Venture Academy across the street
Teachers College of San Joaquin	Parking lot south of WEC across the street
Ventureland	Field south of Venture Academy across the street
Wentworth Education Center	Parking lot south of WEC across the street
Excel Academy	Green Grass East of Building
Lycoming Street Building	Empty lot South of Building
Head Start Building	Lot West of Building
SJCOE Site	Secondary Evacuation Location
All buildings-Secondary Evacuation	2707 Transworld Drive 2615 Boeing Way in the parking lots*
SJCOE Site	Third Evacuation Location
All buildings back up-Third Evacuation area	2101 E Earhart Ave # 100, Stockton, CA 95206
Flood	Flood Evacuation
All buildings**	To the second floor or to the roof
* If Boeing Way site is uninhabitable	
**OES may evacuate area and send individuals their respective communities	

Evacuation Process

Notification for evacuation may come from the San Joaquin County Office of Emergency Services, local law enforcement, fire departments or the SJCOE administrative team. In the event of an evacuation, employees will be notified through utilization of the fire alarm or overhead intercom system, unless there is the potential for an explosion. If no alarm system is present or the potential for an explosion exists, the Evacuation Status Team will be responsible for notifying the respective departments within the SJCOE for an orderly evacuation.

This notification may be done through an e-mail system or designated runner to walk through the building. The Evacuation Team will ensure the orderly evacuation of the building, however it is recognized that personal safety is of the utmost importance and that no employee should jeopardize their own safety.

It is the responsibility of the *Front Receptionist* of the respective SJCOE buildings; to secure the building’s disaster preparedness box containing floor plans, evacuation signs for the respective departments and other critical information. The Receptionist will post the signs in the evacuation area so departments may be

directed to their exact location area. Employees are responsible for knowing the identified evacuation location area for the building they visit or work. In the event of an evacuation, all employees **must** immediately report to the identified evacuation area so they may be accounted for.

When evacuation becomes necessary, each *departmental staff monitor* is responsible for securing and updating their area employee list in each areas disaster kit. The departmental staff monitor will work with the Executive Administrative Assistant to ensure their respective employee list is up to date. It is the Executive Administrative Assistant's responsibility to ensure that every employee is assigned to a departmental staff monitor. Each departmental monitor will be assigned no more than 7 individuals to account for as recommended by the Stockton Fire Department as a span of control measure.

During the incident, the departmental staff monitor will report their area's employee attendance status to the *Employee Status Team* (Executive Administrative Assistants) by raising a colored status cards (green, yellow, red). When reporting unaccounted for employees, it is important to share their last known location to the Employee Status Team. It is responsibility of the *Employee Status Team* to have an updated list of departments and employee lists. The Employee Status Team will share their updated lists with one another so that multiple lists exist in the event an Employee Status Team member experience unforeseen instances and is unable to retrieve their list. The *Employee Status Team* will report unaccounted employees and their last known location to the Operations Chief who in turn notifies the Incident Command Center. Once employees have been accounted for, they will assume their role as a SJCOE disaster worker and report to the Staff Deployment location at the Nelson Center.

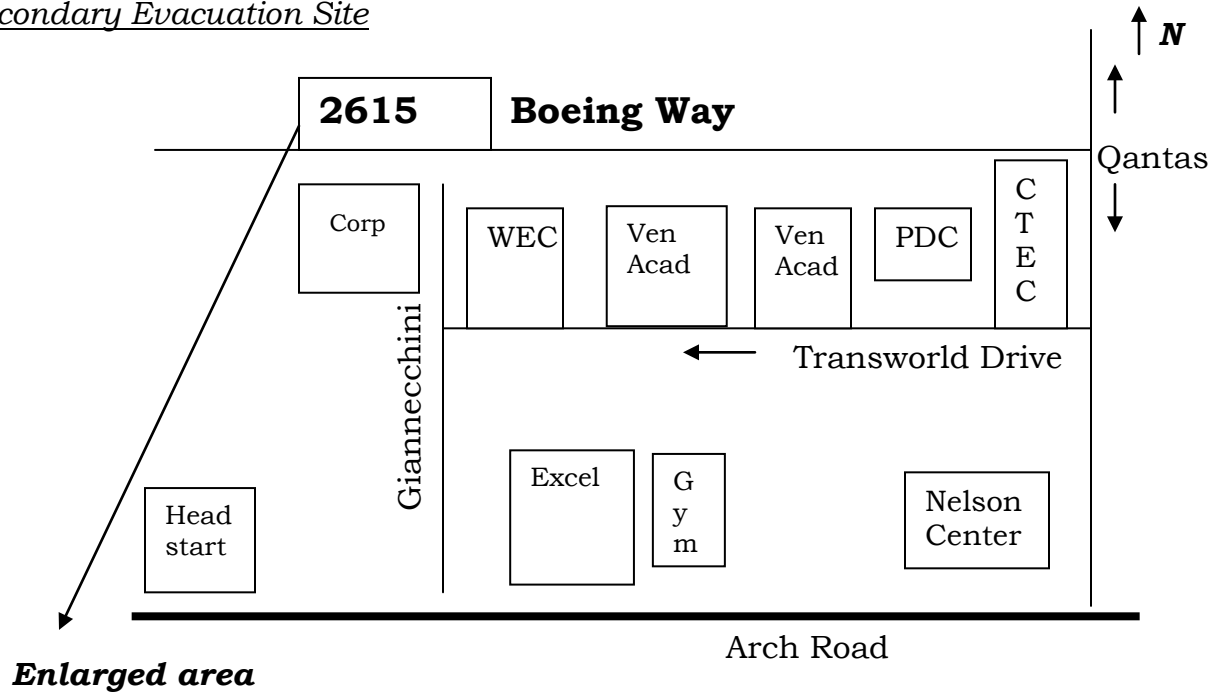
Employees or departments who host workshops or events at SJCOE are responsible for informing guests and students of the evacuation routes and sites. Each workshop or event maintains an attendee list and is encouraged to keep the list in case of an emergency in the event that an evacuation or shelter in place is necessary. It is the responsibility of the teacher to maintain a list of their students so they may be accounted for. If students are evacuated, the process for reuniting students and parents must be orchestrated through the Student Reunification team, under the direction of the Logistics/Resources Chief.

Secondary Evacuation

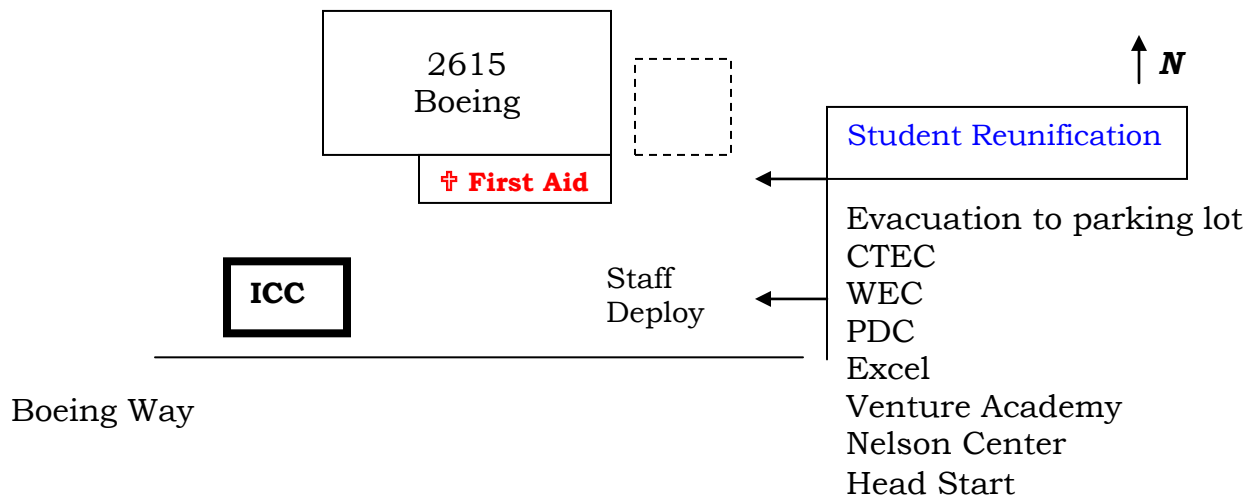
In certain circumstances, employees and visitors may be required to evacuate to a secondary location because of the nature of the disaster or emergency. With consideration of the wind and other variables, the secondary SJCOE evacuation site will be in located at WEC-2707 Transworld Drive, if not available then to 2615 Boeing Way, which is located northwest of the SJCOE complex. If the 2615 complex is not available then evacuation to the Ag Center, located at 2101 Earhart Way.

Again, each receptionist for the respective buildings will post the location for each department to evacuate at the secondary evacuation site. The Incident Command Center, Staff Deployment and First Aid teams as well as other teams will be relocated to the secondary evacuation site.

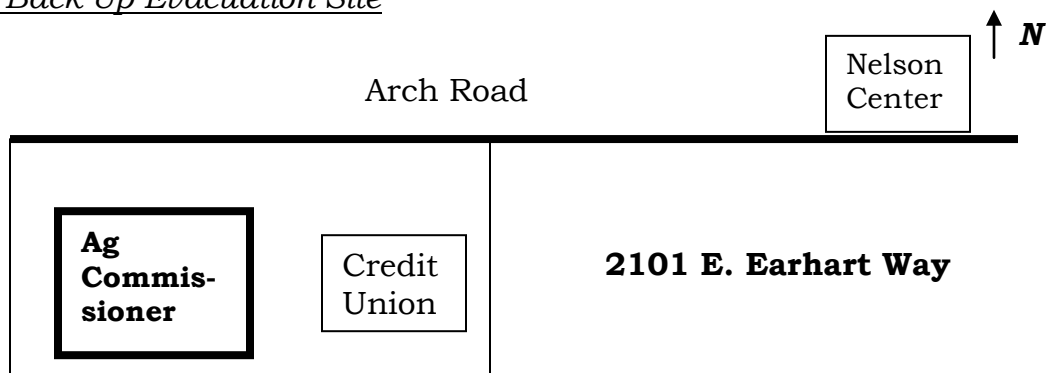
Secondary Evacuation Site



Enlarged area



Third Back Up Evacuation Site



Flood Evacuation

To the greatest extent possible San Joaquin County Office of Emergency Services will communicate the threat of a flood. In the event of a flood and depending on the amount of time for the anticipated high water levels, SJCOE employees are directed to evacuate to the second floor or the roof of their respective buildings. The Operations maintenance supervisors and assistants have keys to the external access doors. It is advisable that if flood is imminent that individuals avoid driving in high water levels for the possibility of becoming stranded.

Nelson Center has three roof accesses. For roof access **inside** the Nelson Center, go up the stairwell in the lobby. At the top of the stairwell look left. There this a closet door between the stairwell and Northeast part of the building. Inside the door is a ladder leading to the roof. There are two **external** roof accesses. On the north side of the building, walk towards Qantas past the Nelson Center patio and the ramp that leads to the business department. Past the ramp and a few windows, there is a single door. Inside the door is a ladder that leads to the roof. The third external roof access is located on the west side of the Nelson Center, just outside of the information technology department. You will see a double door next to a fenced area. Open the door and a ladder will lead up to the lower roof level.

Career and Technical Education Center has roof access on the north side, outside of the building.

Professional Development Center has one external roof access on the northeast side of the building. Exit Transworld Drive into the PDC parking lot. Go to the end of the parking lot, turn right. Walk towards the end of the building where you will see a ladder leading up to the roof.

Venture Academy has one external roof access on the northeast side of the building. Exit Transworld Drive into the PDC parking lot. Go to the end of the parking lot, turn left. Walk towards the center of the building where you will see a ladder leading up to the roof.

Teachers College of San Joaquin has roof access on the north side outside the building.

Excel has roof access on the west side of the building

Wentworth Education Center has only one internal roof access. On the second floor in the hallway adjacent to the Alpine conference room there is a door, next to the hallway double doors. You may access the roof by opening the door and climbing the ladder. Roof access may also be accessed through the Alpine conference room closet.

Lycoming Building has roof access.

Head Start Building has roof access.

As reflected in the Superintendent's Policy, employees are encouraged to become proficient in first aid and cardiopulmonary resuscitation. These trainings are available through the Local Chapter of the San Joaquin County Red Cross, the American Heart Association, local hospitals and other community health-based organizations. Employees may search online for such training or contact the Comprehensive Health Programs department for local resources.

Duties and responsibilities have been depicted and described in the following section to maximize efficiency and system responsiveness in a disaster. The job titles of individuals have been identified who are to assume primary responsibility for disaster responsiveness. In that person's absence, additional individuals have been identified who will assume that primary role.

XV. COMMON RESPONSIBILITIES

All SJCOE employees will be required to work as disaster/emergency service workers in the event of a declared emergency.* It is encouraged that staff learn CPR and First Aid to promote their own capacity in an emergency response situation.

**State of California Government Code, Chapter 8, Division IV, Title I (Government Code, Chapter 8, Division 4, Title 1, Sections 3100 and 3101.)*

The following is a checklist applicable to all personnel involved in a disaster or emergency situation. Once employees have been accounted for by their Department Staff Monitor for their respective department, employees are to report to the Staff Deployment staging area at the Nelson Center. If the Nelson Center is uninhabitable, the Staff Deployment Center will be staged in the North parking lot of the Nelson Center; or at the secondary evacuation sites.

At the Staff Deployment area, employees will:

- Sign in and provide the date and time with the Staff Deployment and list any special abilities they have. E.g. bilingual, first aid provider, CPR certification.
- Disclose personal limitations privately to the staff deployment person i.e. health issues such as diabetes, where a job assignment without medication or food might jeopardize their health and wellbeing.
- Receive a job assignment, if their role has not been outlined under the auspices of this plan.
- Receive a resource order number and request number.
- Report to the assigned location and note the time.
- Receive situational briefing-update on their job responsibilities.
- Acquire work and safety materials.
- Conduct all tasks in a manner that ensures safety and welfare of themselves and their co-workers.
- Organize and brief subordinates (if appropriate).
- Know the assigned radio or communication frequencies for the assigned area and ensure communication equipment is operating properly. Make sure you speak clearly in the radio. Do not use abbreviations or names of individuals.
- Refer **ALL** questions from the media or external entities that are unidentified to the **Public Information Officer**. This excludes known fire, law enforcement or other emergency response personnel.
- Complete forms and reports required of the assigned position and send to their supervisor to the Situation Analysis team.
- Respond to demobilization orders and brief subordinates regarding demobilization.
- Maintain log of major actions/decisions and forward to the Situation Analysis Team.
- Sign out with the Timekeeping Team

XVI. Incident Command Center and SJCOE Response

Activation of the Incident Command Center and establishing a command post in response to an emergency or disaster will be based upon the extent of the situation. The overriding objective in managing emergency operations is to ensure the effective direction of emergency response involved in preparing for and responding to situations associated with natural disasters, technological incidents, or national defense emergencies. The overall objectives of the Incident Command Center in establishing a command post are to facilitate:

- Overall safety and welfare of SJCOE students, staff and visitors,
- Overall management and coordination of emergency operations
- Coordination and liaisons with parents
- Coordination and liaisons with city and government agencies
- Establishment of priorities
- Collection, evaluation and dissemination of essential information and media management.

SJCOE emergency response is grounded in an incident command system that delineates specific roles into five functional areas for on-scene coordinator for all major incidents: Management, Operations, Planning, Logistics, Finance/Administration. These activities will be briefly outlined here, with greater detail provided later:

Management: Provides overall emergency policy and coordination. This function is directed by the Incident Commander.

**Administration/
Finance:** Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation to FEMA for reimbursement and recovering records following an emergency.

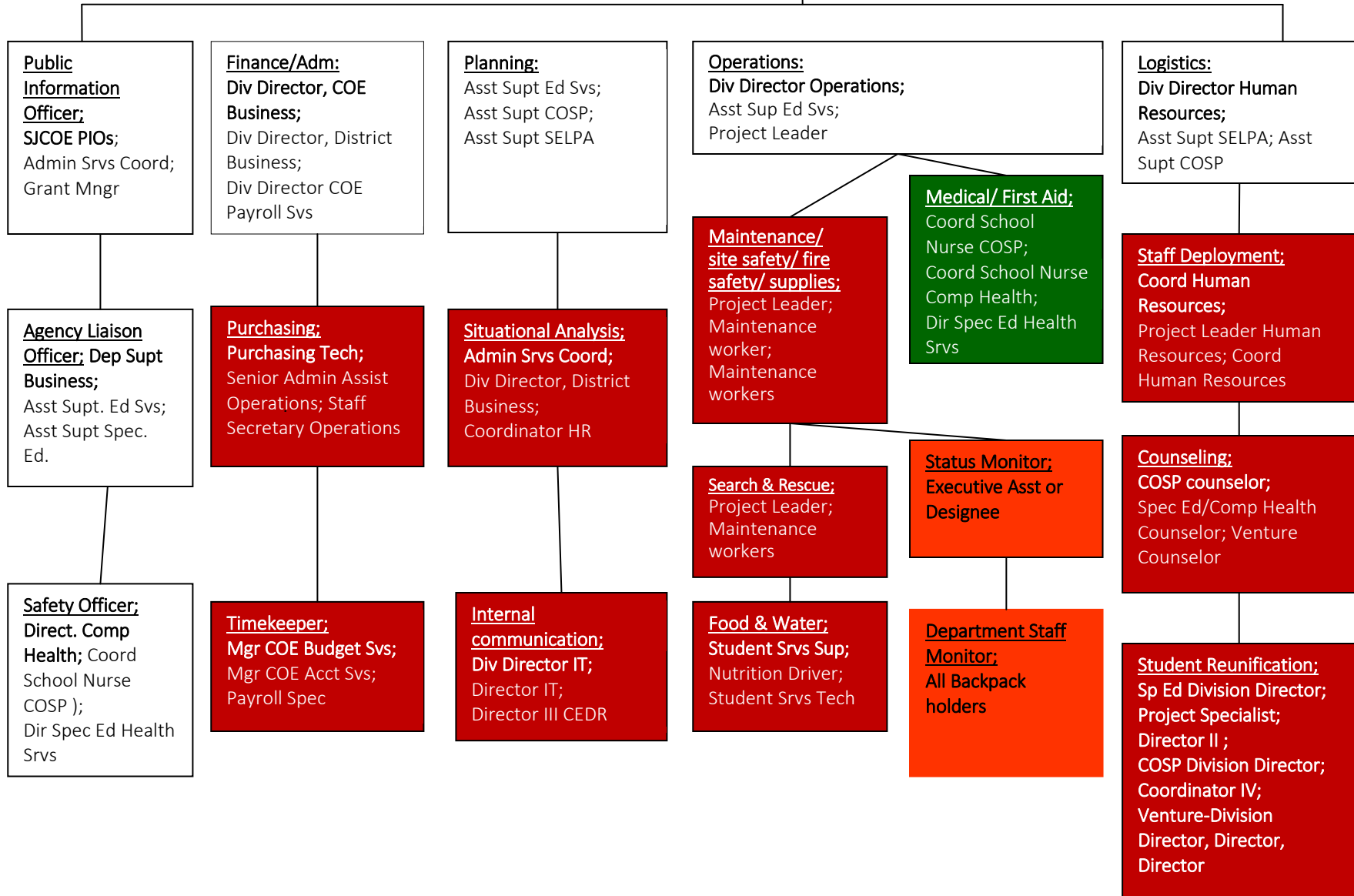
Planning: Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident to plan and appropriate response.

Operations: Directs all tactical operations of an incident including implementation of response activities according to established emergency procedures and protocols, care of students, first aid, crisis intervention, search and rescue, site security, damage assessment, and evacuations.

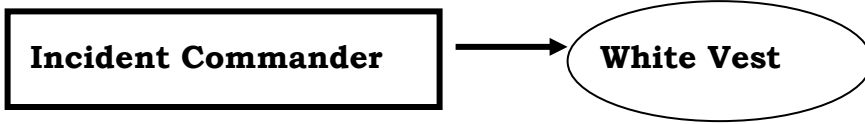
Logistics: Supports emergency operations by securing and providing needed personnel, equipment facilities, resources and services required for incident resolution, coordinating personnel, assembling and deploying volunteer teams and facilitating communication among emergency responders. This function may take on a major role in extended emergency situations.

XVII. SJCOE Disaster Organizational Chart

Incident Commander; County Supt;
Dept Supt Business Svcs; Div Director Operations



XVIII. ROLES AND RESPONSIBILITIES



County Superintendent of Schools; Deputy Superintendent of Business Services; Deputy Superintendent of Student Programs and Services

The Incident Commander shall have the overall responsibility of mobilizing the San Joaquin County Office of Education (SJCOE) Response Team and all necessary resources to maintain the operations of San Joaquin County Office of Education and ensure the safety of students, staff and guests. This responsibility includes ensuring that conflicts are resolved; compatible incident plan objectives are established; and strategies are selected for the use of critical resources. Additional specific incident commander duties include:

- Establishes SJCOE Incident Command Center.
- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Incident Commander (don white vest) and retrieves Incident Commander backpack and binder, if not already set up.
- Assesses type and scope of emergency; determines threat to human life and structures.
- Ensures communication capacity for all disaster preparedness responses.
- Secures a communication device and is aware of which response teams are operating on which frequencies. Radio frequencies are designated at the original Incident Action Plan meeting.
- Assesses incident situations prior to strategy meetings.
- Conduct a joint meeting with the command chiefs (liaison, safety, operations etc.) to assesses and identify next steps.
- Determines the need for technical specialist to support the command area.
- Participates in preparation of an Incident Action Plan (see forms section).
- Directs the Planning/Intelligence Chief to conduct an immediate situation analysis and obtain initial information on key factors, which may include:
 - Communication capability,
 - Evacuation underway,
 - Support services needed; ambulance, fire, law, etc.,
 - Assessment of primary or secondary evacuation,
 - Road closures, weather or other hazardous conditions.
- Implements the Incident Action Plan, by conducting a joint meeting with all Response Planning chiefs and addresses the following:
 - Determine who is in charge of which roles (based on availability)
 - Establish objectives based on priorities or triage
 - Identify strategies
 - Determine which resources are needed.

Incident Commander Con't.

- Activates and supports the SJCOE Response Team necessary to respond to the magnitude of the specific event by activating functions and assigning personnel as needed; by law, during a disaster, employees become “disaster workers.”
- Directs the Operations and Logistics Chiefs to conduct an immediate resource analysis.
- Obtains incident briefings and status of the Incident Action Plans and updates from the various chiefs (Operations, Logistics, Finance, and Intelligence/Planning).
- Maintains a status board to track information.
- Serves as the focal point for all decision making and for all incoming and outgoing disaster information.
- Identifies potential conflicts and/or a way for incidents to develop compatible operations.
- Operates as a Unified Area command, develop working agreements for how area commands will come together.
- Determines need for specialists to assist with response (i.e. Mental Health, Bomb Squad, etc). (see *School Crisis Response Mutual Aid Plan* in attachments).
- Approves requests for additional resources or for the release of resources.
- Approves the use of volunteers and community response teams.
- Communicates action plans with and timeframe to meet those objectives.
- Remains at the Incident Command Center site and oversees all operations during the emergency.
- Maintains communication with the San Joaquin County Board of Education.
- Authorizes release of information to the media.
- Coordinates and approves demobilization plans.
- Maintains log of major actions/decisions and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team; noting date and time.

Incident Command Center Location: If the Gaylord Nelson Center is habitable, the Incident Command Center will be located upstairs in the Superintendent’s Cabinet room. The Staff Deployment Area will be located in Locke II/Board room and First Aid Locke I. Student Reunification will be located at Venture Academy. However, if the Nelson Center is uninhabitable for a long period of time, the Incident Command Center along with the support areas will be located at the Wentworth Education Center in Burwood or Chartville rooms.

Activation: If an emergency occurs during working hours the Incident Command Center, Public Information Officer, Agency Liaison Officer, Operations Chief, Planning/Intelligence Chief, Finance Chief, Logistics Chief, and Safety Officers, after reporting to their respective departmental status monitor so they may be accounted for, will report immediately to the Incident Commander to review and or devise an Incident Action Plan. If an emergency occurs during nonworking hours,

the Incident Commander, Public Information Officer, Agency Liaison Officer, Operations Chief, Planning/Intelligence Chief, Finance Chief, Safety Officer and Logistics Chief, after ensuring the security of their families, will attempt to contact one another by telephone. Based upon the assessment at that time (i.e. road conditions, severity of the incidents, whether activation of the Incident Command Center is necessary), they should plan to report to the agreed upon location. If unable to make contact, they should plan on reporting to the Nelson Center Superintendent's Cabinet room.

Public Information Officer*



White Vest

Public Information Officer; Grants Manager; County Superintendent's Executive Administrative Assistant

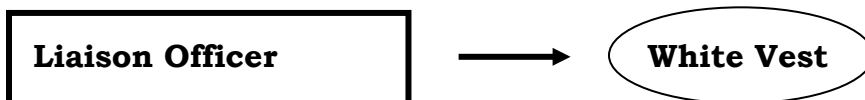
The information officer is responsible for developing and releasing information about the incident to the media, to incident personnel and to other appropriate agencies and organizations. Only **ONE** public information officer will be assigned to the incident/disaster.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as PIO director (don white vest) and retrieves PIO backpack and binder, if not already set up.
- Obtains Incident Command Center Debriefing.
- Determine from the Incident Command Center if there are any limits on information release.
- Obtains and reviews the Incident Action Plan (IAP). Provide input to the IAP as needed.
- Obtains copies of current situation reports from the Planning/Intelligence Chief and continually gets updates.
- Contacts the Operations Chief for a report of evacuation status, missing or dead persons or other issues.
- Determines staffing needs for PIO and seeks services of Logistics and Staff Deployment.
- Establishes a "news center" located away from the Incident Command Center, Staffing Deployment and First Aid areas.
- Serves as the official spokesperson for SJCOE in an emergency situation.
- Develops initial response from the media (brief facts, announcement of a press conference time and location or any material). Informs media of "open" and "restricted" areas.
- Checks with the Incident Command Center for frequent situational briefings.
- Secures a communication device and is aware of which response teams are operating on which frequencies.
- Determines from the Incident Command Center if there are limitations on information releases.
- Provides an organized, integrated and coordinated mechanism for providing public information by working with other public information representatives from other agencies using a Joint Information System (JIS).
- Maintains employee and staff confidentiality by not releasing names.
- Uses plans, protocols and structures to provide information to the public.

Public Information Officer* Con't.

- Develops press releases and makes public announcements that are **approved by** the Incident Command Center that may include:
 - Cause and time of emergency,
 - Size and scope of emergency,
 - Current situation-site condition, evacuation,
 - Progress, care given, and injuries
- Provides schedule to media of news releases; informs media and conducts media briefings.
- Keeps media informed on casualty status.
- Arranges for tours and other interviews or briefings that may be required.
- Obtains media information that may be useful to the Incident Command Center.
- Monitors broadcasts about the situation and corrects any misinformation.
- Provides the media with a schedule for demobilization.
- Maintains a unit/activity log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

***Unless designated as the Public Information Officer, individuals shall direct questions from the Media, parents, or other agencies to the Public Information Officer or the Liaison Officer.**

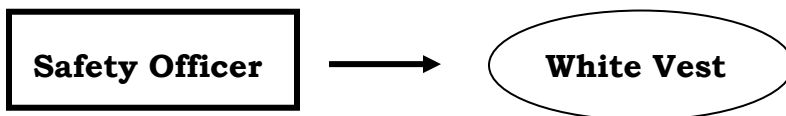


Deputy Superintendent of Business Services; Assistant Superintendent of Educational Services; Assistant Superintendent of Special Education; Assistant Superintendent of COSP

Incidents that are multi-jurisdictional, or have several agencies involved, may require the establishment of a Liaison Officer. Only **ONE** Liaison Officer will be assigned for each incident. The Liaison Officer may have assistants and may also represent assisting agencies. The Liaison Office is the point of contact for all Agency Representatives who provide support to the disaster and are assigned to the incident such as the American Red Cross, Emergency Medical Services, etc.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Liaison Chief (don white vest) and retrieves Liaison Chief's backpack and binder, if not already set up.
- Obtains Incident Command Center Debriefing.
- Participates in preparation of an Incident Action Plan.
- Obtains and review the Incident Action Plan. Provide input to the IAP as needed.

- Locates and sets up a workspace.
- Appoints assistants as needed
- Secures a communication device and is aware of the various frequencies being used by teams.
- Serves as the point of contact for agencies assisting and responding to the disaster (Fire Department, Law Enforcement, and Office of Emergency Services).
- Maintains a list of assisting and cooperating agencies and Agency Representatives.
- Assists in establishing and coordinating interagency contacts.
- Keep agencies supporting the incident aware of the incident status.
- Monitors incident operations to identify current or potential inter-organizational problems.
- Participates in planning meetings, providing current resource status, including limitations, capacity and capabilities of assisting agency resources.
- Works with Incident Command Center to resolve issues.
- Provides action plans for and updates to other disaster response team members such as the Operations, Logistics, Finance, and Intelligence Chiefs.
- Maintains unit/activity log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.



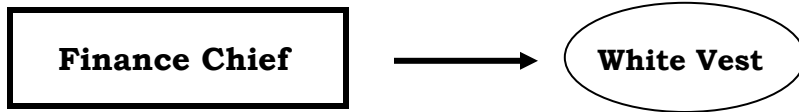
Director of Comprehensive Health, COSP School Nurse Coordinator; School Nurse Coordinator of Special Education

Develop and recommend measures for assuring staff, students, and visitor's safety and to assess and/or anticipate hazardous and unsafe situations. Only **ONE** Safety Officer will be assigned for each incident. The Safety Officer may have assistants as necessary, and the assistants may also represent assisting agencies or jurisdictions. Safety Assistants may have specific responsibilities such as facilities and operations, hazardous materials, etc. Has the authority to halt any operation that poses immediate threat to life and health.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Safety Officer (don white vest) and retrieves Safety Officer backpack and binder, if not already set up.
- Participates in preparation of an Incident Action Plan.
- Locates and set up workspace
- Obtains necessary equipment and supplies from Operations Chief.
- Secures a communication device and is aware of the various frequencies being used by teams.

Safety Officer Con't.

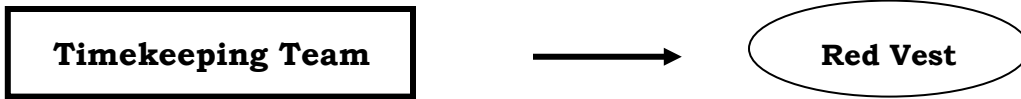
- Using the **Essential Elements of Information** (see forms section) provides the Incident Command Center with an immediate initial safety assessment of by conducting a situation analysis and obtaining initial information on key factors, which may include:
 - Identify hazardous situations associated with the incident.
 - Reviews the Incident Action Plan for safety implications.
 - Exercises emergency authority to stop and prevent unsafe acts that are outside the scope of the Incident Action Plan.
 - Investigates accidents that have occurred within the incident area.
 - Assign assistants as needed.
 - Assessment of primary or secondary evacuation for safety.
 - Obtains and reviews the Incident Action Plan. Provides input to the IAP as needed.
 - Develop and communicate an incident safety message as appropriate.
 - Review and approve the Medical Plan (See forms section).
 - Review and approve the Site Safety Plan (See forms section).
 - Maintains accurate records and site map.
 - Briefs safety teams on situation and supervises their activities.
 - Provides ongoing analysis of the situation and resource status.
 - Schedules breaks and reassigns Safety staff as needed.
 - Tracks and records staff records and activities.
 - Tracks and records all resources.
 - Demobilizes staff as directed by the Incident Command Center.
 - Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-



Director, County Office Business Services; Director, District Business Services; Coordinator, County Office and District Payroll Services

The Finance Chief is responsible for financial tracking, procurement and cost analysis related to the disaster or emergency. All hours **must** be documented for the cost of potential reimbursement.

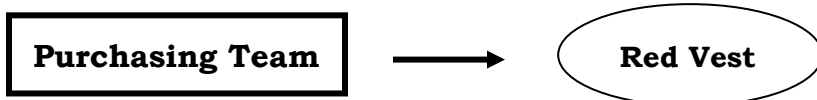
- Oversees the activities of the following emergency teams:
 - Timekeeping
 - Purchasing.
 - Reports to the primary Incident Command Center facility within 30 minutes of the activation.
 - Assumes position as Finance Chief (don white vest) and retrieves Finance Chief's backpack and binder, if not already set up.
 - Checks in with the Incident Command Center for situational briefing.
 - Participates in preparation of an Incident Action Plan.
 - Locates and sets up a work space.
 - Secures a communication device and is aware of the various frequencies being used by teams.
 - Maintains financial records.
 - Provides financial and cost analysis information as requested.
 - Gathers pertinent information from briefings with responsible agencies.
 - Provides financial and cost analysis information as requested.
 - Briefs emergency teams on the situation and supervises their activities.
 - Tracks and records staff hours.
 - Schedules breaks and reassigns the Finance, Time keeping, and Purchasing staff as needed.
 - Provides financial input to demobilization plan.
 - Ensures that all obligation documents initiated at the incident are properly prepared and completed.
 - Maintains unit/activity log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-



Manager, County Office Budget Services; Manager County Office Accounting Services; Supervisor, Payroll-County Office

Under the direction of Finance Chief, this team is responsible for maintaining accurate and complete records of staff hours devoted to disaster preparedness and response.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Timekeeping (don red vest) and retrieves Timekeeping backpack and binder, if not already set up.
- Assists with the set up of the full Incident Command Center.
- Checks in with the Finance Chief for situational briefing.
- Locates a work space.
- Meets with Finance Chief to determine a process for tracking regular and overtime staff (should be done ahead of time).
- Ensures that accurate time logs are kept on all staff members, indicating the staff number, specific assignment, time they clocked in and out, hours they worked on disaster preparation and response. If personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Coordinates with record-keeping efforts with the Staffing Deployment Team.
- Enters data into the timekeeping logs as emergency teams are deactivated and team members sign out.
- Collects any other records and information which relate to personnel timekeeping.
- Maintains unit/activity log and forward to the Situation Analysis Team.



Purchasing technician; Senior Administrative Assistant Operations Department; Staff Secretary Operations

Under the direction of the Finance Chief, this emergency team is responsible for maintaining accurate and complete records of purchases. Most purchases will be made before an emergency occurs, however, in emergency situations, it may be necessary for the SJCOE to acquire certain items quickly.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Purchasing Team (don red vest) and retrieves Purchasing backpack and binder, if not already set up.
- Assists with the set up of the full Incident Command Center.

- Checks in with the Finance Chief for situation briefing.
 - Locates and sets up a work space.
 - Collects records and information which relate to purchasing.
 - Meets with Finance Chief to determine process for tracking purposes.
 - Makes any purchases that have been approved by the Incident Command Center.
 - Collect and record all costs data.
 - Develop incident cost summaries.
 - Closes out and secure all purchasing records.
 - Maintains unit/activity log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-



Deputy Superintendent of Student Programs and Services; Assistant Superintendent of Educational Services; Assistant Superintendent of County Operated Schools Program

Responsible for collection, evaluation, documentation and use of information about the development of the incident and status of resources and includes oversight of:

- Situation Analysis/Documentation
- Internal Communication
- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Planning/Intelligence Chief (don white vest) and retrieves Planning/Intelligence backpack and binder, if not already set up.
- Participates in preparation of an Incident Action Plan.
- Collect and process situation information about the incident.
- Using the **Essential Elements of Information** (see forms section) provides the Incident Command Center with an immediate initial assessment of by conducting a situation analysis and obtaining initial information on key factors, which may include:
 - Communication capability,
 - Evacuation underway,
 - Support services needed; e.g., ambulance, fire, law, etc.
 - Assessment of primary or secondary evacuation, and
 - Road closures, weather or other hazardous conditions.
- Supervises preparation of the Incident Action Plan. Provides input to the IAP as needed.
- Locates and sets up a workspace.

Planning/Intelligence Chief con't.

- Obtains necessary equipment and supplies from Operations Chief.
- Secures a communication device and is aware of the various frequencies being used by teams.
- Maintains accurate records and site map.
- Establishes information means on issues that will impact incident; weather, environmental, toxic materials,
- Assembles information on alternative strategies (“Plan B”) in the event current strategies and tactics are ineffective.
- Provide periodic predictions on incident potentials examine all avenues that the incident may take and develop strategies to address situation.
- Report and incorporate any significant changes in the incident status.
- Compile and display incident status information.
- Incorporate plans (Traffic, Medical, Communications, Site Safety)
- Briefs emergency teams on situation and supervises their activities.
- Provides ongoing analysis of the situation and resource status.
- Schedule breaks and reassign Planning/Intelligence staff as needed.
- Tracks and record staff records and activities.
- Tracks and record all resources.
- Demobilizes staff as directed by the Incident Command Center.
- Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

Situation Analysis/Documentation Team



Red Vest

Foster Youth Services Project Manager; Director of Instructional Technology; County Operated Schools and Programs Coordinator II

Under the direction of Planning/Intelligence Chief, this team is responsible for the collection, analysis, documentation and use of information about the incident and the status of resources.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Situation Analysis/Documentation Team (don red vest) and retrieves Situation Analysis backpack and binder, if not already set up.
- Assists with the full setup of the Incident Command Center.
- Checks with Planning/Intelligence Chief for situation briefing.
- Obtains necessary equipment and supplies from Operations.
- Assigns an individual to display messages on a status board, which keeps the EOC apprised of major developments in disaster/emergency situation.
- Requests messengers from staff deployment (orange vest).
- Begin collection and analysis of incident data as soon as possible.

Situation Analysis/Documentation Team con't.

- Posts a status board in the Incident Command Center. (May use whiteboard, or if electricity is available project on a screen from laptop). Uses Incident status summary form (see forms section)
- Conducts a situation analysis attempting to make the incident run as smoothly as possible anticipating problems and identifying solutions:
 - Collects, organizes and analyzes situation information
 - Provides Incident Command Center with current situation based on analysis of information received; and
 - Based on information received, attempts to anticipate problems before they occur and report to Incident Command Center accordingly.
- Works with Staff Deployment and request recorders to assist with information documentation.
- Continually updates the Planning/Intelligence Chief.
- Supervises backup and protection of main and support computer systems.
- Publishes internal information sheet for employees every four to six hours.
- Documents:
 - All records, logs reports, photographs and other documents as the situation develops;
 - Files all documents in a file box (Note: A permanent more comprehensive log may be prepared from the documents at a later time as to aid for clarity and better understanding of the entire emergency.
 - However original materials must be preserved, since they are legal, confidential documents);
 - Marks the site map appropriately as information is received (Note: This includes, but is not limited to, search and rescue reports and damage updates.); and
 - Preserves the map until it is replicated.
- Collects **all** remaining documents from other teams as they are demobilized.
- Returns all equipment and used supplies to Operations.
- Maintains Unit/Activity Log.
- Signs out with the Timekeeping Team.

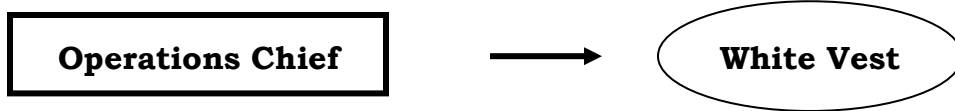


SJCOE Public Information Officer; Information Technology Coordinator II; County Operated Schools and Programs Technology Program Manager

Under the responsibility of the Planning/Intelligence Chief, this team is responsible for establishing, coordinating and directing verbal and written communication within SJCOE.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Internal Communication Team (don red vest) and retrieves Internal Communication backpack and binder, if not already set up.
- Assists with the full setup of the Incident Command Center.
- Sets up communication station in a quiet location and close to and with access to Incident Command Center.
- Obtains equipment and supplies from the Operations Chief.
- Turns on radios and tunes them to local AM/FM stations.
- Maintains constant communication with the Planning/Intelligence Chief.
- Monitors radio and television messages and information to ensure they are technically accurate information concerning the emergency are being broadcast. Determine if the information by the Public Information Officer has been broadcast directly.
- Secures a communication device to monitor radio activity.
- Receives and writes down all communication from the Incident Command Center.
- Requests messengers from Staff Deployment (orange vests) and use to deliver messages to Incident Command Center with copies to the Planning/Intelligence Chief.
- At the direction of the Incident Command Center, provides status reports to staff.
- Maintains a log of all communication showing the date, time, originator, and recipient.
- Follows communication protocol.
- Directs the media and the public to the Public Information Officer.
- Returns all supplies to the Operations Chief.
- Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

***Communication-**Maintaining communication during and after an emergency is critical. The Internal Communication Team will be the central link for such communications. The Internal Communications Team will need to maintain contact with sites throughout the county and conditions permitting; the Liaison Officer will handle these contacts. In the absence of the PIO and Liaison Officer, the Internal Communication Team will handle contacts with the media and external agencies.



Director of Operations; *Project Leader; Assistant Superintendent of Educational Services*

The Operations Chief is responsible for the management of all operations directly applicable to the primary mission of ensuring the overall safety and welfare of those involved in and responding to the incident.

- Oversees the following emergency response teams:
 - Evacuation Status
 - Search and Rescue
 - Maintenance/Fire Safety/Supplies
 - Site Security
 - Food and Water and
 - First Aid
- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Operations Chief (don white vest) and retrieves Operations backpack and binder, if not already set up.
- Participates in preparation of an Incident Action Plan.
- Locates and sets up a workspace.
- Secures communication devices for all commands involved in the incident and determines the frequencies at which they communicate.
- Maintains communication with the Incident Command Center.
- Maintains a list of employees who are proficient in first aid and in cardiopulmonary resuscitation.
- Determines need and requests additional resources.
- Briefs the emergency teams on strategies as identified by the Incident Command Center.
- Receives staff report from *Evacuation Status Team* with regards to persons who are accounted and unaccounted for and reports the results to the Incident Command Center.
- Coordinates the evacuation of the building at the request of the Incident Command Center and **only if absolutely necessary.**
- Obtains necessary supplies as needed.
- Communicates when personnel are needed.
- Communicates when materials and resources are needed.
- Ensures safety of all individuals involved in emergency response with regards to evacuation, search and rescue, site security.
- Distributes supplies and unlock storage containers.
- Coordinates supplies and equipment needs with the Incident Command Center.
- Assists responding agencies as needed and as requested.
- Schedules breaks and reassigns Operations staff as needed.
- Maintains unit/activity log and forwards to the Situation Analysis Team.

- Demobilizes staff as directed by the Incident Command Center.
 - Signs out with the Timekeeping Team.
-

Employee Status Team



Clipboards

Executive Assistant or his/her designee; (i.e. Office of the Superintendent, Business Services, Student Programs and Services, County Operated Schools, Education Services, Special Education)

Under the Operations Chief, this team is responsible for coordinating the safe and orderly evacuation of the affected facility. This team verifies the building has been evacuated and identifies those individuals that still may be inside the building. This person accounts for the presence of employees within the respective SJCOE departments.

- Evacuates the facility in a systematic, orderly evacuation.
 - Is familiar with all of the exits and directs individuals to the designated evacuation area.
 - Secures a communication device.
 - Secures a disaster preparedness kit.
 - Communicates with the Operations Chief once the building has been evacuated.
 - Seeks the assistance of the Operations Chief to send additional help, if there is difficulty evacuating others.
 - Keeps an updated list of all of the departments and department personnel.
 - Attends to the designated evacuation area to obtain the departmental staff accounts.
 - Observes for these signs from each evacuated department area:
 - Green: All accounted for
 - Yellow: Status Count Pending
 - Red: Staff unaccounted for
 - Identifies those departments, employees or guests who are unaccounted for, their last known location, and reports results to the Operations Chief.
 - Reports any injuries and casualties to the Operations Chief.
 - Returns all equipment to the storage container or facility.
 - Maintains unit/activity log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-

Department Staff Monitor



Status Cards

Identified individuals within each department/area

Under the Operations Chief, this team is responsible to account for personnel within their respective departments. This team reports their results directly to the Evacuation Status Team.

- Secures the department disaster preparedness kit containing all of the updated employee information.
 - Accounts for all personnel within their respective department.
 - Displays signs to the Evacuation Status Team from each evacuated department area:
 - Green: All accounted for
 - Yellow: Status Count Pending
 - Red: Staff unaccounted for
 - Provides the Evacuation Status Team with contact information of persons who are unaccounted for and their last known location.
 - Reports casualties to the Evacuation Status team.
-

Search and Rescue



Red Vest

Operations Technician; Maintenance worker; Maintenance Worker.

This team will only be activated at the request of the Incident Command Center and **only if absolutely necessary**. In most disasters, the fire and police departments will conduct the search and rescue. However if deployed, members must use a buddy system, wear sturdy shoes and long sleeved shirts. Team members **may not** enter severely damaged buildings. Under the Operations Chief, this team participates in the search and rescue efforts for site personnel during the initial phase of a disaster, prior to the arrival of external emergency resources.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Search and Rescue team (don red vest) and retrieves Search and Rescue backpack and binder, if not already set up.
- Meets with the Operations Chief for situation briefing.
- Utilizes a “buddy system” approach to efficiently search the building.
- Don safety equipment and gather necessary equipment prior to entering the building, including a multi-frequency radio to communicate with the Operations Chief.
- After receiving instructions from the Incident Command Center and an update from the Operations Chief about building safety, examine departmental information to ascertain there are no missing persons still in the building.

Search and Rescue con't.

- Secures communication device and turns it to the same frequency as the Operations director. The frequency should not be the same one as used by the Incident Command Center, to communicate with the Operations director.
- Assists with rescuing persons who are unable to exit from the building because of personal injuries or because they are trapped.
- Establishes a search plan by dividing the building into manageable areas prior to starting to search. Uses a floor plan map or sheet of paper to identify the sections searched and problems encountered.
- Once the building has been deemed safe to enter, search the assigned areas using an orderly pattern searching vocally and visually for persons. In an effort to find people, you may use a whistle or call out. Use chalk or a grease pencil to make a slash (/) on the door or entry wall when entering a room or work area. When leaving make another slash to form an X to indicate that the location has been searched.
- When injured or trapped persons have been located, transmits the location, number of persons found, and the conditions of these persons to the Operation's Chief. **DO NOT** use individual's names or abbreviations and keep communication brief.
- Performs First Aid/CPR as needed.
- Removes debris and fallen objects to free trapped persons.
- Utilizes rescue procedures to remove the persons from the building and deliver them to the First Aid/Triage area. Move victims carefully to avoid further injury.
- Transfers injured individuals to the first aid station.
- Records the positions of the unconscious or dead for identification purposes. Notes any identifying objects found with each person/body.
- Removes the dead and cover their bodies. Preserve belongings in bags and log names.
- Returns all equipment to the storage container or facility.
- Maintains unit/activity log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.



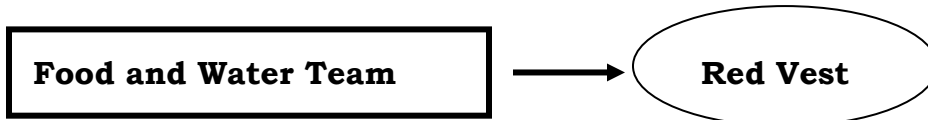
Operations Technician; Maintenance worker; Maintenance Worker.

This team is responsible for identifying, reporting and when possible correcting hazards at the disaster sites including fires, gas leaks, electrical problems and structural change. This team secures the site. This team oversees the dissemination of supplies that will support the respective disaster teams.

Fire Safety/Maintenance/Site Safety/Supplies con't.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Fire, Site and Maintenance Safety team (don red vest) and retrieves Fire, Site and Maintenance Safety backpack and binder, if not already set up.
- Checks in with the Operations Chief for a situation briefing.
- Obtains all necessary equipment from the storage container or facility (fire extinguishers, hard hats, gloves, flashlights, etc.).
- Secures a communication device.
- Responds by minimizing hazards such as extinguishing fires, shutting off the gas supply and electricity and reporting hazards to the Operations Chief.
- Locates, and if possible, controls and extinguishes small fires.
- Checks the gas meter, and if gas is leaking, shuts down the gas supply.
- Shuts down electricity if directed by the Incident Command Center to do so or if there are obvious dangers such as electrical discharge and arcing.
- Assesses structural damage to the building to the extent possible without endangering team members.
- After evaluation, secures all major external doors and gates and continually monitor them, admitting only individuals authorized by the Incident Command Center.
- Reports all hazards to the Operations Chief.
- Routes fire department and police as appropriate.
- Do not repair structural damage prior to full documentation (such as photographs and video evidence), unless the repairs are essential to immediate life-safety.
- If re-entry will not be permitted for a long period, lock doors and gates or use security tape and signs to show that entry is prohibited.
- Delegates individuals to stand to prevent building re-entry.
- Ensures that persons who have evacuated remain well back from the building.
- Makes sure that damaged, contaminated, or otherwise hazardous areas are cordoned off with security tape, that warning signs are posted, and that these areas are constantly monitored while they remain in a dangerous condition.
- Assesses and report structural damage.
- Opens supply containers and storage facilities.
- Maintains security of supply containers and storage facilities.
- Assists employees in locating appropriate supplies.
- Returns all unused equipment and supplies and place in containers.
- Secures all equipment and supplies in the supply containers.
- Records the exact locations where hazards occurred during the emergency and give this information to the Situation Analysis/Documentation Team so that it can be entered on the site map and preserved as a legal document.

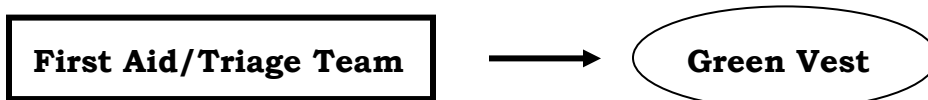
- Also provides the Situation Analysis/Documentation Team with photographs or video evidence of the damage.
 - Returns all equipment to the storage container or facility.
 - Maintains unit/activity log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-



Food Service Tech; Clerk Typist/Immunizations; Alternative Education Administrative Assistant

Under the direction of the Operations Chief, these individuals will be responsible for providing food and water for personnel.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
 - Assumes position as Food and Water team (don red vest) and retrieves Food and Water team backpack and binder, if not already set up.
 - Checks in with the Operations Chief for briefing.
 - Secures a communication device.
 - Sets up an eating area and sanitation facilities if needed.
 - Distributes food and water as needed.
 - Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-



School Nurse Coordinator County Operated Schools Program; School Nurse Coordinator Comp Health Programs; Director Health Services Special Education

Under the direction of the Operations Chief, these individuals are responsible for providing emergency medical response and first aid.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as First Aid team (don green vest) and retrieves First Aid backpack and binder and Supplies, if not already set up.
- Checks in with the Operations Chief for situation briefing.
- Obtains first aid supplies and equipment from the storage container.
- Secures a communication device and identify the frequency assigned by the Operations Chief.

First Aid/Triage Team con't.

- Establishes first aid/triage area in the Staff Lounge at the Nelson Center; the Nelson Center Parking lot as the primary evacuation site and at 2615 Boeing Way as the secondary evacuation site.
- Categorizes the areas as:
 - Triage entry,
 - Immediate care treatment areas, and
 - Delayed care treatment areas.
- Establishes a morgue, if needed, in an isolated, cool place.
- Obtains a portable file of emergency medical information on employees, if available.
- Administers appropriate first aid to patients, following approved procedures that will ensure the safety of all caregivers and rescuers.
- Keeps accurate and complete logs of care given, minimally recording, patients name and treatment rendered.
- Determines the need for further medical assistance and notifies Operations Chief if additional help is required.
- Uses colored triage tags to categorize disaster victims and move to the identified area immediately:
 - **RED**-Immediate-correctable, life threatening
 - **YELLOW**-Delayed, serious, but not life threatening
 - **GREEN**-Walking wounded-minimal care
 - **BLACK**-Dead or mortally injured

Highest Priority RED	Second Priority YELLOW	Lowest Priority GREEN	Lowest Priority BLACK
Airway & Breathing difficulties	Burns	Fractures or other minor injuries	Mortal wounds where death is reasonably certain
Cardiac arrests	Major multiple fractures		Obviously dead
Uncontrolled or suspected bleeding	Back injuries w/ or w/o spinal cord injuries		
Severe head injuries			
Severe medical problems			
Open chest or abdominal wounds			
Severe shock			

First Aid/Triage Team con't.

- Triage individuals based on priority needs:
- Continues to update the Incident Command Center with status through the Operations Chief.
- Reports deaths to the Operations Chief.
- When using two-way radios, **do not** disclose names of individuals receiving treatment or use abbreviations.
- Transports individuals to the hospital for further care and document care.
- Turns over all medical logs to the Situation Analysis team.
- Returns all first aid supplies and equipment to the storage.
- Maintains unit/activity log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

Medical information disclosure during disasters and emergencies

Guidelines-Covered entities can disclose needed patients' protected health information (PHI) without individual authorization:

- If necessary to treat the patient or a different patient or if the information would help treat a different patient
- To a public health authority that is authorized by law to collect or receive such information for the purpose of preventing or controlling disease, injury or disability or to a person or entity acting under a grant of authority from or under contract with such public health agency. This could include, for example: the reporting of disease or injury; reporting vital events, such as births or deaths; and conducting public health surveillance, investigations or interventions.
- At the direction of a public health authority, to a foreign agency acting in collaboration with the public health authority.
- To persons at risk of contracting or spreading a disease or condition (if authorized by other law).
- With certain people involved with patient's care/responsible for the patient.
- When there is imminent threat to public health /safety.

Treatment

Under the HIPAA Privacy Rule, covered entities may disclose, without a patient's authorization, Protected Health Information (PHI) about the individual as necessary to treat the patient or to treat a different patient. Treatment includes the coordination or management of healthcare and related services by one or more providers and others, consultation between providers, providing follow-up information to an initial provider, and the referral of patients for treatment.

Logistics Resources Chief



White Vest

Director III of Human Resources; Assistant Superintendent of SELPA/ Special Education; Assistant Superintendent of COSP;

Responsible for providing facilities, services, personnel and materials. Also supports the incident through the oversight of:

- Staffing Deployment;
- Student/Parent Reunification; and
- Counseling.
- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Logistics Resources Chief (don white vest) and retrieves Logistics Resources backpack and binder, if not already set up.
- Obtains Incident Command Center Debriefing.
- Participates in preparation of an Incident Action Plan.
- Locates and set up a workspace.
- Secures a communication device and tunes to the specified channel.
- Ensures that the Incident Command Center and other facilities are set up as needed.
- Maintains an updated list of SJCOE employees and pertinent information to be used in case of a disaster. Should include out of area family contact member. In the event of a disaster, it is easier to make a long distance rather than a local phone call because it does not tie up local lines that may otherwise be tied up with the local emergency.
- Notifying SJCOE employee families that they are safe, so that SJCOE staff do not spend time or tie up lines.
- Receives the report from Operations Chief identified personnel who may need intervention/assistance and communicates and provides the Incident Command Center with information to contact families.
- Assigns personnel to begin contacting families to *report the safety* of SJCOE employees, students and staff.
- Assigns work tasks to individuals as they arrive on the scene.
- Requests additional teams to assist with intervention, i.e. San Joaquin County Mental Health response teams.
- Briefs other disaster response teams.
- Ensures the safety of individual teams.
- Schedules breaks and reassign Logistics staff as needed.
- Deploys teams as requested by the Incident Command Center, Liaison, Operations or Intelligence planning chiefs.
- Ensures the general welfare and safety of Logistics Section personnel.
- Demobilizes staff as directed by the Incident Command Center.
- Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

Staffing Deployment



Red Vest

Manager, Human Resources; Manager Human Resources; Human Resources Attendance Technician

Under the direction of the Logistics Resources Chief, these individuals are responsible for coordinating the assignment of personnel (staff and community volunteers) in support of the incident.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.
- Assumes position as Staff Deployment (don red vest) and retrieves Staff Deployment Resources backpack and binder, if not already set up.
- Helps set up EOC area.
- Checks in with the Logistics Chief for situation briefing.
- Sets up a work area in Locke I for staff deployment; Nelson Center parking lot in the event of a primary evacuation and at 2615 Boeing Way in the event of a secondary evacuation.
- Receives roll call reports from departments for individuals who are eligible to provide assistance.
- Secures a communication device.
- Generates a list of personnel/volunteers who are awaiting assignment and any special abilities those particular individuals may have i.e. Computer skills, bilingual, CPR and first aid proficient.
- Assigns any messenger/runner an orange vest.
- Checks in with the various teams inquiring if they need assistance or if assigned staff needs breaks.
- Deploys personnel at the request of the Incident Command Center and log their assignment and number on a special assignment list.
- Coordinates record-keeping efforts with the timekeeping team.
- Asks personnel to sign out on the special assignment list.
- Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

Counseling



Red Vest

Homeless/Foster Youth Counselor; COSP Counselor; Venture Academy Counselor.

Under the direction of the Logistics Chief, this team is responsible for overseeing psychological triage and ensuring that assistance is provided.

- Reports to the primary Incident Command Center facility within 30 minutes of the activation.

Counseling con't.

- Assumes position as Counseling Team (don red vest) and retrieves Counseling Resources backpack and binder, if not already set up.
 - Checks in with the Logistics Chief for situation briefing.
 - Secures a communication device.
 - Establishes psychological triage area in a safe place, away from other personnel and from the Public Information area.
 - Secures the list of mental health/school crisis responders.
 - Requests assistance from outside providers through the Incident Command Center using the School Crisis Response Mutual Aid plan which is initiated through San Joaquin County Mental Health (see *School Crisis Response Mutual Aid Plan* in attachments).
 - Maintains a current list of school crisis counselors and resources (see attachments).
 - Provides a supply of crisis intervention forms.
 - Delegates crisis responders to provide services.
 - Maintains children's supplies such as: clay, crayons, pencils, pens, and paper for crisis intervention.
 - Maintains a referral list.
 - Maintains a treatment list.
 - Ensures the provision of professional mental health psychotherapeutic interventions.
 - Maintains a follow up list:
 - Facilitate the return of individuals to the site
 - Keeps track of "anniversaries"
 - Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
 - Signs out with the Timekeeping Team.
-

Student Reunification



Red Vest

If Venture Academy and the CTEC building are uninhabitable where student cannot be reunited at their sites from the classrooms, student reunification will take place at the Wentworth Education Center (WEC). The other SJCOE based student reunification location, if the WEC is unavailable will be at the Professional Development Center.

If the primary sites are not available, then Secondary and Third sites may be the area for evacuation. Please consult this plan.

Student Reunification con't.

Venture Academy Staff for Students: Program Manager; Program Coordinator; Clerk Typist; Teacher

Special Education: Director of Special Education Services; Educational Specialist, Program Support Supervisor

COSP: Coordinator IV; Coordinator IV, Coordinator IV

Under the direction of the Logistics Chief, this team is responsible for orchestrating the reunification of students with their parents.

- Checks in with the Logistics Chief for situation briefing.
- Reports to the Student Reunification area within 30 minutes of the Incident Command Center activation.
- Secures a communication device.
- Receives roll call reports from teachers.
- Establishes reunion site according to the site disaster plan.
- Delegates a staff member to attend to the entrance/exit of the area not allowing parents or media to enter the area unless they can produce appropriate identification.
- Supplies the appointed staff member with the student emergency release cards for the reunion site.
- Appoints staff member(s) to oversee “crowd control” in the parent/guardian pick-up area.
- Requests messengers as needed (orange vests).
- Ensure that pre-printed release forms are available.
- Assigns staff and parent volunteers to assist with student reunification sites.
- Has prepared in advance: student release forms, copies of student emergency release cards.
- Prepares to dismiss students to parents or authorized agent as quickly as possible.
- Maintains a log of activities including who students were released to, what time, if referrals were made to a counselor, if a student was injured and any other pertinent information.
- Maintains Unit/Activity Log and forwards to the Situation Analysis Team.
- Signs out with the Timekeeping Team.

Student Reunification Process

Certain situations may involve releasing students from school or relocating them from one site to a secondary evacuation site at a time when parents expect their students to be in school. The Incident Command Center will authorize pupil release and or evacuation only in times of extreme emergency. All possible attempts to notify parents as to the situation will be made as soon as possible pending the

extent and nature of the emergency/cause for evacuation. In any case, pupils shall be released by SJCOE staff only.

Site Administrator's Responsibility

The site administrator will assess the situation in any given emergency and, based on the safety of the students and the condition of the site and surrounding neighborhood/environment, will make recommendations to the Incident Command Center. Given the situation, the following may ensue:

1. Students remain in classrooms or site rooms with their teacher until they are released to their parents/guardians or are transported home via regular means of transportation as preestablished by their parents.
2. Students are moved to an evacuation area with their teacher or identified SJCOE employee to a designated primary evacuation site is the Wentworth Education Center (WEC).
3. Students are evacuated to a secondary evacuation site 2615 Boeing Way.

If an emergency occurs and it becomes necessary to send students home early, relocate them or ask parents/guardians to pick them up, then these procedures will be followed insofar as possible.

Parental Notification: After receiving authorization to relocate students or send them home early, SJCOE will notify parents either by a phone tree, automated telephone, website (<http://www.sjcoe.org>), radio, media or some other means to communicate to parents. It is recognized that during a disaster, phone lines become overwhelmed, hence other means of notifying parents of the location of the evacuation site may be done through the media, on the website or other communication systems. When parents are notified the information will include:

1. Name of the caller
2. Type of emergency;
3. Actions to be taken;
4. Where the parent may pick the student up; and
5. Any other brief, but pertinent information.

Guidelines for Pupil Release at SJCOE sites

Whenever possible, it is preferred that students remain in the classrooms under their teacher's supervision until they can be reunited with parents.

Student release procedures

1. As parents/guardians arrive to pick up students Parents/Guardians complete the **Student Release Form**.
2. The teacher or some other SJCOE staff member stands at the door controlling traffic in and out of the respective area.
3. Parents line up outside the door and complete the **Student Release form**.
4. Parent/Guardian gives the **Student Release form** to the Student reunification Chief or designee.
5. The **Student Reunification Chief** notifies the teacher that a parent/guardian is here for the respective student.

6. The teacher confirms the person picking the student up is listed on the **Student's Emergency Pupil Release Form** in the classroom, held with the teacher that the student may be released to the identified person completing the form.
7. The parent and student are escorted independently to a separate reunification area. This way all parents go to a separate area so that if something has happened to their student(s) they may go to a "counseling" area in the general vicinity. There should be more than 1 "reuniting room." This procedure should be followed to minimize chaos and hysteria.
8. Student leaves with the parent/guardian. Parents/Guardians should not enter the classroom unless absolutely necessary.
9. Teacher refers all other persons to the **Student Reunification Chief** to obtain clearance cards.

Identification Instructions

1. Use Emergency Pupil Release Form located in the Classroom Emergency Folder. Fill in all sections including signatures.
2. Make sure the individual picking up the student is an immediate family member and has completed a **Student Release form**.
 - a. Immediate family members include mother, father, stepparent, grandparent, aunts, uncles, sister, brother or legal guardian
 - b. Identification questions may include:
 - i. Who are you?
 - ii. What is your relationship to the student?
 - iii. Do you have a photo ID?
 - iv. Confirm with the student they know the individual and ask them to identify the relationship (if possible).
3. Refer all persons, other than immediate family members—or any person about whom the teacher has doubts to the **Student Reunification Chief** to obtain a clearance card.
4. Keep all clearance cards and attach them to the Pupil Release Forms.

Guidelines for Pupil Release in the event of an evacuation at SJCOE

Depending on the specific emergency, it may be necessary to evacuate students to a designated evacuation area.

1. The **primary student evacuation** area for the SJCOE campus have been designated in the buildings near ROPES course on Transworld Drive.
2. As parents/guardians arrive to pick up students Parents/Guardians complete the **Student Release Form**.
3. The teacher or some other SJCOE staff member stands at the door controlling traffic in and out of the respective area.
4. Parents line up outside the door and complete the **Student Release form**.
5. Parent/Guardian gives the **Student Release form** to the Student reunification Chief or designee.
6. The **Student Reunification Chief** notifies the teacher that a parent/guardian is here for the respective student.

7. The teacher confirms the person picking the student up is listed on the **Student's Emergency Pupil Release Form** in the classroom, held with the teacher that the student may be released to the identified person completing the form.
8. The parent and student are escorted independently to a separate reunification area. This way all parents go to a separate area so that if something has happened to their student(s) they may go to a "counseling" area in the general vicinity. There should be more than 1 "reuniting room." This procedure should be followed to minimize chaos and hysteria.
9. Student leaves with the parent/guardian. Parents/Guardians should not enter the classroom unless absolutely necessary.
10. Teacher refers all other persons to the **Student Reunification Chief** to obtain clearance cards.

Identification Instructions

1. Use Emergency Pupil Release Form located in the Classroom Emergency Folder. Fill in all sections including signatures.
2. Make sure the individual picking up the student is an immediate family member and has completed a **Student Release form**.
 - a. Immediate family members include mother, father, stepparent, grandparent, aunts, uncles, sister, brother or legal guardian
 - b. Identification questions may include:
 - i. Who are you?
 - ii. What is your relationship to the student?
 - iii. Do you have a photo ID?
 - iv. Confirm with the student they know the individual and ask them to identify the relationship (if possible).
3. Refer all persons, other than immediate family members—or any person about whom the teacher has doubts to the **Student Reunification Chief** to obtain a clearance card.
4. Keep all clearance cards and attach them to the Pupil Release Forms.

Note: These procedures are quite specific to ensure that younger students are released to the appropriate adults. The guidelines may be modified for the release of secondary students as long as pupils are released in a safe and authorized manner.

XIX. STUDENTS WITH SPECIAL NEEDS

Within the school system, there may be students who have been pre-identified as having special needs. Students with special needs must have an emergency plan outlining specific needs during an emergency, and at least three individuals who will be responsible for ensuring safe care during an emergency. A template in the appendices is available for students who have special care needs. The teacher, in concert with the parents and other learning support staff will formulate an emergency care plan for children with special needs. A template for such plan may be found in the appendices.

XX. EMERGENCY COMMUNICATION DURING WORKING HOURS

Communication regarding civil disturbances or disasters **MUST** be communicated to the Superintendent's office as soon as a civil disturbance or disaster occurs or as reasonably prudent. This means immediately after initial corrective action is taken at the site. The Supervisor will send the Superintendent a follow-up report in writing as soon as possible.

Radios, cellular phones, internet communication, social media, and/or mass communication systems such as Connect Ed, Edu-Links and overhead announcements are the means by which emergency communications may be orchestrated. SJCOE maintains radio communications within the operations department, which also may be used in emergency response. When the Incident Command Center assembles, it will be determined at that time, the best means for communicating between Incident Command Center chiefs.

Intercom notification-Employees have received cards on how to use the intercom system in case of an emergency. Individuals at SJCOE have access to the intercom via phone whereby they are able to make emergency announcements to minimize hazards and incidents to others. When in doubt if there is an emergency, it is better to alert others and error on the side of safety, than compromise the safety of others.

Mass communication system-SJCOE has a mass notification that will be mobilized in the event of an emergency and or disaster to notify staff, students and or parents.

WITHIN SJCOE

At SJCOE, emergency actions to be taken and other visual information will be communicated to employees through the use of intercom system, mass communication system, phone trees, automated telephone systems, FAX, Interoffice E-Mail, bullhorns, multi-frequency radios (if the incidence is not a bomb or other explosive device), or messengers, as appropriate and as the last resort, unless the emergency itself initiates immediate actions. SJCOE reserves the right to maintain all types of alert systems inclusive of surveillance cameras, silent alerts and panic buttons in facilitating emergency communication.

EXTERNAL TO SJCOE

During and after a disaster, outgoing phone calls **MUST** be restricted to emergency calls to outlying SJCOE campus buildings and emergency service providers. San Joaquin County Office of Education employees need personal disaster preparedness plans and must refrain from tying up telephone lines and cellular service, which impedes with disaster/emergency response. Should phone (landlines or cellular service) be down or overloaded, it is encouraged that communications with emergency services providers and the Incident Command Center via multi-frequency radios be used, if possible. Distribution of multi-frequency radios are the responsibility of the Operations Chief. To the extent possible, mass communication

systems will be used to alert others in the event of SJCOE or other campus based emergency situations.

XXI. EMERGENCY COMMUNICATIONS AFTER WORKING HOURS

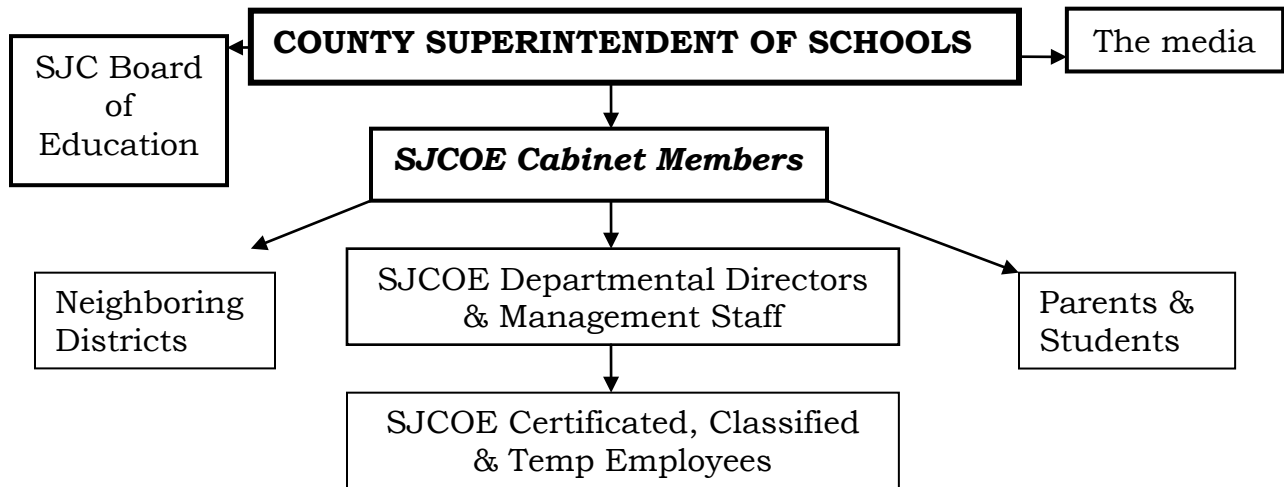
In the event of a declared emergency after working hours, the Incident Command Center will be activated at SJCOE. If phones are operative, communications to employees at home and at work (e.g., in departments with 24-hour operations) will be handled through a phone tree system or an automated telephone system. It is the responsibility of each department to develop their own phone tree system. If phones are not operative, communications will be made to those employees with two-way or multi-frequency radios, until such time as the phone service resumes. In such cases, employees are encouraged to tune into their radio, television, and internet or to check information about the San Joaquin County Office of Education. Individuals may want to consider the following internet resources as a means for communication to receive information:

- San Joaquin County Office of Education
209-468-4800
<http://www.sjcoe.org>
- San Joaquin County Office of Emergency Services
953-6200
Website <http://www.sjgov.org/oes>
- San Joaquin County Public Health Services
209-468-3400
<http://www.sjcphs.org>

XXII. COMMUNICATION TREE

In the event of an emergency or disaster, SJCOE will utilize a communication tree or an automated telephone system to disseminate necessary information in an efficient manner. The communication tree will follow the flow of the organizational chart with each departmental area responsible for contacting the appropriate line of employees. The County Superintendent will be responsible for contacting Cabinet members, the San Joaquin County Board of Education and the Media. Each department is responsible for keeping an updated employee roster and communication tree whereby information may be shared in the event of a large scale emergency. It is encouraged that both landline and cellular phone numbers are maintained.

San Joaquin County Office of Education Communication Tree



XXIII. CONTACTS WITH THE MEDIA, PARENTS, AGENCIES OR OTHER SOURCES

During and after emergencies, the media, parents, school districts, and governmental agencies frequently contact SJCOE. These contacts may be in the form of general inquiries, requests for sensitive information or requests for assistance, or may be for the purpose of exchanging information of mutual interest. Since these contacts are quite varied in nature and often involve administrative decision-making, it is essential that all such contact be immediately directed to the **Public Information Officer (PIO)**. While SJCOE must strive to be responsive in emergency situations, it is also our obligation to collect and disseminate accurate information, and a centralized coordinated approach is required to accomplish this goal. The PIO will work with other Information officers to present a Joint Information System (JIS) approach.

XXIV. INDIVIDUAL EMERGENCY READINESS

As SJCOE employees, it is important to prepare for disasters. Individuals are encouraged to prepare their own disaster supplies kit as well as personal workplace disaster supplies kit. Recommendations for individual preparedness kits may be found online at the American Red Cross. It is important that individuals bring three days worth of important supplies such as medication to their workplace.

PERSONAL PREPAREDNESS AT WORK

Besides taking part in training and drills, each employee should take measures to become personally prepared at work. The following suggestions will help employees to become fully prepared.

- Mitigate or eliminate potential safety or hazardous issues before an emergency.
- Doors should be locked during instructional times and when the door is not actively in use.

- Become familiar with the location of nearby exits and alternate evacuation routes in the SJCOE buildings that you work or visit.
- Run through scenarios prior to an incident so that you are prepared to think outside the box.
- Know the location of fire extinguishers, fire alarms, and first aid kits.
- Keep a small supply of emergency food on hand (e.g., energy bars, non-perishable snack items, etc.) as well as bottled drinking water.
- Arrange nearby file cabinets so that heavier items are in the bottom, to lessen the potential of the cabinets falling over.
- Do not place items on top of cabinets.
- Do not store items under desks or tables, as these spaces will be needed during the “duck and cover” activity required in certain emergencies.
- In cases of special dietary or medical needs, keep a small supply of such food and medicine on hand, and advise a fellow staff member of their location.

XXV. INCIDENT ACTION PLAN'S (IAP'S)

The following sections provide information on what to do during an emergency. Being prepared may make all the difference when seconds count.

ABDUCTION/MISSING PERSON

Record the name and contact number of the person reporting the missing person. If case involves abduction, begin gathering witness information for the police. Confirm the individual attended work/school that day. Assign staff member to begin checking the last known location of the individual.

1. Begin gathering information about the person, including
 - Description including, height, weight, skin color, eye color, clothing
 - Obtain photo, if available
 - Home address, phone number, emergency contact/parents' contact number
 - Get away car license number and direction
 - Special activities
 - Other pertinent information
 - Obtain information on possible witnesses, friends and last person to see individual.
2. Notify Superintendent's Office immediately of the missing person and share the aforementioned information. Keep a list of individual's you have contacted or come in contact with who are privy to the individual missing. Share that list with the Superintendent's Office.

Important: At any point during these steps, if the individual is located, inform everyone who has been notified of the incident that the individual is no longer missing.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Assess the situation.
3. Develop a plan based on the information.
4. Notify law enforcement.
5. Assist law enforcement with investigation as needed.
6. Establish a media staging area.
7. Record events.

ACTIVE SHOOTER

In the event of gunfire or an active, it may be difficult to communicate in the situation. The Incident Commander or police officers will issue directions, when possible. Otherwise, you will need to rely on your own resources.

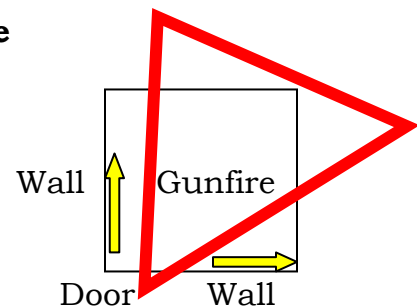
SJCOE uses the ALiCE Model. Alert, Lockdown, Inform, Confront, Evacuate. It will be up to you to decide what is the safest option for you and your students (if applicable). Your safety and the Safety of your students come first. It is important to remain calm. Depending on the situation, you may have to move from one step in ALiCE to the other.

ALERT:

1. At the first Alert of gunfire, assess the situation and get you and your students (if applicable) away from the gunfire by fleeing the campus or situation.
2. After reaching safety, **Always call 911** if you can or **direct someone else to call 911**, in the event you hear of gun fire or learn of an unwanted, abrasive intruder that may cause harm to yourself or others.
3. If you have access to the SJCOE intercom via phone, notify all buildings by calling **468-9025 then press 00**. Inform others that there is an active shooter/intruder and provide as much detail as you can to a) help people make the best decision for their safety; b) to distract the shooter/intruder.
4. As time passes, you may not be able to stay on the intercom to share details. Never jeopardize your safety.

LOCKDOWN:

1. **If the active shooter is near and you cannot escape, barricade yourself.**
2. **To the extent possible, make it impossible for anyone to open or breach your area. Do not compromise your safety.**
3. **Hide behind large objects.**
4. **Turn off the lights and stay as quiet as possible.**
5. **Silence your phone.**
6. **Provide protection if shots are fired in your direction.**
7. **Try not to trap your options for movement out of the area**
8. **Be ready to confront.**
9. **Remember the Angle of safety (yellow arrows.)**
10. **Line up on the side of the wall, where it will be difficult for the shooter to angle his/her gun.**



INFORM:

1. To the extent possible, **WITHOUT compromising your safety**, provide updates if you are aware of the whereabouts of the shooter/intruder via intercom, text messages, etc.

CONFRONT: As a last resort and only if your life is in danger, whether you are alone or working as a group

- 1. Attempt to incapacitate the shooter using any tool or material that you may have at your disposal**
- 2. Act with physical aggression**
- 3. Improvise using weapons (heavy objects to hurt the shooter)**
- 4. Disarm the shooter (fire extinguisher spray or container, chairs, staplers)**
- 5. Commit to taking the shooter down no matter what. Commit to your actions**

EVACUATE

- 1. RUN, you should always be aware of your surroundings and potential escape routes.**
- 2. If there is an escape path, attempt to evacuate**
- 3. Evacuate whether others agree to or not**
- 4. Leave your belongings behind**
- 5. Help others escape if possible**
- 6. Prevent others from entering the area**
- 7. Call 9-1-1 WHEN YOU ARE SAFE**
8. If you are for certain it is safe to evacuate, plan possible evacuation routes away from the campus to the secondary evacuation site (2615 Boeing way) so that individuals may be accounted for and receive counseling/first aid assistance.

Once you are safe, call 911 and report the incident. So that SJCOE knows that you are safe, if possible,

1. Send an email to your direct supervisor and your deputy superintendent or
2. Log onto Smartfind <http://www.sjcoe.net/smartfind/> and click on "I am safe"
3. Call into Subfinder Automated line (209) 636-0590
Please state your name and confirm your identify by sharing the site and location of where you work.
4. If SJCOE send you a responsible text, please confirm that you are safe. This allows us to report on your status.

Emergency Response Team

1. Notify 911 and provide as much detail as possible to first responders.
2. Liaison Chief to facilitate communication between police, fire and the incident/emergency response team.
3. Establish a media staging area.
4. Prepare media statement and for media influx.
5. Establish first aid area.
6. Provide support of injured persons; assess fatalities.

7. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm **(209) 983-2889 – (pager) (209) 468-8859 – (office)** For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
8. Establish student reunification process.
9. Record events.

AIR QUALITY CONTROL

Valley residents are notified in advance of days when air quality in the forecast might reach unhealthy levels. These are designated “Spare the Air” days. Caution must be followed for persons with respiratory illnesses such as asthma.

Caution should be taken to limit outdoor activities when conditions are not conducive to health air quality. Individuals should take measures to be aware of “Spare the Air” days especially if they have respiratory conditions

Air Quality Index Values	Air Quality Description	Health Cautionary Statement
0-50	Good	No limitations
51-100	Moderate	Extremely sensitive children and adults, especially with respiratory diseases such as asthma, should limit prolonged outdoor exertion.
101-150	Unhealthy for Sensitive Groups	Sensitive children and adults, especially with respiratory diseases such as asthma, should limit prolonged outdoor exertion.
151-200	Unhealthy	Sensitive children and adult should avoid outdoor exertion and everyone else should limit prolonged outdoor exertion during peak ozone periods.
201-300	Very Unhealthy	Sensitive children and adult should avoid outdoor activities and remain indoors. Everyone else should avoid outdoor exertion.
Over 300	Hazardous	Everyone, especially children, should avoid outdoor activities and remain indoors.

BIOLOGICAL ATTACK

Biological agents are bacteria and toxins that can cause disease in people. Depending on the biological event, you may need to be immunized, evacuated or "sheltered-in-place." Listen to the radio to see if authorities to provide further

instructions. At the alert of a Biological attack the Emergency Response team will be activated and will provide further direction. In the meantime,

If you become aware of a suspicious substance, follow these steps:

1. **Do not panic.**
2. Do not handle the mail piece or packaged suspected of contamination.
3. Do not shake or empty the contents.
4. Do not attempt to clean up any powdery substance spilling from package.
5. Get away from the substance and close the door or section off the area.
6. Contact the Superintendent's Office who will activate the Emergency Response Team and provide as much detail as possible.
7. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air but still allow breathing.
8. Remove clothes and place in a sealed plastic bag.
9. Wash your body with soap and water. If actually exposed, wash skin with a solution of 9 parts water to 1 part bleach. Do not use bleach solution on open wounds!
10. Await instructions from the Emergency Response team.
11. If you become sick, get immediate medical attention.

Facemasks-Using a facemask for protection during a biological attack. A facemask or barrier can help protect from air contaminants. Here are a few ideas for creating a facemask or barrier.

- Improvise with available materials and create a barrier to protect eyes, nose, mouth and cuts in the skin; paper towels, felt fabric are examples of possible materials that can be used.
- Use fabric that fits snugly over nose and mouth — achieve best fit possible for children.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Assess the situation-activate Shelter In Place, if indicated.
3. Notify law enforcement provide as much detail as possible.
4. Do not allow further contamination of persons therefore immediately remove any additional people from the area as much as possible. Do not touch any of the substances.
5. Establish a media staging area.
6. Ensure all persons who have touched the contents wash hands immediately with soap and water.
7. List all persons who have touched the contents. Include contact information and have available for authorities.
8. If individuals are sent for treatment record which hospital facility they have been transported to.
9. Keep area secure, minimizing exposure to other individuals.
10. Conduct clean up operations as directed by the Fire Department.
11. Record events.

BOMB THREAT

In most cases, you will receive notice of a bomb threat from the Incident Command Center; however, you could receive a phone call or piece of mail containing a threat. If the threat is by phone, keep the caller on the line as long as possible, continuing to obtain more information about the threat. Take all bomb threats seriously and respond immediately. EACH BOMB THREAT MUST BE EVALUATED AND AN APPROPRIATE RESPONSE DETERMINED BY THE SUPERVISOR AND LAW ENFORCEMENT. Complete the BOMB THREAT CHECKLIST. Do not use the overhead intercom to announce the presence of a bomb.

Phone Threat *(Refer to the bomb threat checklist)*

1. LEARN AS MUCH AS YOU CAN, while on the phone, about the bomb's appearance, its location, the planned time of detonation, and why it was placed at or sent to the site.
2. COMPLETE THE BOMB THREAT CHECKLIST below and try to determine the profile of the caller, such as gender, possible age, vocal characteristics and his or her familiarity with the building.
3. CALL 911 without delay. Identify yourself and indicate your location.
4. REPORT the threat to your supervisor.

Mail Threat

1. REPORT THE THREAT to your supervisor.
2. Minimize handling of such mail by placing the message in an envelope. If you can prevent touching the envelope with your hands by using tweezers, gloves, or paper clamps, please do so.
3. Immediately REPORT SUSPICIOUS ITEMS to your supervisor. Do not touch them.
4. Take note of where, by whom and when the information and letter were found.
5. COMPLETE THE BOMB THREAT CHECKLIST.

E-Mail Threat

1. Follow bomb threat procedures
2. Save the message on the system, DO NOT delete the e-mail message.
3. Print a copy of the message to be turned over to the Superintendent's Office/Emergency Response Team.
4. Report the threat to your supervisor.

Notification from the Incident Command Center

1. FOLLOW INSTRUCTIONS from the Incident Command Center.
2. REPORT SUSPICIOUS ITEMS immediately to the Incident Command Center.
3. Do not touch or attempt to remove them.

Evacuation

1. If directed to do so by law enforcement or by your supervisor, institute standard evacuation procedures and evacuate the building(s) immediately to the identified evacuation area.

2. During evacuation remain observant of your office space being aware of foreign, suspicious or strange objects or packages. If one is found, DO NOT TOUCH OR MOVE IT! Report the suspicious object or package to your supervisor and law enforcement.
3. If the building is evacuated, program administrators are responsible for turning off any two-way radio equipment, which are located in a threatened building within their department and should ensure that ALL electronic devices such as cellular phones and pagers not be used in the area.
4. The program administrator shall ensure that all electrical devices are left as they were if the area is evacuated. i.e. lights that are on should be left on; light that are off should be left off.
5. Law enforcement and fire department shall conduct the bomb search. No San Joaquin County Office employee or student shall search* for or handle any explosive or incendiary device.

*At the direction of the Director of Operations, maintenance staff may assist in the search process ONLY WHEN DIRECTED BY THE LAW ENFORCEMENT AGENCY IN CHARGE.

No staff, student, or guest shall reenter the threatened building(s) until law enforcement and/or fire department staff advises the Superintendent or designee that reentry is safe.

Any individual, including students, who makes a bomb threat, shall be subject to arrest and prosecution to the fullest extent of the law in addition to school related disciplinary procedures.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Order evacuation of the building by runner. **Do not** use the overhead alert system (fire drill) or intercom as a means to initiate the evacuation as it might activate the explosive.
3. Notify law enforcement.
4. Establish a media staging area.
5. Receive information from individuals about specious packets and report to law enforcement.
6. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm **(209) 983-2889 – (pager) (209) 468-8859 – (office)**
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
7. Record events on the Bomb Threat Checklist.

BOMB THREAT CHECKLIST TELEPHONE PROCEDURES

Time Received: : AM/PM Time Concluded: : AM/PM

- Be courteous and just listen to the caller: **DO NOT INTERRUPT THE CALLER.**
- Get the attention of another person in the room and write a note saying
 - **“Call the Police-Bomb Threat”**
- Caller ID message displayed on your phone _____

- Write down the exact words of the caller and threat.
- **DO NOT HANG UP THE PHONE. Leave the line open.**
- Notify a supervisor.
- Try to keep the caller on the phone by asking the following questions:

1. When will it explode? At what time?
2. Where is it located? What floor? Room?
3. What does it look like?
4. What type of bomb it is?
5. What will set it off?
6. Why are you doing this?
7. Who are you?
8. Are you aware that it could kill or injure innocent children and people, in addition to those you intend to hurt?

Caller's Gender: Male _____ Female _____ Unknown _____ Approximate Age _____

VOICE	SPEECH	LANGUAGE	BEHAVIOR	BACKGROUND
<input type="checkbox"/> Clean	<input type="checkbox"/> Accented	<input type="checkbox"/> Educated	<input type="checkbox"/> Agitated	<input type="checkbox"/> Airport
<input type="checkbox"/> Distorted	<input type="checkbox"/> Deliberate	<input type="checkbox"/> Foreign	<input type="checkbox"/> Angry	<input type="checkbox"/> Animals
<input type="checkbox"/> Loud	<input type="checkbox"/> Distinct	<input type="checkbox"/> Foul	<input type="checkbox"/> Blaming	<input type="checkbox"/> Baby
<input type="checkbox"/> Muffled	<input type="checkbox"/> Fast	<input type="checkbox"/> Intelligent	<input type="checkbox"/> Calm	<input type="checkbox"/> Birds
<input type="checkbox"/> Nasal	<input type="checkbox"/> Hesitant	<input type="checkbox"/> Irrational	<input type="checkbox"/> Fearful	<input type="checkbox"/> General Noise
<input type="checkbox"/> Pitch-High	<input type="checkbox"/> Lisp	<input type="checkbox"/> Rational	<input type="checkbox"/> Laughing	<input type="checkbox"/> Guns Firing
<input type="checkbox"/> Pitch-Med	<input type="checkbox"/> Slow	<input type="checkbox"/> Slang	<input type="checkbox"/> Nervous	<input type="checkbox"/> Gymnasium
<input type="checkbox"/> Pitch-Low	<input type="checkbox"/> Slurred	<input type="checkbox"/> Uneducated	<input type="checkbox"/> Righteous	<input type="checkbox"/> Machinery
<input type="checkbox"/> Pleasant	<input type="checkbox"/> Stuttered	<input type="checkbox"/> Unintelligible	<input type="checkbox"/> Other	<input type="checkbox"/> Music
<input type="checkbox"/> Raspy	<input type="checkbox"/> If Accented,	<input type="checkbox"/> If Foreign,		<input type="checkbox"/> Party
<input type="checkbox"/> Smooth	Describe:	Describe:		<input type="checkbox"/> Quiet
<input type="checkbox"/> Soft				<input type="checkbox"/> Restaurant
<input type="checkbox"/> Squeaky				<input type="checkbox"/> Talking
<input type="checkbox"/> Unclear				<input type="checkbox"/> Tavern/Bar
<input type="checkbox"/> Other				<input type="checkbox"/> Television
				<input type="checkbox"/> Train
				<input type="checkbox"/> Typing
				<input type="checkbox"/> Water/Wind

Name of person receiving the call: _____

Phone number threat was received on: _____

Name of possible suspect: _____

BUS ACCIDENT

1. Call 911 if you are involved in the accident to activate the emergency response system.
2. Notify the Superintendent's Office who will activate SJCOE Incident Command Center.
3. If the accident is nearby, several SJCOE representatives should respond to the scene.
 - Media will arrive on scene and therefore prepare responses.
 - Parent reunification may need to take place with students who have suffered minor injuries and are unable to return to school.
 - Injured students may need to be transported to local hospitals.
4. Nursing assistance from Comprehensive Health Programs may be sought to assist with health services and emergency response.
5. Secure the names of all students and staff on the bus and provide the information to the Incident Command Center as well as the name of the hospital where injured students are transported.
6. Notify parents and family members of staff to inform them of the nature and extent of the injury.
7. With students who are released, notices should be sent home suggesting that parents observe their children for any signs and/or symptoms of injury and obtain medical assistance.
8. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm **(209) 983-2889 – (pager) (209) 468-8859 – (office)**
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.

CARDIAC EMERGENCIES

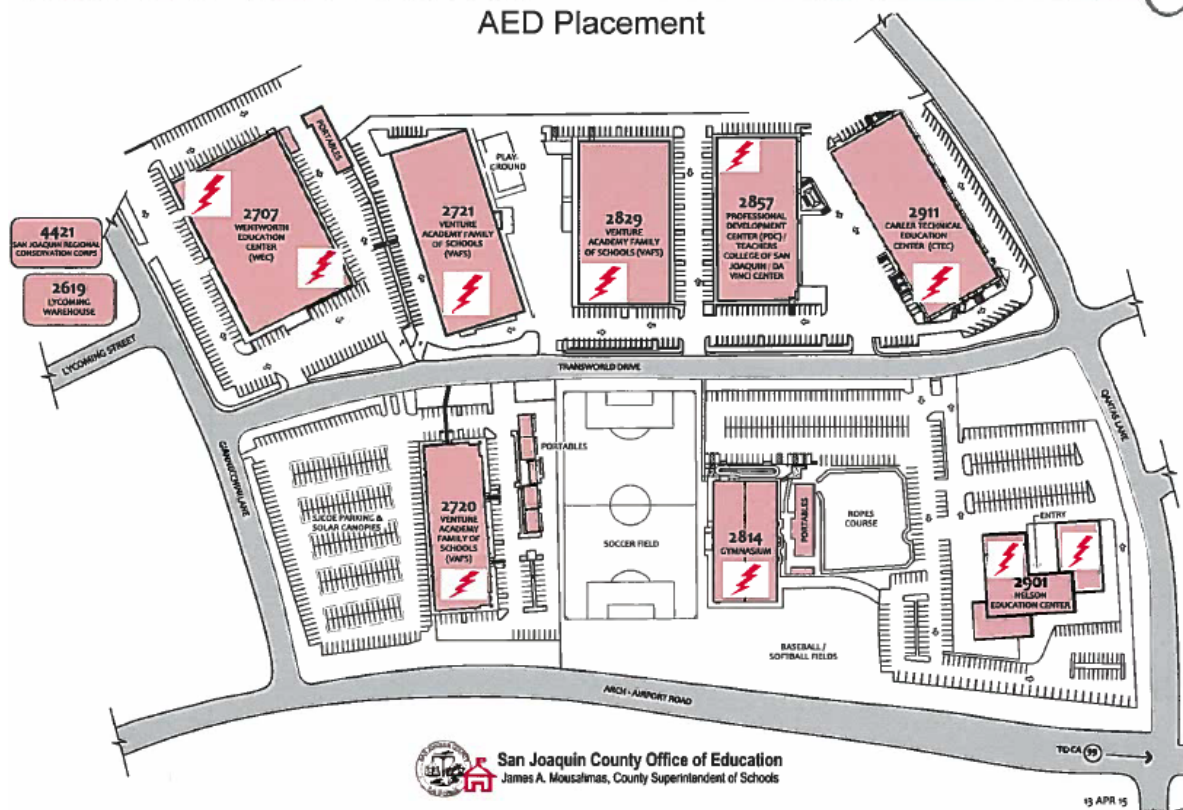
Cardiac emergencies response can increase survival rates of individuals by 40% to 50%. If you believe someone is experiencing a cardiac emergency it will be necessary to take action immediately. It is highly recommended that staff become CPR certified and learn to use Automated External Defibrillators (AED).

1. Call 9-1-1 or direct someone to call 9-1-1 (never leave the victim). Once 9-1-1 has been contacted, direct an individual to stand outside the building so that when emergency response personnel arrive, the staff person can direct them to where the cardiac emergency is occurring.
2. If you are CPR certified, start CPR immediately.
3. Direct someone in the area to get an AED. AED's are located throughout the SJCOE campus.
4. Notify SJCOE administration who may notify the victim's family.

AED Location		AED Location	
Nelson Center -Business Services	-	Venture Academy Main -Front of Building	
CTEC		Ventureland	
Professional Development Center		WEC -Front of Building -Comprehensive Health Programs	
Gymnasium		Excel	

SAN JOAQUIN COUNTY OFFICE OF EDUCATION
CAMPUS MAP

AED Placement




San Joaquin County Office of Education
 James A. Mousalimas, County Superintendent of Schools

13 APR 15

March 2016

CHEMICAL ACCIDENT

Chemical spills may result from tank truck or railroad car accidents. In rare cases they may originate inside the building. If you discover a chemical spill, call 911 and inform the Incident Command Center Director.

Accident Outside

WAIT FOR INSTRUCTIONS from the Incident Command Center. DO NOT LEAVE THE BUILDING unless instructed to do so—Shelter in Place. If you are instructed to evacuate, take care to avoid fumes.

1. You may be instructed to shelter in place.
2. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air, but still allow breathing.
3. Stuff paper towels under the doorway to prevent chemical fumes from penetrating the work area.
4. Shut off air ventilation system to prevent spread of fumes.

Accident Inside

1. Evacuate the building. Avoid the area where the chemical spill occurred.
2. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air but still allow breathing.
3. Don't light matches, candles or other fires.
4. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Employee Status Team.
 - If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.
5. WAIT FOR INSTRUCTIONS from the Incident command Center.
6. DO NOT return to the building before it has been declared safe.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Order either shelter in place or evacuation of the building.
3. Contact 911 to activate the hazardous materials (HAZMAT) team.
4. Consider contacting Poison Control 1-800-222-1222 for additional exposure/treatment information.
5. Establish a media staging area.
6. Minimize additional chemical exposure.
7. Establish First Aid stations as needed for individuals who have been exposed.
8. Record events.

CHEMICAL ATTACK

A chemical attack is the deliberate release of a toxic gas, liquid or solid into the environment.

Signs of chemical attack

- Watery eyes
- Twitching
- Problems breathing
- Choking
- Losing coordination
- Many sick or dead birds, fish or small animals are cause for suspicion.

If you see signs of a chemical attack, follow these steps.

1. Quickly get away from the contaminated area.
2. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air but still allow breathing.
3. If the chemical is inside the building, exit the building without passing through the contaminated area.
4. If you can't get out of the building, find clean air without passing through the contaminated area and move as far away as possible from the contaminated area and shelter-in-place.
5. Provide a barrier between you and the chemical.
6. Shut off the ventilation system.
7. Go the closest place where you can get clean air.

Facemasks

Using a facemask for protection during a chemical attack.

A facemask or barrier can help protect from air contaminants. Here are a few ideas for creating a facemask or barrier.

- Improvise with available materials and create a barrier to protect eyes, nose, mouth and cuts in the skin.
- Use fabric that fits snugly over nose and mouth — achieve best fit possible for children.

If you are exposed to a chemical agent, you will be given orders by the local authorities to evacuate or shelter-in-place.

If exposed, here are the steps for decontamination:

1. Remove clothing and place in sealed plastic bag.
2. Wash skin thoroughly with soap and water.
3. Seek medical attention as soon as possible.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Order either shelter in place or evacuation of the building.
3. Contact 911 to activate the hazardous materials (HAZMAT) team.
4. Establish a media staging area.
5. Minimize additional chemical exposure.

6. Establish First Aid stations as needed for individuals who have been exposed.
7. Track where individuals are transported for treatment.
8. Establish student reunification area.
9. Record events.

DEATH/SUICIDE OF STAFF/STUDENT

In the event of a death of a staff or student, it will be critical that information is disseminated uniformly.

1. Notify the Superintendent's office and immediate supervisor.
2. Provide as much detail to the Superintendent's office.
3. Obtain direction from the Superintendent on how to handle the information.

Emergency Response Team

1. Obtain updated information regarding tragedy and events (appoint one contact person from SJCOE to speak with others).
2. Notify others via telephone/e-mail/staff meeting.
3. Establish a media staging area.
4. Provide debriefing and updated information.
5. Provide counseling and develop plan of action for the following day. Activate the SJC school crisis counseling services if needed.
6. Public Information Officer may consider press release.
7. Record events.

DRIVE BY SHOOTINGS

If a drive-by-shooting occurs on or adjacent to SJCOE buildings many procedures should be followed. **Be aware of a second drive past of the subject following the shooting.** Drive by shooting should immediately initiate a shelter in place/lockdown situation.

1. Initiate a shelter in place/lockdown.
2. Individuals outside should immediately drop to the ground or take cover when possible.
3. Immediately notify 911 and provide as much detail as possible, i.e. car description, shooter description, escape direction of vehicle, number of individuals injured.

Emergency Response Team

1. Gather as much information about the description of the vehicle/persons.
2. When clear activate the response team.
3. Check for injured persons.
4. Preserve area for evidence until law enforcement arrives.
5. Make note of any witnesses or comments made why the incident occurred.
6. Keep staff/students/guests away from the scene.

7. Work in collaboration with law enforcement.
8. Account for employees to ensure everyone is accounted for.
9. Establish a media staging area.
10. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm **(209) 983-2889 – (pager) (209) 468-8859 – (office)**
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
11. Track where injured individuals are transported.
12. Allow employees time to debrief the situation.
13. Record events.

EARTHQUAKE

Earthquakes occur without warning. The initial tremor is usually the most severe, however aftershocks may also be severe.

Inside Building

DROP - COVER - HOLD

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING after the tremor stops. Do not run.
5. ASSEMBLE without delay to your designated evacuation area.

– Report all absences and last known location to the Department Staff Monitor who will report to the Employee Status Team.

– If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.

6. WAIT FOR INSTRUCTIONS from the Incident Command Center.
7. DO NOT return to the building before it has been declared safe.
8. Don't light matches, candles or other fires.
9. Avoid touching or stepping on any fallen wires.

Outside Building

1. MOVE away from buildings, trees and other hazards.
2. DROP to the ground.
3. COVER your head and neck with your arms.
4. HOLD your position until earthquake is over.
5. Follow steps 5-9 from "Inside Building" instructions.

In a vehicle

1. PULL OFF to the side of the road away from buildings, overpasses and powerlines.
2. SET THE BRAKES AND TURN OFF IGNITION.

3. WAIT until quake is over. Do not leave the car unless unsafe conditions warrant. Never leave car if power lines are down nearby or have fallen over the vehicle.
4. CHECK the road and surrounding terrain for safe conditions.
5. PROCEED when conditions are safe.

Emergency Response Team

1. Shut off gas, electricity and water to affected building(s).
2. Activate 911
3. Establish a media staging area.
4. Assess for missing persons and gather as much information about last known location.
5. Assess for appropriateness/safety for search and rescue of missing persons or wait until the fire department arrives.
6. Establish first aid area.
7. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
8. Record events.

EXPLOSION

DROP - COVER - HOLD

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Evacuation Status Team.
 - If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.
6. WAIT FOR INSTRUCTIONS from the Incident Command Center.
7. DO NOT return to the building before it has been declared safe.
8. Don't light matches, candles or other fires.

Threat of Explosion

1. Don't light matches, candles or other fires.
2. Evacuate the building.
3. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Evacuation Status Team.

- If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.
- 4. WAIT FOR INSTRUCTIONS from the Incident Command Center.
- 5. DO NOT return to the building before it has been declared safe.

Emergency Response Team

1. Notify 911.
2. Liaison Chief to facilitate communication between police, fire and the incident/emergency response team.
3. Shut off gas and electricity to building.
4. Establish a media staging area.
5. Prepare media statement and for media influx.
6. Establish first aid area.
7. Provide support of injured persons; assess fatalities.
8. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
9. Establish student reunification process.
10. Record events.

FALLEN AIRCRAFT

DROP - COVER - HOLD

1. DROP to the floor.
2. Take COVER under a sturdy desk or table, or against an interior wall. Avoid windows, tall furniture or hanging objects.
3. HOLD onto the furniture and HOLD your position until it is safe to move.
4. EVACUATE THE BUILDING when it is safe. Do not run.
5. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Evacuation Status Team.
 - If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.
6. WAIT FOR INSTRUCTIONS from the Incident Command Center.
7. DO NOT return to the building until it has been declared safe.
8. Don't light matches, candles, cigarettes, or other fires.
9. Be aware of flammable materials.
10. Stay clear of the area crash site (50-65 feet.)

Emergency Response Team

1. Notify 911.
2. Liaison Chief to facilitate communication between police, fire and the incident/emergency response team.
3. Establish a media staging area.

4. Prepare media statement and for media influx.
5. Establish first aid area.
6. Provide support of injured persons; assess fatalities.
7. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
8. Establish student reunification process.
9. Record events.

FIRE

Become familiar with the locations of fire alarm pull backpacks, fire extinguishers and building exits.

Fire Within Building

1. Evacuate the building. Do not use the elevator.
2. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Evacuation Status Team.
 - If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.
3. WAIT FOR INSTRUCTIONS from the Incident Command Center.
4. DO NOT return to the building before it has been declared safe.

Fire Near Building

1. WAIT FOR INSTRUCTIONS from the Incident Command Center. DO NOT LEAVE THE BUILDING unless instructed to do so.

Emergency Response Team

1. Notify 911.
2. Liaison Chief to facilitate communication between police, fire and the incident/emergency response team.
3. Shut off gas and electricity to building.
4. Establish a media staging area.
5. Prepare media statement and for media influx.
6. Establish first aid area.
7. Provide support of injured persons; assess fatalities.
8. Activate crisis counseling services.
9. Establish student reunification process.
10. Record events.

FLOOD

Flood warnings may be received by telephone, radio, or from emergency services officials.

1. WAIT FOR INSTRUCTIONS from the Incident Command Center. If no instructions, evacuate to high ground. This might be to the second floor of the building or the roof.
2. Possible emergency responses include:
 - EVACUATE students/staff to the second floor or roof of the building.
 - RELEASE students/staff to go home if appropriate. Students must be released through the student reunification team.
 - TAKE MEASURES to minimize hazards to students/employees.
 - TAKE MEASURES to protect the building and material resources from damage.
3. Before driving in your car, consider the flood location, your safety and the possibility of you being stranded.

Emergency Response Team

1. Notify 911
2. Liaison Chief to facilitate communication between police, fire and the incident/emergency response team.
3. Establish a media staging area.
4. Provide support of injured persons; assess fatalities.
5. Assist with evacuation efforts.
6. Prepare media statement and for media influx.
7. Record events.

GAS ODOR

Assessing gas odor and its origin will be critical to understand whether shelter in place or building evacuation is warranted.

Gas Odor Outside

1. WAIT FOR INSTRUCTIONS from the Incident Command Center. DO NOT LEAVE THE BUILDING unless instructed to do so. If you are instructed to evacuate, take care to avoid fumes.

Gas Odor Inside

1. Evacuate the building. Avoid the area where the gas odor is emanating.
2. Protect yourself by covering your mouth and nose with layers of fabric or paper towels that will filter air but still allow breathing.
3. Don't light matches, candles or other fires.
4. ASSEMBLE without delay to your designated evacuation area.
 - Report all absences and last known location to the Department Staff Monitor who will report to the Evacuation Status Team.
 - If you are a member of the emergency response team and have been accounted for, report for duty through the Staff Deployment Team.

5. WAIT FOR INSTRUCTIONS from the Incident Command Center. DO NOT return to the building before it has been declared safe.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Order either shelter in place or evacuation of the building.
3. Contact 911 to activate the hazardous materials (HAZMAT) team.
4. Shut off all gas and electricity (if indicated).
5. Establish a media staging area.
6. Minimize additional gas odor exposure.
7. Establish First Aid stations as needed for individuals who have been exposed.
8. Record events.

HOSTAGE TAKING

In the event of a hostage situation, ensuring individual safety is critical. It is law enforcement's responsibility to bring situations like this to a successful conclusion. The focus of educators should be on parent communication, staff and student counseling, and providing support for law enforcement.

1. CALL 911. Notify the dispatcher of the situation details as much as possible.
 - The number of hostage takers.
 - Description of hostage takers.
 - Type of weapons being used.
 - The number and names of hostages.
 - Map or location of the hostages and hostage takers.
 - Any demands or instructions the hostage taker has given.
2. Stay calm at all times and cooperate completely with hostage taker.
3. If indicated, implement a lockdown.
4. Identify a secondary evacuation site so individuals may be reunited with family.
5. Account for individuals.
6. Have immediate access to building maps, keys, copies of emergency procedures, evacuation routes and phone lines.
7. Let officials handle all negotiations.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Notify local law enforcement.
3. Assess the situation and develop plan and mobilize resources.
4. Record events.
5. Establish a media staging area.
6. Establish first aid stations.
7. Track where injured persons are being transported.
8. Request crisis counseling services as needed. Monday through Friday
8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office

For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.

9. Establish reunification with families.

HOSTILE VISITOR OR STAFF MEMBER

As soon as the conversation or actions of the individual becomes threatening, call 911 or activate alert system.

1. Remain calm.
2. Be courteous and confident with the hostile individual.
3. Keep some distance between you and the hostile individual.
4. Stand at a 45 degree angle with arms down at your side as opposed to directly in front of the person with arms crossed.
5. Do not touch the hostile individual.
6. Protect yourself at all times.
7. Do not become a victim.
8. Find another staff member to join you or keep the meeting in an open area
9. Listen to the person allowing him/her the opportunity to “vent”.
10. Do not argue with the person, disregard the person’s opinion or blame the person.
11. Do not indicate any threat to the person by body language or through verbal communication.
12. Attempt to provide helpful comments such as
 - What can we do to make this better?
 - I hear/understand the problem/situation and I too am concerned.
 - We need to work together on this problem.
13. Validate the individual’s feelings
 - I can understand how you would feel that way.
 - That sounds like that has been very frustrating.
14. Without touching, visually inspect the person looking for suspicious bulges or any other indication of a weapon.
15. When scheduling a meeting with a known aggressive individual, arrange for another individual staff member to be present.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Notify local law enforcement.
3. Assess the situation and develop plan and mobilize resources.
4. Record events.
5. Establish a media staging area.
6. Establish first aid stations.
7. Track where injured persons are being transported.
8. Request crisis counseling services as needed. Monday through Friday
8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office

For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.

9. Establish reunification with families.

ILLNESS/INJURY

1. CALL 911 for medical assistance. Be prepared to provide the following information:
 - Location, building name and address.
 - Describe the nature of the illness/injury.
 - How the illness/injury occurred.
 - Age of injured
 - Contact number
2. Assess the situation and take steps to see that the injured or ill person is cared for properly pending professional treatment. Do not leave person unattended.
3. Establish a media staging area.
4. Send a runner to inform your immediate supervisor or other responsible persons.
5. Send a runner to flag down emergency medical services.
6. In multiple injury incidents, designate a triage area for first aid and paramedic responders.
7. Move persons, who can be moved, away from medical triage area to minimize emotional trauma.
8. Assign staff member if person being transported to the hospital is a minor or requests assistance.
9. Notify families of incident.
10. Contact the custodian to clean up any blood or other body fluids.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Record events.
3. Establish a media staging area.
4. Establish first aid stations.
5. Arrange for counseling services through SJC Behavioral Health. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
6. Support reunification with families.

LOCKDOWN/SHELTER IN PLACE

This procedure is implemented to ensure safety of students and staff from intruders or incidents in the community.

Steps for lockdown/shelter in place

1. Put your safety first; never jeopardize your safety to secure the buildings.
2. If possible, secure all entrances and exits to the building.
3. Account for each student and staff member in your area.
4. Shut all windows and turn off all lights if possible without jeopardizing your safety; act like no one is home.
5. Build an interior barricade as necessary.
6. Seal cracks around the doors and windows (and any vents that do not close) with damp towels, duct tape, plastic sheeting (in the emergency backpacks).
7. Shut off ventilation system if chemical contamination is present.
8. If no threat of a shooter and it is chemically related, turn on a radio or information system to listen for further instructions.
9. In an interior lockdown, staff and students are kept in designated locations.
10. Lockdown ends when the situation is resolved and danger no longer exists.
11. Law enforcement will release the lockdown situation. Following the lockdown, individuals will gather in their respective rooms to be accounted for
 1. Nelson Center-Locke Auditorium
 2. Professional Development Center-PDC open forum
 3. Venture Academy-Multipurpose room
 4. Wentworth Education Center-Burwood 1 & 2.
 5. CTEC-General hallway area.
 6. Teachers College of San Joaquin-Auditorium

Emergency Response Team

1. Activate the Emergency Response Team.
2. Record events.
3. Establish a media staging area.
4. Establish first aid stations as needed.
5. Arrange for counseling services through SJC Behavioral Health. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
6. Support reunification with families.

MENTAL HEALTH ISSUES AND RESPONSE

Record the name and contact number of the person reporting the mental health issue.

1. Gather as much information as you can about the involved student. This may include:
 - Name
 - Location
 - Specific issues or concerns
 - Names and contact information of people who may have additional information such as friends, teachers, counselors or family.
2. Gather parent/guardian information
3. Contact the school counselor, school psychologist, school nurse, outreach worker or other school support staff person who has experience interfacing with students in difficult situations and could establish a therapeutic relationship. If not such resource person exists, your administrator may be the person who is delegated for this situation. Share the information that you have received about the situation as well as contact information for the student.

Role of School Counselor, Psychologist, Nurse or Outreach Worker

1. If possible form a cadre of people to work together to identify the situation and discuss the student situation that may provide a clear picture of information. Identify the person who may have the best opportunity to provide or establish a therapeutic relationship with the student.
2. Given the situation, it may be necessary to contact the parents/guardians right away if the student is agitated [Skalski & Smith, 2006] as well as their mental health counselor so they become apprised of the situation being presented at school.
3. If the student needs immediate intervention (i.e. suicidal), contact the parents immediately and ensure mental health intervention is provided. In some instances, if parents are unavailable or unwilling, students may need to be transported to Mental Health Crisis.
4. Meet with the student to garner a sense of his/her wellbeing. Listen intently while sharing with the student your obligations as a mandated reporter. Using the Brief Intervention Model (Center for Applied Research Solutions, 2010), work with the student to identify problem solving strategies. These steps include: providing a forum for the young person to talk; support the person in identifying issues that impact their health lifestyle and relationships. Empower the student to set goals and make informed choices. Assist the person the person in accessing more in depth information if they do not have external counseling resources already.

5. When the mental health crisis has de-escalated it is important to provide follow up and care:
 - Continue to assess the mental health need of students formally and informally [Skalski & Smith, 2006]. Formal checks include class participation, school attendance; conduct or misconduct. Informal checks such as daily checks and student observations and interactions.
 - Using screening tools may be helpful in identifying student needs.
6. If the situation is such that large numbers of students are impacted from a traumatic event, school districts may want to activate the San Joaquin County-Wide School Crisis Response MOU.

Mental Health Crisis Response

If school disaster mutual aid mental health crisis response assistance is needed, a **district-level administrator or designee** will contact San Joaquin County Mental Health Services, 1212 N. California Street, Stockton, CA, 95202,

Monday - Friday
8:00 a.m. – 5:00 p.m.
(209) 983-2889 – (pager)
(209) 468-8859 – (office)

For after hours and/or if no response to the above numbers after making an initial call, contact the San Joaquin County Behavioral Health 24-hour Crisis Line at (209) 468-8686. At night or on weekends, Behavioral Health Services has an Administrator on Duty who can consult with the Behavioral Health Mutual Aid Coordinator to assist in immediate response if necessary.

POLICE/FIRE ACTIVITY IN VICINITY OF SCHOOL

1. SJCOE administration will obtain as much information as possible
2. Convene the emergency response team and develop a plan of action.
3. Secure buildings if necessary.
4. Prepare for possible lockdown or evacuation as necessary.
5. Follow directions of law enforcement.

PUBLIC DEMONSTRATION

Most public demonstrations are planned in advance. When an advance warning of a planned protest is given, notify SJCOE administration immediately.

1. SJCOE will activate the Emergency Response Team.
2. Establish a media staging area.
3. Obtain information on when, why (purpose of demonstration), and how many.
4. Notify local law enforcement.
5. Develop a press release.
6. Minimize aggravation of the group by staff or visitors.

RADIATION THREAT

A radiation threat, often called a "dirty bomb," is the use of common explosives to spread radioactive materials over a targeted area.

1. If you are outside, cover your nose and mouth and quickly go inside a building that has not been damaged.
2. If you are INSIDE, close windows and doors; turn off air conditioners, heaters or other ventilation systems.

Steps for self-decontamination:

- REMOVE YOUR CLOTHES and put them in a sealed plastic bag.
- WASH SKIN as thoroughly as possible with lukewarm water.
- LISTEN TO RADIO for other instructions.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Notify local law enforcement.
3. Assess the situation and develop plan and mobilize resources.
4. Record events.
5. Establish a media staging area.
6. Establish first aid stations.
7. Assist with decontamination efforts.
8. Track where injured persons are being transported.
9. Arrange for counseling services through SJC Behavioral Health. Request crisis counseling services as needed. Monday through Friday
8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.
10. Establish reunification with families.

SEVERE WEATHER

The National Weather Service issues a "watch" when winds are in excess of 55 M.P.H. or a tornado may develop within a specific timeframe. Severe weather may include tornados, thunderstorms, high winds, and/or hail.

Severe Weather Watch/Warning

1. REMAIN ALERT when windstorm watch is issued. The Emergency Operations Center Director will keep you informed.
2. WAIT FOR INSTRUCTIONS when a severe windstorm warning is issued. The Emergency Operations Center Director will direct appropriate responses.
3. No Advance Warning.
4. TAKE COVER in interior rooms or along an inside wall. Avoid large, heavy objects and windows.
5. OPEN DOORS, if possible.
6. KEEP CALM.
7. WAIT FOR FURTHER INSTRUCTIONS from the Emergency Operations Center Director.

Emergency Response Team

1. Activate the Emergency Response Team.
2. Notify local law enforcement.
3. Assess the situation and develop plan and mobilize resources.
4. Record events.
5. Establish a media staging area.
6. Establish first aid stations.
7. Track where injured persons are being transported.
8. Arrange for counseling services through SJC Behavioral Health as needed.
9. Establish reunification with families.

SEXUAL ASSAULT

In the event of a sexual assault, assign a member of the emergency response team needs to stay with the victim. Depending on the situation, the victim should NOT eat or drink, change clothes, or shower while awaiting the police. Isolate the victim from activity related to the incident.

Emergency Response Team

1. Determine if immediate medical attention is needed, if so call 911.
2. If there is a crime scene in addition to the sexual assault, close off the area to everyone. Assign an individual to secure the area.
3. Call 911 and request that police respond.
4. Plan a staging area for media.
5. Assign a member of the emergency response team to stay with the victim.
6. The victim needs to preserve evidence so is encouraged not to eat or drink anything or change clothes or shower while awaiting police arrival.
7. Isolate the victim from the activity related to the incident.
8. Review the need for a lockdown until circumstances surrounding the incident are known. Perpetrator may still be in vicinity.

9. Victim should not be asked any questions beyond obtaining a description of the perpetrator. Questions will be asked by law enforcement. Preserving evidence is critical and minimal confusion is important.
10. Notify the victim's family.
11. Notify Comprehensive Health Programs for victim support.
12. Law enforcement will coordinate questioning of victim, suspects and evidence collection.
13. Plan for counseling services the next day to address staff safety concerns
Arrange for counseling services through SJC Behavioral Health. Request crisis counseling services as needed. Monday through Friday
8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.

SHELTER-IN-PLACE

The term "shelter-in-place" means remaining inside your home or place of work and protecting yourself there from a hazardous outside environment. If a radiological, chemical or biological emergency occurs, local authorities may direct you to shelter-in-place or evacuate.

Steps for shelter-in-place:

1. Stay calm and go inside the building and bring others indoors immediately.
2. You can provide a minimal amount of protection to your breathing by covering your mouth and nose with a damp cloth. If gas or vapor contamination is suspected, take shallow breaths through a wet or damp cloth or towel.
3. Close and lock all windows and outside doors.
4. Turn off all fans, heating and air conditioning systems.
5. Gather your disaster supplies and battery-powered radio.
6. Go to an interior room ideally without windows. If there is a chemical threat, a room above ground is preferable.
7. Seal cracks around the doors and windows (and any vents that do not close) with damp towels, duct tape, plastic sheeting (in the emergency backpacks).
8. If an explosion is imminent, close drapes, curtains, and shades.
9. Listen to the radio or TV for emergency instructions and shelter-in-place until you are told it is safe.

SHOOTING/STABBING

In the event of a shooting or stabbing, isolate and separate any witnesses. Instruct witnesses to write a statement of events while awaiting law enforcement arrival.

Emergency Response Team

1. Assess the situation to ensure everyone's safety following the incident.
2. Consider the following:

- Is the suspect in the facility?
 - Has the weapon been found and/or secured?
 - Has the suspect been identified?
 - Preserve as much evidence as possible by not touching the weapon, shell casings, entry/exit doors of the suspect.
3. Implement a lockdown to isolate others from danger.
 4. Provide first aid to the injured.
 5. Activate 911 and request law enforcement and medical assistance as needed. Provide as much details to the dispatcher as possible.
 6. Separate and isolate any witnesses. Instruct witnesses to write a statement of events while waiting for police to arrive.
 7. Arrange for counseling services through SJC Behavioral Health. Request crisis counseling services as needed. Monday through Friday 8:00 am – 5:00 pm (209) 983-2889-pager (209) 468-8859-office
For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686.

SUICIDE OR SUICIDE THREAT

All threats or discussion of suicide should be taken serious. Never leave a suicidal person alone. Stay with them until professional support can be provided by a mental health provider or school nurse. If there is no mental health counselor or school nurse, you may always call the Suicide Prevention Hotline **1-800-273-8255** and have the person talk with the intervention specialists on the phone. Even when calling the Hotline do not leave the person.

1. If/when a person threatens suicide, talks about suicide, texts they are going to commit suicide or leaves a note, this is actually a call for help by the person that is suicidal.
2. Stay with the person. Call a mental health counselor, school nurse, the Suicide Prevention Hotline or San Joaquin County Mental Health's Crisis line 468-8888.
3. Do not leave the person until they are seen by a professional or get help.
4. Reassure the person they are important and that you are here to help.
5. If you are not sure use QPR,

Q-Question: never dismiss talk of suicide, if you hear someone talking about suicide, ask questions. "Are you thinking about killing yourself?" "Are you thinking about committing suicide?" It's okay to ask these questions. Never promise the person that you will keep their secret if they tell you. As an educational professional, you are a mandated reporter and must report individuals that intend harm to themselves. Suicide is harm to oneself.

P-Persuade: It is important to listen to the person and then persuade them to get help and share that you will not leave them until they do seek help. Call

the Suicide Prevention Hotline **1-800-273-8255** or San Joaquin County Mental Health 209-468-8888. If neither are available, you can always take the person to a local emergency room. Never let a person promise you they will get help just to make you leave. Suicide talk is an immediate threat, seek help immediately.

R-Refer There are many resources at SJCOE. You can call a mental health counselor, a school nurse, County Mental Health or the Suicide Prevention Lifeline **1-800-273-8255**.

SUSPECTED CHILD ABUSE

All employees who have contact with students on a regular basis as part of their job duties are designated as childcare custodians. By law they must complete these actions within 36 hours of receiving information about suspected abuse or neglect.

1. Notify supervisor and appropriate site personnel.
2. Call the San Joaquin County Department of Social Services, Child Protective Services (CPS) at (209) 468-1333. If immediate intervention is required, call the police (911) and then make a follow-up call to CPS. Provide the following information:
 - o Name of person making report,
 - o Name of the child,
 - o Present location of the child,
 - o Nature and extent of injury, and
 - o Any other information requested by the police or CPS.
3. Complete a "Suspected Child Abuse Report," SS 8572.

UTILITY/POWER OUTAGE

All employees are to following the guidelines during a power outage.

1. Notify executive administrative assistant in your department and share that the power is out.
2. Only the Superintendent or a Deputy Superintendent is authorized to issue an order to close business operations.
3. The decision on whether or not to close business shall be made based on time of day, building interior temperature, and P.G. & E. estimates as to when power will be restored.
4. In all cases when a blackout occurs, each staff member is to unplug his/her own computer and printer and that of any neighbor who is not present. Copy and fax machine unplugging should be assigned to three people per machine so that absences are covered. Staff is to spend the first hour of the blackout unplugging equipment, wrapping up what they were working on, and then doing whatever manual processes that can keep them productive for the remainder of the hour.

5. Depending on time of day when blackout occurs, at the end of the first hour staff may do the following:
 - If blackout happens before 11:00AM, unplug equipment, attempt to perform tasks that can be done without power, and wait for further direction.
 - If blackout happens between 11:00AM and 1:00PM, unplug equipment, then coordinate your work and your lunch and return after lunch.
 - If blackout happens between 1:00PM and 2:30PM, work first hour, then take an hour break and return. If power is still not on, secure building and go home for the day.
 - If blackout happens at or after 2:30PM, secure building and go home for the day (at 3:30PM +).

WATER OUTAGE

All employees are to following the guidelines during a water outage.

1. Notify executive administrative assistant in your department and share that there is a water outage. Administration may be aware of the situation.
2. Administration (Operations) will contact public works to identify to the anticipated length of water outage.
3. Administration will communicate to the Superintendent or his/her designee information shared by public works.
4. Only the Superintendent or a Deputy Superintendent is authorized to issue an order to close business operations.
5. The decision on whether or not to close business shall be made based on time of day, water availability and estimates on when water has been restored, as well as the availability of water (bottled water).
6. Depending on time of day when water outages occurs, at the end of the first hour staff may do the following:
 - If water outage happens before 11:00AM, attempt to perform tasks that can be done and wait for further direction. Administration may make efforts to secure water source.
 - If blackout happens between 11:00AM and 1:00PM, then coordinate your work and your lunch and return after lunch. Make efforts to secure water.
 - If blackout happens between 1:00PM and 2:30PM, work first hour, then take a break and return. Make efforts to secure water.

- If blackout happens at or after 2:30PM, secure building and go home for the day (at 3:30PM +).
7. Administration will notify staff to inform them of water security status.

XXVI. Communicable Disease/Pandemic Preparedness Plan

Plan Overview

This supplemental document may serve as an annex to individual district and school safety plans. Districts and schools are encouraged to work collectively with their local communities and resources to consider these guidelines. These guidelines establish preexisting assumptions and considerations for pandemic planning and response; incorporate elements in the area of planning and coordination, continuity of student learning and core operations, infection control policies and procedures, and communication planning; and identify local resources.

Assumptions

Critical to any plan development are identification of guiding principles to maximize response activities. These assumptions are grounded in information shared at a Pandemic Flu Summit, from the California Department of Health Services Pandemic Influenza Preparedness and Response Plan) and San Joaquin County Multi-Hazard Functional Plan; Annex H-Public Health; Appendix 5-Pandemic Influenza Plan (draft).

- San Joaquin County Public Health is the lead agency involved in planning, preparing and responding to health issues.
- The importance of influenza viruses, as a biologic threat, is due to the high degree of transmissibility, the ability to cause sudden infection in all age groups and the ability for the virus to mutate and develop into new strains.
- Preparedness will require coordination among Federal, State and local government and partners in the private sector.
- Developing public education campaigns and ensuring accurate and concise communications efforts will be critical in keeping the public informed.
- An informed and responsive public is essential to minimizing the health effects of a pandemic and the resulting consequences to society.
- It is estimated that quantities of antiviral drugs sufficient to treat 25 percent of the U.S. population will be stockpiled.
- Sustained human-to-human transmission anywhere in the world will be the triggering event to initiate a pandemic response by the U.S.
- When possible and appropriate, basic public health measures will be employed to reduce person-to-person viral transmission and prevent or delay influenza outbreaks; such as activating infection control procedures; disseminating guidance to minimize transmission of influenza in homes, schools, and the community, or invoking isolation, quarantine or social distancing requirements using state legal authorities.

- At the start of a pandemic, vaccine, which will initially be in short supply, will be procured and distributed to State and local health departments for immunization of predetermined priority groups.
- At the onset of a pandemic, antiviral drugs from public stockpiles will be distributed to predetermined priority groups.
- Alternative treatment may need to be delivered to the school/community populations. Social distancing measures may be needed to slow the spread of infection, which will require individuals to take responsibility for their own basic needs, such as water, food, medications, and home care for illnesses.
- Communities may not be able to rely on usual Federal, State or regional assistance to support local response efforts. The usual level of medical care will not be available.

I. Mitigation and Prevention

1.1 Identify or create a countywide, district-wide, or regional committee¹ to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available):

- District administrators from instructional departments and operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director.
 - Site administrators and teachers
 - School nurse/health services administrator
 - Food services director
 - Charter and Private school representatives
 - Before-and after-school program providers
 - Local health department and mental health representatives²
 - Parents

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Existing school safety committees as identified by Education Code 32281 serve as the district and school site safety plans and represent community groups. Pandemic plans serve as an annex to those existing school safety plans. In accordance with the Education Code, these plans will be updated annually by March 1.

1.2 Review communicable disease policies as well as district and school emergency/crisis response³ and safe school plans.

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¹ This committee is accountable for articulating strategic priorities and overseeing the execution of the plan.

² This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district's pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <http://www.dhs.ca.gov/cclho/default.htm>.)

School districts have begun effective infection prevention that will help limit the spread of influenza at schools in the district. Each district has implemented a wash your hands campaign. Schools have deployed soap, and waterless products to encourage hand washing. Additionally, public health shared posters reminding people to wash their hands.

While district want to encourage work and school attendance, in the presence of pandemic, efforts will be made asking ill people to voluntarily remain at home. When people are ill they will be asked to not go to work or out in the community for about 7-10 days, or until they are well and can no longer spread the infection to others (ill individuals will be treated with influenza antiviral medications, as appropriate, if these medications are effective and available).

Similarly, efforts will be made asking members of households with a person who is ill to voluntarily remain at home for about 7 days (household members may be provided with antiviral medications⁴, if these medications are effective and sufficient in quantity and feasible mechanisms for their distribution have been developed).

Dismissing students from schools (including public and private schools as well as colleges and universities) and school-based activities and closure of childcare programs for up to 12 weeks, coupled with protecting children and teenagers through social distancing in the community to include reductions of out-of-school social contacts and community mixing.

Recommending social distancing, which may include cancellation of large public gatherings; changing workplace environments and schedules to decrease social density and preserve a healthy workplace to the greatest extent possible without disrupting essential services; ensuring work-leave policies to align incentives and facilitate adherence with the measures outlined above.

Alternative work arrangements, which might include flexible hours, telecommute, compressed work hours. Additional policies will be examined as needed.

1.3 Determine if any additional policies or procedures are needed.⁵

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Dependent upon individual school district needs. Districts may need to consider coordinating strategies with other districts in their region.

1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions.

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³ Schools have the experience of delivering mass vaccinations and may serve for mass vaccination delivery. Faith based centers; schools and community centers may serve as clinic sites.

⁴ Districts have school nurses who possess public health certificates and may deliver vaccinations services.

⁵ For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

District representatives met with SJCPHS to discuss modes of communication specific to districts. At least one district representative was encouraged to sign up on the CAHAN network. Additionally, a matrix was developed (Appendix) with specific district contacts identified (Superintendents, Public Information Officers and School Health Administrators). District/school site personnel public information officers will communicate with the media. Current district/school communication systems in place include email, fax, telephone, automated phone system, websites, public TV and radio. Ongoing e-mail between SJCPHS and school districts happen throughout the year.

1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent.⁶

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Consider clustering students by grade level when staff are ill⁷. Establish a list of individuals who may be hired temporarily to assist with instructional delivery (subs). Ensure the ability to access school information from home using encrypted internet lines and local TV station. Stagger school times, lunch, recess to allow less crowding and more social distancing situations.

Maximizing internet use to conduct normal business operations and communication will be critical with anticipated school and or district office closure. During an outbreak, business may be conducted through the internet and telephone communications. Individuals may use webcams for face to face communication. Measures must be taken to encrypt confidential information through remote access. Schools can post information on web-sites and utilize communication systems capable of delivering messages to students simultaneously.

1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.

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The potential fiscal impact with pandemic influenza is unknown, however they may include: lack of personnel due to illness to conduct school/district operations; student absences; lack of materials and supplies to conduct school; school closure; social distancing requirements; lack of district reimbursement related to school absenteeism. Schools that experience a “material decrease” in attendance are able to apply for waivers to recoup average daily attendance loss. According to Education Code Section 46392[a][4], schools experiencing a “material decrease” in attendance-at least 10% of the students who would normally attend a school do not attend on any one day-may file for ADA funds due to disease epidemic. Please note

the California Department of Education requires the Local Health Officer to verify the cause of increased absenteeism is due to a disease outbreak.

To contact SCJPHS and the SJC public Health Officer call (209)468-3400; press 6 for other departments and then press 7 for administration. The SJCPHS website is <http://www.sjcphs.org/> . SJCOES is located at 2101 E. Earhart Avenue, Suite 300, Stockton, 95206 <https://www.sjgov.org/oes> . 209-953-6200 Phone, 209-953-6268 Fax.

1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan⁸.

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In collaboration with the School District Health Services, identify students with medically fragile conditions and develop specialized health care plans. Ensure that parents have information on medicinal, hydration and other medically pertinent information⁹ as it is released.

- Locate up-to-date information to disseminate to school sites was discussed such as <http://www.flu.gov/> ; SJC Flu information Line 209-468-3862 or <http://www.sjcphs.org/h1n1%5CInfluenza-info.aspx>
- Encouraging school nurses, counselors, school psychologists, and social workers to establish supportive long-distance relationships with particularly vulnerable students via the phone, e-mail, or regular mail.

1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures.¹⁰

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The District Public Information Officer will work with the San Joaquin County Public Information Officer to disseminate information uniformly. Information will be disseminated to staff, parents, students through mass phone calls, school district websites, the SJC Office of Education (<http://www.sjcoe.org>), and/or SJC Office of Emergency Services <http://www.sjgov.org/oes/> websites.

- SJCPHS and SJCOE have conducted countywide dissemination exercises with health related material. Similar networks will be used to

⁶ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for *all* levels and types of staff.

⁷ Identify critical job functions and plan for alternate coverage.

⁸ As part of the School and District Safety plan, districts have identified means for accounting and safely evacuating students with special needs and in special facilities to the best of their ability.

⁹ In addition, parents will be advised to protect their children by reducing out-of-school social contacts and mixing with other children.

communicate with staff, parents and families related to pandemic flu as well as the utilization of District Websites, TV, print media and radio.

1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures.¹¹

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A countywide system, developed collaboratively with the San Joaquin County Office of Education Center for Educational Development and Research (CEDR), will include a countywide instructional web-based learning system. It is recognized that not all students have web access and it is a less than optimal pedagogical approach however, in the event of school closure, the “distant” learning model will be used as a temporary instructional delivery system. Efforts will be made to “partner” students with resources to obtain web-based access. The system will comprise of four access levels; county, district, school and teacher. Employing the system will require districts/schools to utilize a specialized software system. Teachers will establish subject matter lessons that will identify the subject, grade level, strand, and standard. Lessons can be delivered through standardized instructional templates. Multiple venues for lesson delivery include, whiteboard discussion and/or discussion forums, web- streaming sessions, recorded audio/video/TV references, posting documents, and chat rooms. Attendance may be measured as students “log” on to the system, turn in homework or complete assignments (self-reported). Districts will be able to account for some student attendance with “log on” documentation.

1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community.¹²

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San Joaquin County School Health Administrators have worked collectively with SJCPHS on mass dispensing sites. School sites have been identified to serve as mass vaccination sites in the event of an emergency. SJC school nurses have been trained as Medical Reserve Corp members to respond to local community needs. An MOU exists between SJC school districts and mental health in the event school crisis response workers are needed for mental health assistance. SJC has Superintendent and School Administrators.

¹⁰ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text-messaging, local media outlets, and cable television.

¹¹ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

¹² For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA's healthcare and mental health staff, etc.

1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.

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- San Joaquin County Food Service Managers, working with state, local and community agencies, will identify and inform parents on how qualified students who need free meals may qualify for other types of nutrition assistance in the community.
- It is recommended that families with school-age children who rely on school meal programs anticipate and plan as best they can for a disruption of these services and school meal programs for up to 12 weeks.
- If the students are dismissed from school but schools remain open, the school kitchens may continue operational.
- The Federal Government is working together with State and local emergency response planners to find creative solutions to meet nutrition assistance needs for vulnerable populations.

1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.

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- District representatives met with SJCPHS to discuss modes of communication specific to district. The preparation included regular review, testing and updating of the communication plan.
- Consider developing policies on observation for illness and what to do when an employee or student becomes ill at school.

1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands¹³, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.

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The district will provide information to staff and parents/families on what they can do to prepare their families for a pandemic. Resources are available at <http://www.flu.gov/planning-preparedness/>

The district will also recommend that parents/families seek further information about pandemic through other sources including key Federal, State, local, tribal, and territorial public health resources and regularly provided pandemic updates at <http://www.flu.gov/>

1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and

¹³ Information regarding the importance of hand-washing is available at www.cdc.gov/cleanhands/.

receptacles for disposal, gloves, masks and/or N95 respirators; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily.

1.15 San Joaquin County School districts will follow CDC recommendations and guidelines for Respiratory Hygiene/Cough Etiquette in Healthcare Settings. These include:

To prevent the transmission of all respiratory infections in healthcare settings, including influenza, the following infection control measures should be implemented at the first point of contact with a potentially infected person. They should be incorporated into infection control practices as one component of Standard Precautions.

1. Visual Alerts

Post visual alerts (in appropriate languages at the entrance to outpatient facilities (e.g., emergency departments, physician offices, outpatient clinics) instructing patients and persons who accompany them (e.g., family, friends) to inform healthcare personnel of symptoms of a respiratory infection when they first register for care to practice Respiratory Hygiene/Cough Etiquette.

- **Cover Your Cough**

<http://www.cdc.gov/flu/protect/covercough.htm>

Tips to prevent the spread of germs from coughing

- **Information about Personal Protective Equipment**

<http://www.cdc.gov/hai/pdfs/ppe/ppeposter8511.pdf>

Demonstrates the sequences for donning and removing personal protective equipment

2. Respiratory Hygiene/Cough Etiquette

The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection.

- Cover the nose/mouth when coughing or sneezing;
- Use tissue to contain respiratory secretions and dispose of them in the nearest waste receptacle after use;
- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol based hand rub, or antiseptic hand wash) after having contact with respiratory secretions and contaminated objects/materials.

Healthcare facilities should ensure the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in waiting areas for patients and visitors.

- Provide tissues and no-touch receptacles for used tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

3. Masking and Separation of Persons with Respiratory Symptoms

During periods of increased respiratory infection activity in the community (e.g., when there is increased absenteeism in schools and work settings and increased medical office visits by persons complaining of respiratory illness), offer masks to persons who are coughing. Either procedure secretions (respirators such as N-95) or above are not necessary for this purpose). When space and chair availability permit, encourage coughing persons to sit at least three feet away from others in common waiting areas. Some facilities may find it logistically easier to institute this recommendation year-round.

4. Droplet Precautions

Advise healthcare personnel to observe Droplet Precautions (i.e., wearing surgical or procedure mask for close contact), in addition to Standard Precautions, when examining a patient with symptoms of a respiratory infection, particularly if fever is present. These precautions should be maintained until it is determined that the cause of symptoms is not an infectious agent that requires Droplet Precautions <http://www.cdc.gov/HAI/settings/outpatient/basic-infection-control-prevention-plan-2011/transmission-based-precautions.html>

Note: These recommendations are based on the Draft Guideline for Isolation Precautions: Preventing Transmission of Infectious agents in Healthcare Settings. Recommendations of the Healthcare Infection Control Practices Advisory Committee (HICPAC), CDC

For more information, visit <http://www.cdc.gov/flu/> or call the National Immunization Hotline at (800) 232-4636

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Provide sufficient and accessible infection prevention supplies reducing casualties, damage and speed recovery:

- Review existing district policies and practices to determine frequency and methods of disinfecting environmental surfaces in the classroom and in the school settings. It has been with regards to transmission of influenza virus and methods to minimize contact contamination. Develop checklists, which are the required standards for cleaning classrooms, lunch rooms, gyms, etc. Reinforcement of these standards to be reviewed with all staff and students during influenza season. Proper disinfectants should be used to clean environmental surfaces to minimize the spread of disease.
- List of infection prevention supplies should include: Paper towels, powdered and/or liquid soap, and alcohol-based waterless hand sanitizer for classrooms without sinks. Tissues and no-touch receptacles should be used for tissue disposal. Gloves or N95 respirators should be provided and replenished.

- Develop a checklist, which is the required standard for routine (day to day) cleaning environmental surfaces such as desks, door knobs, lunch rooms, etc. Checklist to include an algorithm that specifies the increased steps necessary during a pandemic episode.

1.15 Distribute and display “Stop the Spread of Germs” posters in each classroom and in the office, washrooms, staff lounges, lunch room and multipurpose rooms. Posters are downloadable at <http://www.cdc.gov/flu/protect/stopgerms.htm>

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- These messages also may be provided during staff meetings, in school newsletters, on district and school web-sites, during school assemblies and classroom instruction, and/or during parent meeting.

1.16 Identify individual(s) to educate families about pandemic flu and the school plan.

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- Encourage families to prepare and plan for a severe pandemic. Resources are available at <http://www.bepreparedcalifornia.ca.gov/BePrepared/IndividualsAndFamilies/Documents/IndFamPanFluChecklist.pdf>
- As a teaching tool, districts can access, reliable, accurate, and timely information on the severity of a pandemic and recommendations of implementation of pandemic mitigation strategies is available at <http://www.flu.gov/>
- Information on taking care of ill people at home will be posted on <http://www.flu.gov/> Educate parents to be prepared to stay home if someone in their household is ill. Plan for household members of a person who is ill to voluntarily remain at home.
- Suggest that each student and student family maintains a current list of emergency contacts in the district.

Additional family resources are available online at <http://www.flu.gov/>

1.17 Anticipate the potential fear¹⁴ and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.

¹⁴ Develop or identify an existing mental health or counseling hotline that students or student families in the district can call during a pandemic or other emergency.

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- Aggressive education and information campaigns will be implemented throughout school districts.
- SJC school districts and SJCPHS will work together to ensure accurate consistent messages. Information will be provided in multiple languages, using schools and other community partners to disseminate information.
- SJCOE will develop a website or link that will provide districts with resources.

Developing and delivering effective risk communications in advance of a pandemic for schools to follow official recommendations will minimize fear and panic.

1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

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- School Administrators have become NIMS certified, participated in tabletop drills with SJCPHS in the area of bio-terrorism response, and Pandemic response.
- SJCPHS and SJCOE have conducted countywide dissemination exercises with health related material.
- Similar networks will be used to communicate with staff, parents and families related to pandemic flu as well as the utilization of District Websites, TV, print media and radio.

Efforts have been made to continue to participate in countywide planning efforts.

II. Preparedness:

In addition to the steps listed above:

2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.

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Pandemic Flu subcommittee makes the following recommendation for school districts to include not only in their policies and procedures, but as messages to staff and students:

- Disseminate annual flu messages from the Public Health Department.
- Have students and staff practice good health habits
- Encourage seasonal flu vaccination.

2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.

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- Be prepared to activate the school district’s crisis management plan for pandemic influenza that links the district’s incident command system with the local and/or State health department/emergency management system’s incident command system(s).
- The pandemic Flu Planning Checklist for K-12 School Districts describes approaches to school planning for a pandemic and can be found at <http://www.flu.gov/planning-preparedness/school/>

2.3 Develop a continuity of operations system for essential central office functions¹⁵, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).

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Maximizing internet use to conduct normal business operations and communication will be critical with anticipated school and /or district office closure.

- During an outbreak, business may be conducted through the internet and telephone communications.
- Individuals may use web-cams for face to face communication.
- Forms should be made available for accessing and for processing.

Measures must be taken to encrypt confidential information through remote access. Schools can post information on we-sites and utilize communication systems capable of delivering messages to students simultaneously.

2.4 Review procedures for communicating with staff, students, and families.

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Share the district pandemic plan, including expected roles/actions for all employees and volunteer staff during implementation.

2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.

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Ensure language, culture and reading level appropriateness in communication.

¹⁵ Examples could range from video messages on the Internet to email messages, prerecorded messages or designated call-in phone numbers.

- Community leaders representing different language and/or ethnic groups are to be included on the planning committee.
- Various community agencies and ethnic groups could help with designating leading representatives and assist with translation and information in communication.
- Communities identified with difficulty of translation were La Khmou, Lao Family, El Concillio, Vivo and multilingual departments at SJCOE.
- Individuals identified with difficulty were any person that is communicatively disabled.

2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.

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Materials offered are multi-linguistic and schools will work with SJCPHS to disseminate information to all students and parents as a means to communicate accurate information.

2.7 Review policies and procedures for identifying ill students and staff, isolating them as necessary, and sending them home.

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Plan to operate the workplace (district) using social distancing and other measures to minimize close contact between employees. Established sick leave policies for staff and students with suspected illness are to be followed.

- Sick employees/students should stay home especially if they have any of the following influenza like illness-Fever of 101.5 degrees Fahrenheit or higher, AND ONE OF THE FOLLOWING: cough, sore throat, headache, muscle ache, diarrhea, vomiting, fatigue.
- Any employee or student with flu-like symptoms must be sent to the office for screening. If the individual meets the case definition described above, he/she must be sent home (excluded from school) until symptom free. Further, a school nurse and public health (468-3400) should be contacted immediately.
- Rescind employee requirements for obtaining doctor notices for extended day absences. Patients who are not extremely ill may be required to self-isolate, avoid going to a doctor or health care provided thereby minimizing exposure to others.
- Districts will work collaboratively with public health in maintaining their absentee policy as well as modifications to such policies.

Any person experiencing flu like symptoms will stay home and use precautions until they are symptom free for 24 hours, or unless otherwise ordered by the Public Health Officer.

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Plan to operate the workplace (district) using social distancing and other measures to minimize close contact between employees. Established sick leave policies for staff and students with suspected illness are to be followed.

- Sick employees/students should stay home especially if they have any of the following influenza like illness-Fever of 101.5 degrees Fahrenheit or higher, AND ONE OF THE FOLLOWING: cough, sore throat , headache, muscle ache, diarrhea, vomiting, fatigue.
- Any employee or student with flu-like symptoms must be sent to the office for screening. If the individual meets the case definition described above, he/she must be sent home (excluded from school) until symptom free. Further, a school nurse and public health (468-3400) should be contacted immediately.
- All ill students or staff will be isolated in the office, have a masked placed over their face to minimize respiratory droplet spread. Individuals providing care will also don surgical masks and gloves as needed in the presence of copious respiratory secretions.
- Ill students returning to school will be screened. Students must stay home for the length of time described by the public health officer. Any student returning to school with symptoms will be sent home immediately. If that is not possible, the student will be isolated, and masked if copious respiratory secretions or droplets are present.
- Rescind employee requirements for obtaining doctor notices for extended day absences. Patients who are not extremely ill may be required to self-isolate, avoid going to a doctor or health care provided thereby minimizing exposure to others.
- Districts will work collaboratively with public health in maintaining their absentee policy as well as modifications to such policies.

Any person experiencing flu like symptoms will stay home and use precautions until they are symptom free for 24 hours, or unless otherwise ordered by the Public Health Officer.

2.8 Use prevention strategies¹⁶ **now** for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.

¹⁶ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

San Joaquin County School Districts

- Districts and schools are to regularly provide frequent and consistent messages to staff, students, parents and volunteers reinforcing positive self-care habits.
- Districts are to educate and encourage good hygiene at the workplace. Information can be found at <http://www.cdc.gov/handwashing/when-how-handwashing.html> as well as www.cdc.gov/flu/protect/covercough.htm.
- Districts send messages home via mail, website, phone blasts about prevention procedures.

Districts should emphasize that all staff receive their annual flu vaccinations early to minimize seasonal flu impact.

2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.

San Joaquin County School Districts

The district will work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic. A crisis response plan has been developed in collaboration with SJCBSHS.

2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

San Joaquin County School Districts

Resources can be located at:

<http://www.flu.gov/planning-preparedness/>

III. Response:

3.1 Track the number of staff and students absent daily.

San Joaquin County School Districts

- Districts will use the tracking form as developed by SJC public health services. Data will be called or emailed into the SJC epidemiologist for countywide tracking purpose.
- Data will be track on students who exhibit influenza like illnesses.
- Attendance and absences for students could be reported and measured as students “log” on to the countywide instructional web-based learning system.

3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.

San Joaquin County School Districts

Temporarily suspend non-critical activities and have cross-trained staff cover critical functions with fewer staff.

3.3 Finalize the information that needs to be communicated to staff, students, and families.

3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.

San Joaquin County School Districts

- Community leaders representing different language and/or ethnic groups are to be included on the planning committee.
- Various community agencies and ethnic groups could help with designating leading representatives and assist with translation and information in communication.

3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.

San Joaquin County School Districts

SJC public health will attend School Health Administrator meetings to keep apprised of surveillance findings as well as through e-mail communication.

3.6 Conduct timely debriefings with the district-wide and/or community pandemic committee¹⁷ to identify lessons learned and make necessary changes to the response plan.

San Joaquin County School Districts

Share what was learned, as well as the response with other LEA's as well as private schools within the community and make necessary changes to the school safety response plan.

IV. Recovery:

- a. Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a "safe room" for counseling services to be provided.

San Joaquin County School Districts

Via a countywide MOU, a school crisis response plan has been developed in collaboration with SJCBS. This plan identifies:

¹⁷ Clearly communicate policies to insure critical functions are covered.

- A method for dispatching trained school crisis responders to provide psychosocial support.
- If school disaster mutual aid response assistance is needed, a district-level administrator or designee will contact - San Joaquin County Mental Health Services, 1212 N. California Street, Stockton, CA 95202

Monday through Friday 8:00 am – 5:00 pm

(209) 983-2889-pager (209) 468-8859-office

For after hours and/or no response to the above numbers after making an initial call, contact the San Joaquin Mental Health 24-hour Crisis Line at (209) 468-8686. At night or on weekends, Mental Health Services has an Administrator on Duty who can consult with Mental Health Mutual Aid coordinator to assist in immediate response if necessary.

4.1 Hold staff meetings and provide information on the extent of pandemic flu in the community.

San Joaquin County School Districts

Information on the status and severity of the pandemic will be posted on <http://www.flu.gov/>. Additional information is available from the Centers for Disease Control and Prevention (CDC) Hotline: 1-800CDC-INFO (1-800-232-4636). This line is available in English and Spanish, 24 hours a day, 7 days a week. TTY: 1-888-232-6348. Questions can be e-mailed to cdcinfo@cdc.gov.

4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.

San Joaquin County School Districts

Information on the status and severity of the pandemic will be posted on <http://www.flu.gov/>. Additional information is available from the Centers for Disease Control and Prevention (CDC) Hotline: 1-800CDC-INFO (1-800-232-4636). This line is available in English and Spanish, 24 hours a day, 7 days a week. TTY: 1-888-232-6348. Questions can be e-mailed to cdcinfo@cdc.gov.

4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.

San Joaquin County School Districts

SJCSD works with the local health department to address provision of psychosocial support services for staff, students and their families during and after a pandemic. Additionally, the SJCOE offers professional development in a Crisis response.

4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.

San Joaquin County School Districts

In addition to utilizing contracted counseling support, the district will encourage school nurses, counselors, school psychologists, and social workers to establish supportive relations with faculty and staff.

4.5 Announce counseling support services that are available to students and families.

San Joaquin County School Districts

Community services can be accessed by calling Public Health at 209-468-3400.

4.6 Provide rest places for those staff and students who tire easily.

4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

San Joaquin County School Districts

- Materials will be posted on SJCOE website and school district websites. Pamphlets.
- School districts will work with local counseling agencies to develop resource lists for counseling services within SJC.

4.8 Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services.

San Joaquin County School Districts

- Materials will be posted on SJCOE website and school district websites. Pamphlets.
- School districts will work with local counseling agencies to develop resource lists for counseling services within SJC.

4.9 Assign staff to monitor the effects of cumulative stress on caregivers¹⁸, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.

San Joaquin County School Districts

- School districts will “check” in with school based care providers to assess stress impact.

¹⁸ Additionally help staff explore benefits that they may be eligible for if they have to stay home.

- Employee assistance program information will be provided to school district personnel as well as confidential counseling services.

4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.

San Joaquin County School Districts

- Employee assistance program information will be provided to school district personnel as well as confidential counseling services.
- School districts will work with local counseling agencies to develop resource lists for counseling services within SJC.

4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.

San Joaquin County School Districts

- Staff will be rotated to prevent burn out.
- Staff will be assessed by the counseling coordinator of each Incident Command Center to assess risk.

4.12 Follow up with student referrals made to community agencies.

San Joaquin County School Districts

- Daily debriefings will outline staff and student status and comprise of information on which students were referred to respective services.
- Staff continuity will be preserved to the extent possible so that staff and students will make connection with people to provide support.

4.13 Conduct debriefings with the crisis recovery team.

San Joaquin County School Districts

- Daily debriefings will outline staff and student status and comprise of information on which students were referred to respective services.
- Staff continuity will be preserved to the extent possible so that staff and students will make connection with people to provide support.

4.14 Plan for continued need for medical, mental health, and social services after a pandemic.

4.15 Document “lessons learned” and incorporate them into revisions and training

4.16 Assess which criteria would need to be met to resume normal operations.

4.17 Develop communication for advising district staff, employees and students and families of the resumption of school programs and activities.

References:

Centers for Disease Control and Prevention, Checklists for different entities.

<http://www.flu.gov/planning-preparedness/>

Appendix A
SJC Memorandum of Understanding

SAN JOAQUIN COUNTY
SCHOOL CRISIS RESPONSE MUTUAL AID
Memorandum of Understanding

This Memorandum of Understanding addresses agreements among the San Joaquin County Office of Education, San Joaquin County Office of Emergency Services, San Joaquin County Behavioral Health Services, San Joaquin County Public Health Services and those school districts within the County of San Joaquin that agreed to participate.

PURPOSE

Disasters of a large scale which occur within school districts may overwhelm the resources of that district or require the district to become a resource for response and recovery. While this is an infrequent occurrence, it is best to be prepared for the possibility of such an event by entering into mutual aid agreements with County Office of Education, San Joaquin County Office of Emergency Services, San Joaquin County Behavioral Health Services, San Joaquin County Public Health Services and other school districts.

Mutual aid agreements help the cooperating agencies offer services to each other and protect the public health during disasters. In the past, districts have played an integral role as shelters or medical dispensing facilities in disaster response and recovery. Other resources school districts may offer include transportation, personnel and communications equipment. As a result of their location within communities, schools are often considered a central meeting location for that community. Past experience has shown that when a large scale disaster occurs, it is difficult to coordinate emergency services and minimize the effects to public health without pre-planning and training. Public school facilities are American with Disabilities Act (ADA) compliant allowing for individuals with access and functional needs to be served.

BACKGROUND

Mutual aid is found in four pieces of legislation. The first is the California Emergency Services Act (Government Code Section 8550) which is designed to help mitigate the effects of natural and manmade disasters. Among its provisions, the Act calls for disaster response partnership agreements, within and between the various regions of the state. These response partnerships institutionalize the practice of “mutual aid” which was already employed by emergency response personnel, such as firefighters and law enforcement. Mutual aid allows regions to share emergency response resources whenever a given disaster is beyond local capacity.

The second reference may be found in the Disaster Services Worker (Government Code Section 3101), which states that “all public employees are

hereby declared to be disaster service workers subject to such disaster service activities as may be assigned to them by their superiors or by law.” This law contains provisions for access to school district personnel to serve as human resources in the event of a disaster.

The third origin of this agreement can be found in (SB 187, Hughes, Chapter 736, Statutes of 1997). According to this legislation, all schools are required to have a comprehensive school safety plan in place. Part of the safety plan includes disaster response procedures.

The fourth is the domestic incident management plan that is outlined in [Presidential Directives](#) HSPD-5^[1] issued February 28, 2008, [HSPD-7](#), [HSPD-8](#),^[2] and [HSPD-8 Annex 1](#),^[3] as a result of the [Homeland Security Act of 2002](#). These directives set up the laws and regulations for managing domestic incidents by establishing the comprehensive [National Incident Management System](#) (NIMS), and the [National Response Framework](#) (NRF). Both of these plans are augmented by the National Integration Center (NIC) and describe the way Federal departments and agencies will prepare for such a response, including prevention activities during the early stages of a terrorism incident (HSPD-5 and HSPD-8) which seek to provide a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system is intended to create a common vocabulary, context, and structure for an ongoing national discussion about the nature of the threats that confront the homeland and the appropriate measures that should be taken in response. It seeks to inform and facilitate decisions appropriate to different levels of government and to private citizens at home and at work.

Typically, it is expected that individual schools and/or school districts will manage their own crises and emergencies using their school safety plans. The purpose of this Agreement is to provide for mutual aid and assistance between the parties entering into the agreement when the resources normally available to a Party are not sufficient to respond to the situation. The public health and well being will best be protected through the coordinated and pre-planned efforts of multiple agencies providing assistance to one another. Promotion of coordinated assistance through this agreement is desirable for the effective and efficient deployment of mutual aid and assistance.

AGREEMENT

It is mutually advantageous and beneficial that each Party hereto agrees to render support and other related services to the other parties named in this agreement during an emergency that reaches beyond the scope of a single Party and therefore requires collaboration and assistance from one or more of the other parties. Parties shall render assistance to the extent that personnel, equipment, and resources are available. Every emergency or disaster incident is unique and

will require unique responses and resources. The action of mutual aid does not set precedent or expectation for future actions and assistance.

Support and other related services shall include but not be limited to pre-planning and training, facility use, transportation, personnel, communications equipment and other resources. Participating entities will be responsible for tracking their own fiscal support and resources in the event that an emergency situation is deemed a disaster for which federal assistance becomes available to reimburse disaster response costs.

Each individual school district has the responsibility of responding to its own crises and emergencies. Additionally, it is the district administration's responsibility to determine when the resources of the district are no longer adequate to deal with a given situation. It is the school district administration's responsibility to ask for assistance when it is deemed necessary.

Mutual aid support is not provided without a request from a district-level Assistant Superintendent or higher administrator.

POINT OF DISPENSING SITES

San Joaquin County Public Health Services has established Point of Dispensing (POD) sites throughout the county at different types of facilities. Each school district within the County of San Joaquin has at a minimum one school designated as a POD site. POD sites are intended to serve as a meeting location for the community to receive medical prophylaxis in response to a public health emergency. It is the intent of this agreement that each district with a designated POD site continues to participate fully with the requirements of being a designated POD site. If additional POD sites are required by San Joaquin County Public Health Services to meet the needs of the populations, then each district will participate in the planning and location of future POD sites as needed. San Joaquin County Public Health Services will minimize the impact to each facility to the maximum extent possible.

Requirements for being a designated POD site include, but are not limited to:

- Use of the facility and equipment for emergency response by request at any time;
- Occupancy beginning within 12 hours of the request and continuing as needed;
- Use of office equipment, including telephones, copy machines, computers, fax machines Tables, chairs, desks, cots, wheelchairs, refrigerators, parking areas;
- Two designate points of contact available at any time that will be listed in the California Health Alert Network (CAHAN) to receive alerts regarding facility use;

- **Administrative** - point of contact will serve as the primary point of contact. This person should have authority to open the building.
- **Facilities** - point of contact will work with San Joaquin County Public Health Services and law enforcement personnel to create facility and security plans.
- Facility shall be visited by members SJCPHS, local law enforcement, or other partners for the development and maintenance of a site dispensing plan;
- Facility will be listed in a confidential annex to the local plan to distribute the Strategic National Stockpile (SNS)/Medical Countermeasures;
- Provide personnel to participate in training to serve as distribution clinic volunteers; and
- Participate in exercises designed to prepare for emergency response.

MUTUAL AID SCHOOL DISTRICT ASSISTANCE

In the event there is a situation which cannot be mitigated with the available resources of one of the parties hereto, the districts shall, upon request, aid in mitigating the emergency by providing personnel, services and equipment for the protection of school district staff, students, families and the public health. This may be accomplished on either an active or a stand-by basis. The extent of the aid to be furnished under this Agreement shall be determined solely by the districts furnishing such aid, and it is understood that the aid so furnished may be recalled at the sole discretion of the furnishing district.

No Party to this agreement or any officer of any Party shall be liable to any other Party or to any other person for failure of any Party to furnish assistance to any other Party, or for recalling assistance.

Each district waives all claims against any other district, San Joaquin County Office of Emergency Services, San Joaquin County Behavioral Health and/or San Joaquin County Public Health Services for compensation for any loss, damage, personal injury or death occurring in consequence of the performance of this Agreement.

No district to this agreement shall be required to pay any compensation to any other district, San Joaquin County Office of Emergency Services, San Joaquin County Public Health Services or San Joaquin County Behavioral Health Services for services rendered hereunder, the mutual advantages and protection afforded by this Agreement being considered adequate compensation to all parties.

This Agreement is intended to cover day-to-day mutual aid only, and shall be of no force and effect in cases in which a state of extreme emergency has been proclaimed and when California Disaster and Civil Defense Master Mutual Aid Agreement become operative.

This Agreement shall not be construed as, or deemed to be, an agreement for the benefit of any third Party or Parties, and no third Party or Parties, shall have

any right of action hereunder for any cause whatsoever. Any services performed or expenditures made in connection with furnishing mutual aid under this Agreement by any Party hereto, shall deem conclusively to be for the direct protection and benefit of the district.

Mental Health Crisis Response

If school disaster mutual aid mental health crisis response assistance is needed, **a district-level administrator or designee** will contact San Joaquin County Mental Health Services, 1212 N. California Street, Stockton, CA, 95202,

Monday - Friday
8:00 a.m. – 5:00 p.m.
(209) 983-2889 – (pager)
(209) 468-8859 – (office)

For after hours and/or if no response to the above numbers, contact San Joaquin County Behavioral Health 24-hour Crisis Line at: (209) 468-8686. Behavioral Health Services has an Administrator on Duty who can consult with the Behavioral Health Mutual Aid Coordinator to assist in immediate response if necessary.

The Mutual Aid Coordinator will record requests for help on a “call-out” (see attached) form developed specifically for that purpose. The form will answer the basic questions of who is requesting help; the nature of the crisis; what type of help is requested; when it is needed; where it is needed; the name, title and phone number of the individual requesting assistance; the name, title and phone number of a contact person; and whether the help being requested is volunteer help or is paid help. The issue of paid help is necessary because an emergency situation may turn into a disaster for which federal assistance is available to reimburse disaster response costs.

Following a request for mutual aid assistance, the Mutual Aid Coordinator will contact appropriate resources for the first response. The choice of which resources or school district to contact may be based on geographic considerations (i.e., proximity to requesting district), but can also be based on other considerations (i.e., selecting a district that has not already been asked to provide mutual aid support).

School districts offering to provide mental health/crisis response mutual aid to a requesting district will provide only credentialed personnel for their response staff, preferably those individuals who have been trained in school crisis response. Behavioral Health Services staff responding will be either licensed clinicians or individuals working under the direction of a licensed clinician. These clinicians may include licensed clinical social workers, marriage family therapists, psychologists or

registered nurses. As staffing resources permit, Mental Health will send staff that has been trained in crisis response.

School districts or Behavioral Health Services responding to the requesting district will provide assistance until further arrangements can be made at no cost to districts. At the end of the three days, further agreements between individual districts, San Joaquin County Mental Health Services, San Joaquin County Office of Education, San Joaquin County Public Health Services, and/or San Joaquin County Office of Emergency Services will be necessary in order to provide further assistance.

Unless otherwise specified, shifts of work shall be eight hours long for the three day period. Supplies for classroom activities, such as art supplies, writing materials, shall be supplied by the district requesting the help, unless otherwise specified in the request for assistance.

Each Party to this Agreement waives all claims against any other Party for compensation for any loss, damage, personal injury or death occurring in consequence of the performance of this Agreement.

Participating districts agree to meet annually to ensure appropriate response procedures are still viable.

The signatures below indicate an agreement to abide by this Memorandum of Understanding for crisis response to school districts, pledge cooperation and problem solving, and respond appropriately for the good of the district and the County.

TERM

This Memorandum will be in force on the date approved by the identified agencies , and shall terminate as to the County and the Office of Education upon thirty (30) days written notice to the other Party.

School districts within the County of San Joaquin may participate in this Memorandum of Understanding by executing a counterpart of this Memorandum of Understanding which shall be deemed to be an original. Any such school district may terminate its participation in this Memorandum of Understanding by giving 30 days written notice to the Office of Education and the County through its Director of San Joaquin County Behavioral Health Services, Director of San Joaquin County Public Health Services, and Director of San Joaquin County Office of Emergency Services. Thereafter, such withdrawing Party shall no longer be a Party to this Agreement, but this Agreement shall continue to exist among the remaining Parties.

Appendix B
Sample Parent Information, Media Press Releases
and Key Talking Points for Pandemic

**SAMPLE PARENT LETTER#1 Prevention Letter.
Use this letter to help prepare parents for
pandemic flu – before there are human
pandemic flu or bird flu cases in the U.S.**

Dear Parents,

This letter will help your family prepare for a flu pandemic that could make many people sick. It is important to know that at this time, there is no pandemic flu of any kind in the United States. There is also no bird/avian flu in the United States at this time. Public health officials are worried the avian/bird flu virus may change so that it can infect people and spread easily from person-to-person. This would cause a worldwide flu outbreak, called a pandemic.

Public health officials want people to protect themselves against pandemic flu. Here are some ways to protect your family:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better.

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency. **If you have questions, please contact your School Nurse or healthcare provider. You can call the school at (INSERT NUMBER).**

You can get more information from San Joaquin County Public Health Department:

Visit online <http://www.sjcphs.org/>
or call: 468-3400. You may also wish to visit the **federal government website** with information on planning for individuals and families:

<http://www.flu.gov/>

**SAMPLE PARENT LETTER#1 Prevention
Letter Spanish.**

Estimados Padres,

Esta carta le ayudara a su familia prepararse para la gripe pandémica que podría enfermar a muchas personas. Es importante saber que a horita, no hay gripe pandémica de ninguna clase en los Estados Unidos. A horita tampoco hay gripe aviar/de aves en los Estados Unidos. Los Oficiales de la Salud Pública están preocupados de que el virus de la gripe aviar/de aves se cambie y así pueda infectar a las personas y pasarse fácilmente de persona-a-persona. Esto causaría un brote llamado pandémica.

Oficiales de Salud Pública quieren que las personas se protejan de la gripe pandémica. Estas son unas maneras de cómo usted puede proteger a su familia:

- Mantenga a los niños enfermos en casa. No los mande a la escuela.
- Enséñele a sus hijos a lavarse las manos frecuentemente con agua y jabón por un mínimo de 20 segundos. Asegúrese de dar un buen ejemplo por haciendo lo mismo usted.
- Enséñele a sus hijos a taparse la tos y estornudo o que estornuden dentro del brazo. Asegúrese de dar un buen ejemplo haciendo lo mismo usted.
- Enséñele a sus hijos que se mantengan por lo menos a tres pies de distancia de personas que están enfermas.
- Personas que están enfermas no deben ir al trabajo ni a la escuela y deben evitar otras personas hasta que se mejoren.

Incluido con esta carta va una lista para ayudarle a las familias a prepararse para un brote de gripe pandémica. Esta información también le puede ayudar a su familia a prepararse para cualquier tipo de emergencia. **Si tiene preguntas, favor de contactar a su Enfermera de la Escuela o proveedor de asistencia medica. Puede llamar a la línea telefónica de la escuela al (INSERT SCHOOL NUMBER)**

Puede obtener mas información de los Servicios de Salud de San Joaquin: Visite la Red al <http://www.sjcphs.org/>, Paginas en Español, o llame: 468-3400. El sitio **Red del gobierno federal tiene información** sobre planificación para personas y familias:

<http://www.flu.gov/>

Even though the confirmation of a bird infected with avian/bird flu in the U.S. does not signal a pandemic, there will be confusion and concern. SAMPLE PARENT LETTER #2 FIRST BIRD CASE: Use this letter to help prepare parents for pandemic flu after first bird case is found in the U.S.

Dear Parents,

As expected, birds sick with avian/bird flu virus are now in the United States. It is important to know that, at this time, there are no known human cases of avian/bird flu in the United States. Health officials are worried that the avian/bird flu virus may change so that people can get sick from it. If that happened it could spread from person-to-person. This would cause a worldwide flu outbreak, called a pandemic.

So even though there is no flu pandemic now, we want to remind you about some ways to protect your family from getting sick:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay at least three feet away from people who are sick.
- People who are sick should stay home from work or school and avoid other people until they are better.
- Do not touch sick or dead birds.

Enclosed with this letter is a checklist to help families get ready for a pandemic flu outbreak. This information can also help your family get ready for any kind of emergency. **If you have questions, please contact your School Nurse or healthcare provider. You can call the school hotline (INSERT NUMBER)**

You can get more information from San Joaquin County Public Health: Visit online at <http://www.sjcphs.org/> or 468-3400. The Federal Government website with information on planning for individuals and families: <http://www.flu.gov/>; or the

SAMPLE PARENT LETTER #2 FIRST BIRD CASE SPANISH:

Estimados Padres,

Como esperábamos, pájaros enfermos con el virus de la gripe aviar/ de aves, ha llegado a los Estados Unidos. Es importante saber que, a horita no hay casos de gripe aviar en los humanos en los Estados Unidos. Los oficiales de salud están preocupados que el virus de la gripe aviar/de aves se pueda mutar y así enfermar a las personas. Si eso sucediera el virus podría esparcirse de persona-a-persona. Esto causaría un brote mundial de gripe, llamada una pandemia.

Así que, aunque no hay una pandemia de gripe ahora, nosotros queremos recordarles acerca de algunas maneras de proteger a su familia de la enfermedad:

- Mantenga a los niños enfermos en casa. No los mande a la escuela.
- Enséñele a sus hijos a lavarse las manos frecuentemente con agua y jabón por un mínimo de 20 segundos. Asegúrese de dar un buen ejemplo haciendo usted lo mismo.
- Enséñele a sus hijos a taparse la tos y estornudo o que estornuden dentro del brazo. Asegúrese de dar un buen ejemplo haciendo usted lo mismo.
- Enséñele a sus hijos que se mantengan por lo menos a tres pies de distancia de las personas que están enfermas.
- Personas que están enfermas no deben ir al trabajo ni a la escuela y deben evitar otras personas hasta que se mejoren.
- No toque pájaros enfermos o muertos

Junto con esta carta va una lista de verificación para ayudarle a las familias a prepararse para un brote de gripe pandémica. Esta información le puede ayudar a su familia a preparar para cualquier tipo de emergencia. Si usted tiene preguntas, favor de contactar a su Enfermera de la Escuela o a su proveedor de asistencia medica. Usted puede llamar a la línea telefónica de la escuela (INSERT SCHOOL NUMBER)

Usted puede obtener más información de los Servicios de Salud de San Joaquin: Visite la Red <http://www.sjcphs.org/> llame: 468-3400. El sitio Red del gobierno federal tiene información de planificación para individuos y familias: <http://www.flu.gov/>

**SAMPLE LETTER TO PARENTS-Initial
Pandemic Flu Outbreak #3: Use this letter to
let parents know schools are open**

Dear Parents,

This letter will give you information about a flu outbreak in San Joaquin County. Every year, some people get sick with the flu during the fall and winter months. This year, there is a new flu virus that is making many people in San Joaquin County sick. So many people are sick in San Joaquin and the United States that health officials call it a "pandemic flu." A lot of students and teachers in our school are sick with the flu. We hope they will all get better quickly.

At this time, the county health department tells us that students who are not ill can safely come to school. The schools will remain open. We will keep you updated with any important information.

To keep the flu from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home. Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness:

- Keep children who are sick at home. Don't send them to school.
- Teach your children to wash hands a lot with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- Teach your children to stay away at least three feet away from people who are sick.
- People who are sick should stay home from work or school and stay away from other people until they are better.
- Stay away from shopping malls, movie theaters or other places where there are large groups of people.

We are also giving you some tips about how to care for your family if they are ill.

If you have questions, please contact your School Nurse or healthcare provider. You can call the school hotline (INSERT NUMBER). You can get more information from San Joaquin County Public Health Department: Visit online at <http://www.sjcphs.org/> or call 468-3400.

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

Recommendations may change during the course of a pandemic flu outbreak.

SAMPLE LETTER TO PARENTS

Initial Pandemic Flu Outbreak #3 Spanish: Use this letter to let parents know schools are open

Estimados Padres,

Esta carta le dará información acerca de un brote de gripe en el Condado de San Joaquin. Todos los años, algunas personas se enferman con la gripe durante los meses de otoño y invierno. Este año, hay un nuevo virus de gripe que esta enfermado a muchas personas en el Condado de San Joaquin. Tantas personas están enfermas en San Joaquin y en los Estados Unidos que oficiales de salud lo están llamando una "gripe pandémica". Muchos de los estudiantes y maestros de nuestra escuela están enfermos con la gripe. Esperamos que todos se mejoren rápidamente.

En este momento, el departamento de salud del condado nos dice que estudiantes que no están enfermos pueden continuar yendo a la escuela sin peligro. Las escuelas se quedarán abiertas. Nosotros le mantendremos al día con información importante.

Para prevenir que la gripe se pase a más personas, nosotros le pedimos que mantenga a niños enfermos en casa. Cualquier niño que llegue enfermo a la escuela será enviado a casa.

Los oficiales de salud quieren que usted se proteja y proteja a su familia contra gripe pandémica. Aquí están algunas maneras de parar la transmisión de microbios y enfermedad:

- Mantenga a los niños enfermos en casa. No los mande a la escuela.
- Enséñele a sus hijos a lavarse las manos frecuentemente con agua y jabón por un mínimo de 20 segundos. Asegúrese de dar un buen ejemplo haciendo usted lo mismo.
- Enséñele a sus hijos a taparse la tos y estornudo o que estornuden dentro del codo. Asegúrese de dar un buen ejemplo haciendo usted lo mismo.
- Enséñele a sus hijos que se mantengan por lo menos a tres pies de distancia de las personas que están enfermas.
- Personas que están enfermas no deben ir al trabajo o a la escuela y deben evitar otras personas hasta que se mejoren.

- No vaya a los centros comerciales, cines u otros lugares donde hay gran cantidad de gente.

También le estamos dando algunos consejos acerca de cómo cuidar a su familia si están enfermos.

Si usted tiene preguntas, favor de contactar a su Enfermera de la Escuela o a su proveedor de asistencia medica. Usted puede llamar a la línea telefónica de la escuela (INSERT SCHOOL NUMBER)

Usted puede obtener más información de los Servicios de Salud de San Joaquin:
Visite la Red <http://www.sjcphs.org/> o llame 468-3400.

Si la gripe pandémica continúa diseminándose y más estudiantes se llegan a enfermar, pueda ser que las escuelas cierren por días o semanas. El propósito de cerrar las escuelas será para prevenir que los niños se enfermen. Si las escuelas se cierran, los niños deben permanecer en casa. Empiece a prepararse ahora para tener cuidado de niños en su hogar.

Las recomendaciones pueden cambiar durante el brote de gripe pandémica.

**SAMPLE LETTER TO PARENTS #4 Expanded
Outbreak:**

**Use this letter to let parents know schools are
open and urge ill children to stay home**

Dear Parents,

We wrote to you recently to tell you about a pandemic flu outbreak in our community. Here is some new information.

There are now even more students in our school who are ill with this flu virus. Still the county health department tells us that students who are not ill can continue to attend school. The schools will remain open. We will keep you updated with any important information. To keep the flu from spreading to more people, we ask you to keep sick children home. Any children who are sick in school will be sent home.

Public health officials want you to protect yourself and your family against pandemic flu. Here are some ways to stop the spread of germs and sickness and take care of your family

- Keep children who are sick at home. Don't send them to school.
- If some of the people in your home are sick with the flu, keep them away from the people who are not sick.
- If some of the people in your home are sick with the flu and you cannot see a health provider, some things you can do to help them are:
 - o Have them drink a lot of liquid (juice, water)
 - o Keep the ill person as comfortable as possible. Rest is important.
 - o For fever, sore throat and muscle aches, in adults, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life- threatening illness.
 - o Keep tissues and a trash bag within reach of the sick person.
 - o Be sure everyone in your home washes their hands frequently.
 - o Contact a healthcare provider for further advice. If the ill person is having difficulty breathing or is getting worse, contact the healthcare provider right away.

Call the school hotline (INSERT NUMBER) or visit San Joaquin County Public Health Department online at <http://www.sjcphs.org/> or call 468-3400

If the pandemic flu continues to spread and more students become ill, schools may close for days or weeks. The purpose of closing schools will be to keep children from getting sick. If schools are closed, children should stay at home. Begin planning now for childcare in your home.

**SAMPLE LETTER TO PARENTS #4 Expanded
Outbreak Spanish:**

Use this letter to let parents know schools are open and urge ill children to stay home.

Estimados Padres,

Recién le escribimos para decirle acerca de un brote de gripe pandémica en nuestra comunidad. Aquí le mandamos información nueva. Ahora hay aún más estudiantes en nuestra escuela que están enfermos con este virus de gripe. El departamento de salud del condado todavía nos dice que los estudiantes que no están enfermos pueden continuar asistiendo a la escuela. Las escuelas se quedarán abiertas. Nosotros le mantendremos al día con información importante. Para prevenir que la gripe se transmita a más personas, nosotros le pedimos que mantenga a los niños enfermos en casa. Cualquier niño que llegue enfermo a la escuela será enviado a casa.

Los oficiales de salud quieren que usted se proteja y proteja a su familia contra gripe pandémica. Aquí están algunas maneras de parar la transmisión de microbios y enfermedad:

- Mantenga a los niños enfermos en casa. No los mande a la escuela.
- Si algunas de las personas en su hogar están enfermas con la gripe, manténgalo lejos de las personas que no están enfermas.
- Si algunas de las personas en su hogar están enfermas con la gripe y no pueden ver a un proveedor de cuidado de salud, algunas cosas que usted puede hacer para ayudarlos son
 - Que beban mucho líquido (jugo, agua)
 - Mantenga a la persona enferma lo más cómodo posible. El descanso es importante.
 - Para la fiebre, dolor de garganta y de músculo en adultos, utilice ibuprofen (Motrin) o el acetaminophen (Tylenol). No utilice aspirina con niños ni adolescentes; puede causar síndrome de Reye, una enfermedad que amenaza la vida.
 - Mantenga pañuelos desechables y una bolsa de basura al alcance del enfermo.
 - Asegúrese que todos en su hogar se laven las manos con frecuencia.

- Contacte a un proveedor de asistencia medica para obtener mas información. Si la persona enferma tiene dificultad en respirar o sé esta poniendo peor, contacte a su proveedor de cuidado de salud inmediatamente.

Si usted tiene preguntas, favor de contactar a su Enfermera de la Escuela o a su proveedor de asistencia medica. Usted puede llamar a la línea telefónica de la escuela (INSERT SCHOOL NUMBER).

Usted puede obtener más información de los Servicios de Salud de San Joaquin:

Visite la <http://www.sjcphs.org/> o llame 468-3400.

Si la gripe pandémica continúa diseminándose y más estudiantes se llegan a enfermar, pueda ser que las escuelas cierren por días o semanas. El propósito de cerrar las escuelas será para prevenir que los niños se enfermen. Si las escuelas se cierran, los niños deben permanecer en casa. Empiece a prepararse ahora para tener cuidado de niños en su hogar.

SAMPLE LETER TO PARENTS School closure #5: Use this letter to inform parents schools are closed

Dear Parents,
San Joaquin County health officials have ordered all schools in San Joaquin to close. This order is because of the pandemic flu situation in San Joaquin County. All schools are immediately closed until further notice and children should stay home. Schools may be closed for days or even weeks to reduce contact among children and stop the spread of the flu. We know that many students and their families are very sick. We know this is a hard time for our community and our hearts go out to those who are ill.

Because the flu is easily spread from person-to-person, it is not safe for large groups of people to gather. During this time, both children and adults should stay away from other people and groups as much as possible. They should not gather in other locations such as shopping malls, movie theaters or community centers.

We know that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. Here are some tips for helping those who are sick with the flu:

- Have them drink a lot of liquid (juice, water)
- Keep the sick person as comfortable as possible. Rest is important.
- For fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin with children or teenagers; it can cause Reye's syndrome, a life-threatening illness.
- Keep tissues and a trash bag within reach of the sick person.
- Be sure everyone in your home washes their hands frequently.
- Keep the people who are sick with the flu away from the people who are not sick.

For more information, call your healthcare provider or visit San Joaquin County Public Health Services' website: <http://www.sjcphs.org/> or call 468-3400.

We will contact you as soon as we have information about when school will reopen.

SAMPLE LETTER TO PARENTS School closure Spanish #5: Use this letter to inform parents schools are closed

Estimados Padres,
Oficiales del Condado de San Joaquin han ordenado que todas las escuelas de San Joaquin se cierren. Esta orden fue dada a causa de la gripe pandémica que hay en el Condado de San Joaquin. Todas las escuelas se cierran inmediatamente hasta que haya otra orden y los niños deben de quedarse en casa. Pueda ser que las escuelas permanezcan cerradas por días y aún semanas para reducir el contacto entre niños y así parar la transmisión de la gripe. Sabemos que muchos estudiantes y sus familias están muy enfermos. Sabemos que nuestra comunidad esta pasando por un tiempo muy difícil y nuestros pensamientos están con ellos. La gripe se pasa fácilmente de persona-a-persona así que no es seguro que se reúnan grupos grandes. Durante este tiempo, los adultos y los niños deben de mantenerse lejos de otras personas y de los grupos lo más tiempo posible. No deben reunirse en otras ubicaciones tales como los centros comerciales, los cines ni los centros sociales.

Sabemos que puede ser difícil obtener una cita con el doctor, ir a una clínica y aun ser visto en la sala de emergencia del hospital. Aquí están algunos consejos para ayudar a los que están enfermos con la gripe:

- Beban mucho líquido (Jugo, el agua)
- Mantenga al enfermo lo más cómodo posible. El descanso es importante.
- Para la fiebre, dolores de garganta y de músculo, utilice ibuprofen (Motrin) o acetaminophen (Tylenol). No utilice aspirina con niños ni adolescentes; puede causar síndrome de Reye, una enfermedad que amenaza la vida.
- Mantenga pañuelos desechables y un basurero al alcance del enfermo.
- Asegúrese que todos en su hogar se laven las manos con frecuencia.
- Mantenga a las personas enfermas con gripe lejos de las personas que no están enfermas.

Para más información, llame a su proveedor de asistencia medica o visite el sitio Red de los Servicios de Salud de San Joaquin:

<http://www.sjcphs.org/> Paginas en Español o llama 468-3400.

Nosotros le contactaremos en cuanto tengamos información acerca de cuando las escuelas volverán a abrir.

SAMPLE LETTER TO PARENTS School Re-Opens Spanish #6:

Use this letter to inform parents schools are re-opened.

Estimados Padres,

Oficiales de Salud del Condado de San Joaquin han declarado que la gripe pandémica está bajo control. Nuestra escuela abrirá el _____. En este momento, los estudiantes pueden volver a clase sin peligro.

Aunque la escuela esta abierta, todavía hay algunas personas que están enfermas con el virus de gripe. Y oficiales de salud dicen que brotes de gripe pandémica a veces suceden en ondas. Esto significa que más personas podrían enfermarse rápidamente otra vez. Si más personas se enferman, las escuelas pueden necesitar cerrar otra vez. Continuaremos dándole información importante.

La gripe todavía se transmite de persona-a-persona así que, por favor mantenga a los niños enfermos en casa. No los mande a la escuela.

Deseamos ver a sus niños pronto.

SAMPLE LETER TO PARENTS School Re-Opens #6:

Use this letter to inform parents schools are re-opened.

Dear Parents,

San Joaquin County health officials have declared the pandemic flu is under control. Our school will open again on _____. At this time, students may safely return to class.

Even though school is opening, there are still some people who are sick from the flu virus. And health officials say that pandemic flu outbreaks sometimes happen in waves. This means more people could become sick soon again. If more people get sick, schools may need to close again. We will continue to give you any important information.

Because the flu can still be spread from person-to-person, please keep children who are sick at home. Don't send them to school.

We are looking forward to seeing your children again.

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS A- OUTBREAK

- We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with local health officials to deal with the situation and will keep parents updated with any important information.
- At this time, under the guidance of the county health department, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our families and children who are affected.
- If pandemic flu continues to spread and more students become ill, health officials may need to close schools for an extended period of time (for example, up to 6 weeks).
- The purpose of closing schools will be to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection. If schools are closed, children should stay at home.
- We urge parents to plan now for the possibility of schools closing. Arrange day care, and home schooling.
- Parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:
 - _ Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - _ Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
 - _ Teach your children to stay away from people who are sick and stay home from work or school if you are sick.
- Recommendations may change during the course of a flu pandemic. We will make public announcements through the media and parents can call the school district's hotline at (INSERT HOTLINE).
- For more information on pandemic flu and prevention, visit San Joaquin County Public Health Department's website at <http://www.sjcphs.org/> or call 468-3400.

SAMPLE KEY MESSAGES FOR SCHOOL OFFICIALS B- SCHOOL CLOSURES

- San Joaquin County health officials have ordered the closure of schools as a result of the pandemic flu outbreak in our county.
- Schools may be closed for an extended period of time (for example, up to 6 weeks).
- We know this is a difficult time for our community and our hearts go out to those who are ill. We are working closely with health officials to deal with the situation and will keep parents updated with any important information.
- Because pandemic flu is easily spread from person-to-person, it is unsafe for large groups of people to gather and children should stay home. The purpose of closing schools is to decrease contact among children in order to decrease their risk of getting sick and to limit the spread of infection.
- During this time, children and adults should stay away from other people and groups, as much as possible. Health officials also advise people should not gather in other locations such as homes, shopping malls, movie theaters or community centers.
- Parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:
 - _ Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
 - _ Teach your children to cover coughs and sneezes with tissues or by coughing into the inside of the elbow.
 - _ Teach your children to stay at least three feet from people who are sick and stay home from work or school if you are sick.
- Recommendations may change during the course of a flu pandemic. We will make public announcements through the media and parents can call the school district's hotline at (INSERT NUMBER)
- For more information on pandemic flu and prevention, visit San Joaquin County Public Health Department's website at <http://www.sjcphs.org/> or call 468-3400.

SAMPLE PRESS RELEASE B: Health Services will use this type of press release to announce school closures. A similar press release will be issued when school reopens

For immediate release (DATE) Contact: (PIO name and number)

Health officials order closure of schools in San Joaquin County

San Joaquin County health officials have ordered the closure of schools as a result of the pandemic flu outbreak in the county. Schools may be closed for a period of time - days or even weeks. Because the virus is easily spread from person-to-person, San Joaquin County Public Health Department has also ordered colleges, day care centers and preschools to close. Because it is unsafe for large groups of people to gather, health officials warn people to stay away from shopping malls, community centers and other places where germs can be spread. "We know this is an anxious time for our community and our hearts go out to those who are ill. We are working closely with the schools to deal with the situation and will keep parents updated with any important information," said (Local Health Official)

According to LOCAL HEALTH OFFICIAL, the purpose of closing schools is to limit contact among children to decrease their risk of getting sick and to limit the spread of infection. Because so many people are sick with the flu, health officials acknowledge that it may be hard to get a doctor's appointment, go to a clinic or even be seen in a hospital emergency room. They provided some tips for residents to care for the sick at home:

- *Have them drink a lot of liquid (juice, water)
- * Keep the sick person as comfortable as possible. Rest is important.
- * For adults with fever, sore throat and muscle aches, use ibuprofen (Motrin) or acetaminophen (Tylenol). Do not use aspirin in children or teenagers; it can cause Reye's syndrome, a life- threatening illness.
- * Keep tissues and a trash bag within reach of the sick person.
- * Be sure everyone in your home washes their hands frequently.
- * Keep the people who are sick with the flu away from the people who are not sick.

More information on pandemic flu is available on San Joaquin County Public Health Department website at <http://www.sjcphs.org/> or by calling 468-3400.

SAMPLE PRESS RELEASE A: Health Services will use this type of press release to announce schools remain open

For release (DATE) Contact: (PIO name and number)

San Joaquin County schools are open but parents should prepare

San Joaquin County schools remain open despite the pandemic flu outbreak in the county but parents are asked to prepare for possible closures if the virus continues to spread. School and county health officials are working together to monitor the situation and parents will be updated with any important information.

"At this time, we believe students can safely attend classes and schools will remain open. Our thoughts are with all of our families and children who are affected," said (health official).

If the pandemic flu continues to spread and more students become ill, health officials say they may need to order schools closed for a period of time. They urged parents to begin planning now for childcare in their home.

Health officials say parents can help protect their children and prevent the spread of pandemic flu as they would colds and other flu by taking the following precautions:

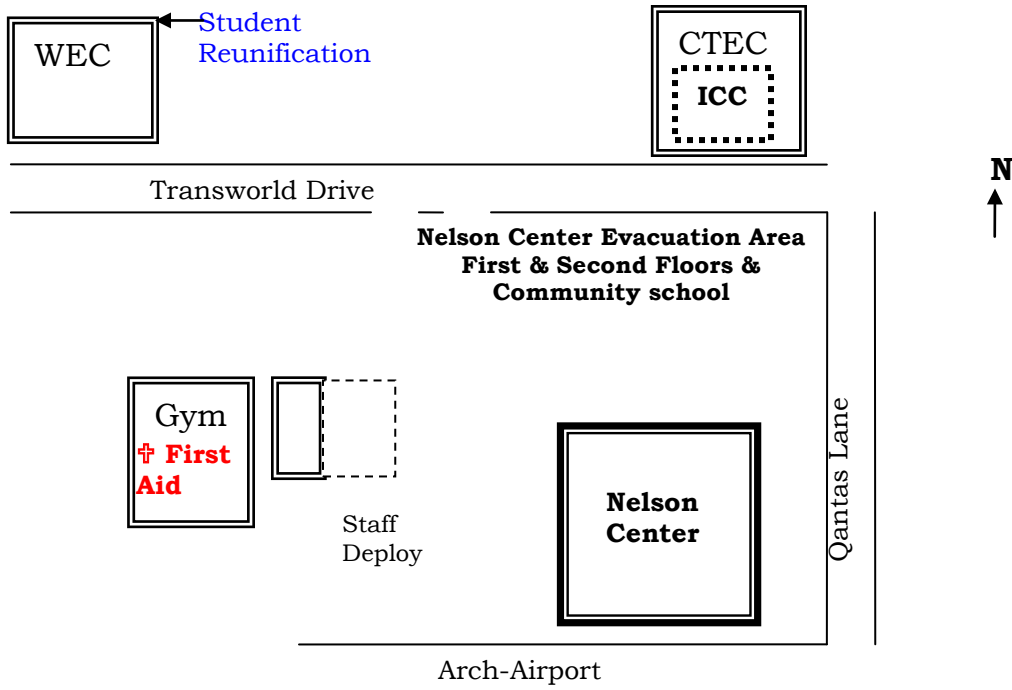
- _ Teach your children to wash hands frequently with soap and water for 20 seconds. Be sure to set a good example by doing this yourself.
- _ Teach your children to cover coughs and sneezes with **tissues or by** coughing into the inside of the elbow. Be sure to set a good example by doing this yourself.
- _ Teach your children to stay at least three feet from people who are sick. People who are sick should stay home from work or school and avoid other people until they are better.

Health officials point out that recommendations may change during the course of a pandemic flu outbreak. For school updates, parents can call the school district's hotline at (INSERT NUMBER) or the San Joaquin County Public Health Department at 468-3400

For more information on pandemic flu, visit San Joaquin County Public Health website at <http://www.sjcphs.org/> or the federal government website at www.pandemicflu.gov.

Appendix C
Primary Evacuation Maps

San Joaquin County Office of Education
Evacuation Plan
Nelson Center



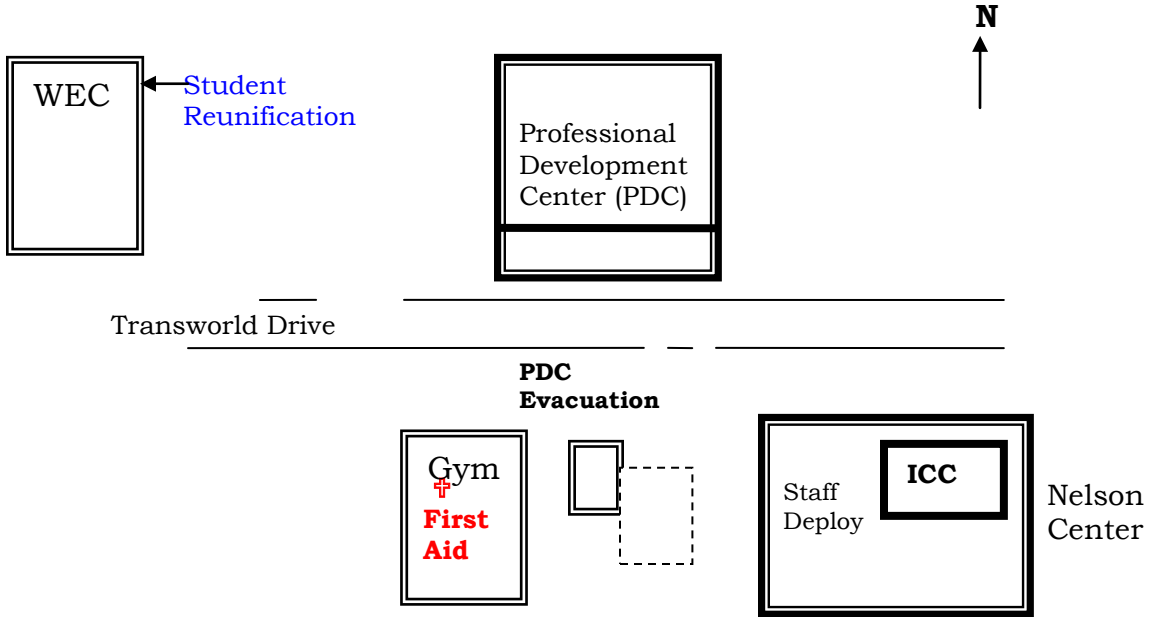
Evacuation Area

Nelson Center personnel, County Operated Schools Program Students and SJCOE guests at the Nelson Center will be evacuated to the North parking lot/grass area directly behind the Nelson Center.

All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan
Professional Development Center



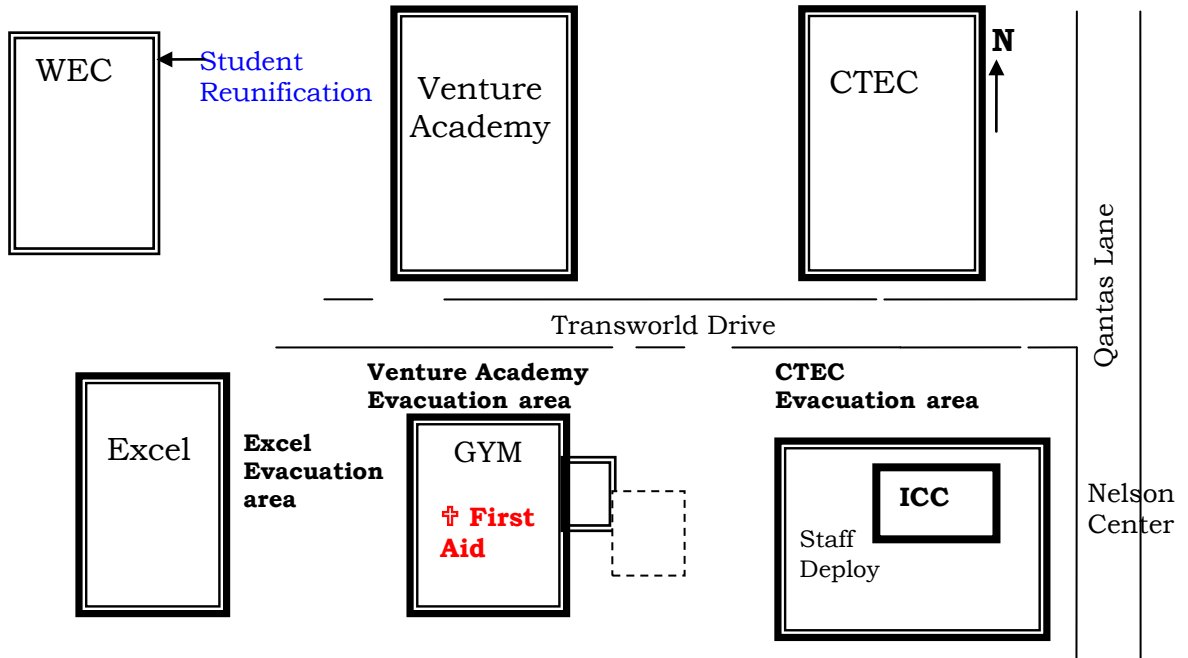
Evacuation Area

Professional Development Center (PDC) personnel and SJCOE guests at the PDC will be evacuated to the parking lot directly across the street from the PDC. Individuals who are facilitating workshops are responsible for participant accountability and facilitating evacuation to the lot behind the PDC.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan
Venture Academy & CTEC



Evacuation Area

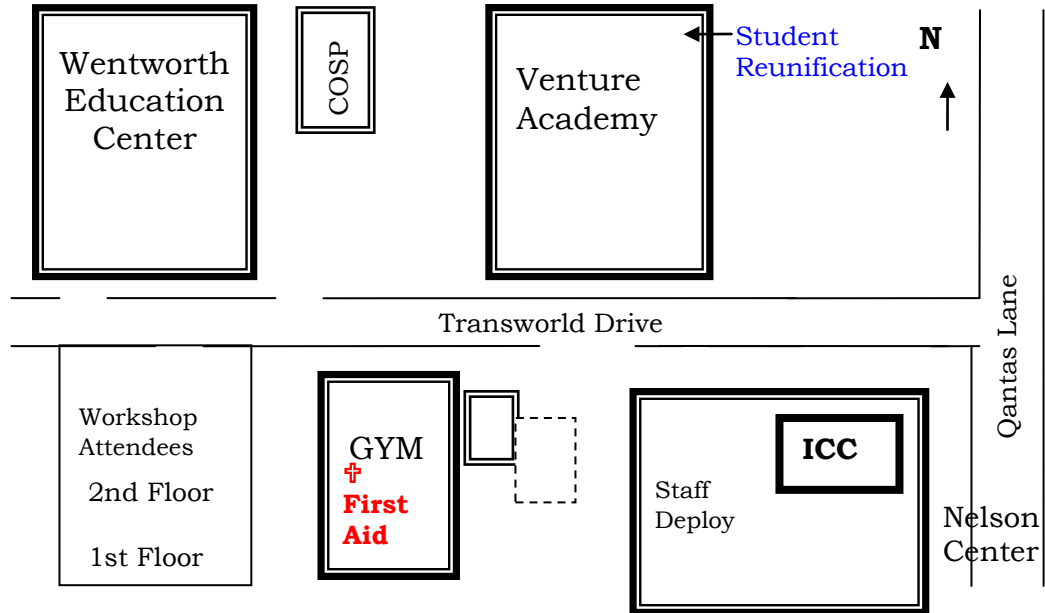
Venture Academy personnel, students and guests will be evacuated to the parking lot/grass area directly in front of Venture Academy. Individuals who are facilitating workshops are responsible for participant accountability and facilitating evacuation to the grass area directly across (South) from Venture Academy.

Excel personnel, students and guests will be evacuated to the parking lot/grass area directly in front of Excel. Individuals who are facilitating workshops are responsible for participant accountability and facilitating evacuation to the grass area directly across (East) from Excel.

Staff, student and guest status will be reported to the designated Evacuation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan
Wentworth Education Center



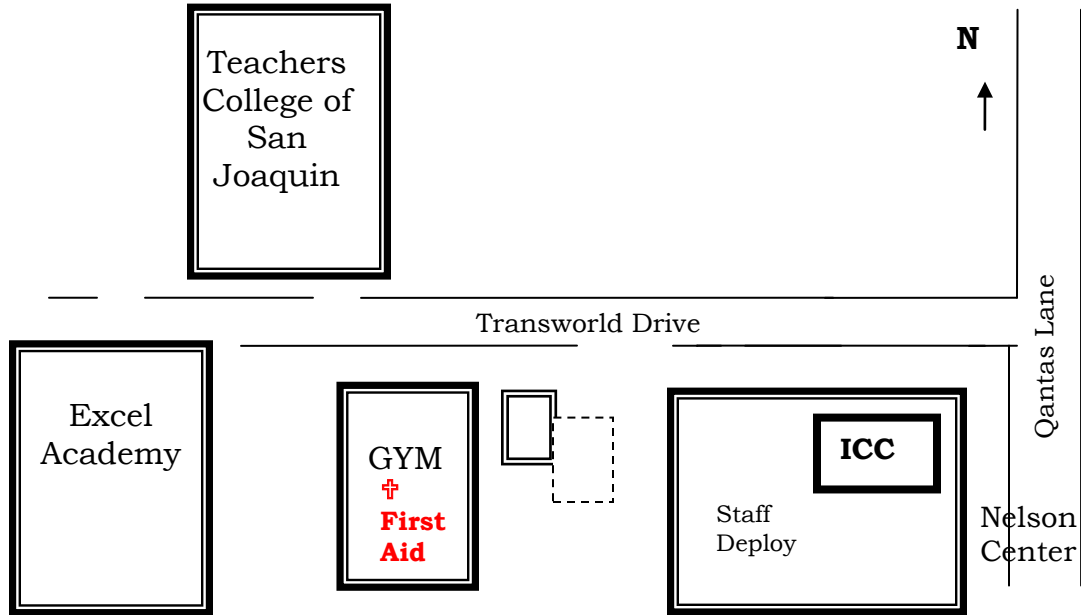
Evacuation Area

Wentworth Education Center (WEC) personnel, County Operated Schools Program students and SJCOE guests at the WEC will be evacuated to the parking lot directly across the street (South) from the WEC building. Individuals who are facilitating workshops are responsible for participant accountability and facilitating evacuation to the front part of the parking lot.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan
Teachers College of San Joaquin and Excel Academy



Evacuation Area

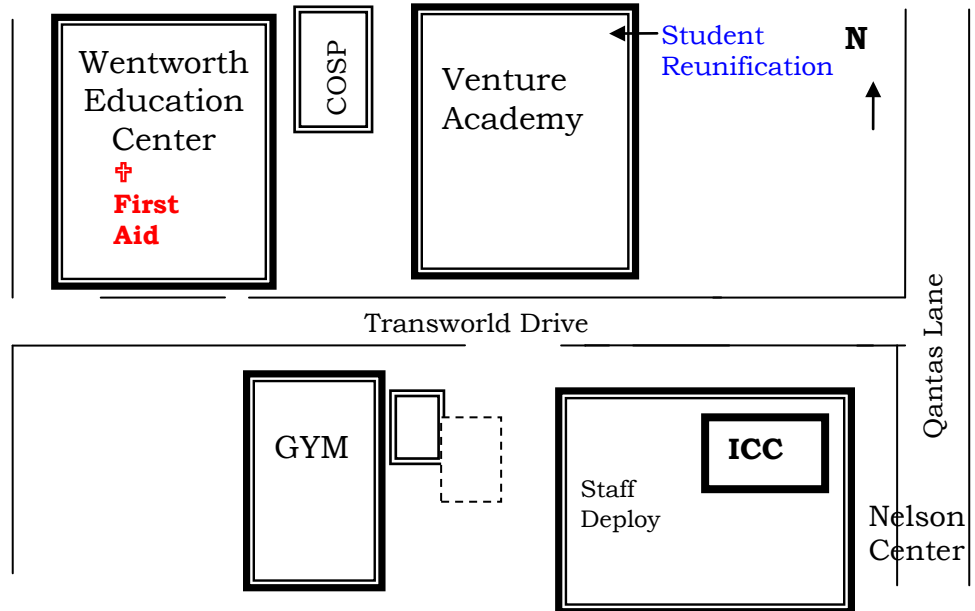
Teachers College of San Joaquin will be evacuated to the parking lot directly across the street (South) from the ESC building. Excel Academy will be evacuated to the green grassy area adjacent (west) of the building. Individuals who are facilitating workshops are responsible for participant accountability and facilitating evacuation to the front part of the parking lot.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan

Gym



Evacuation Area

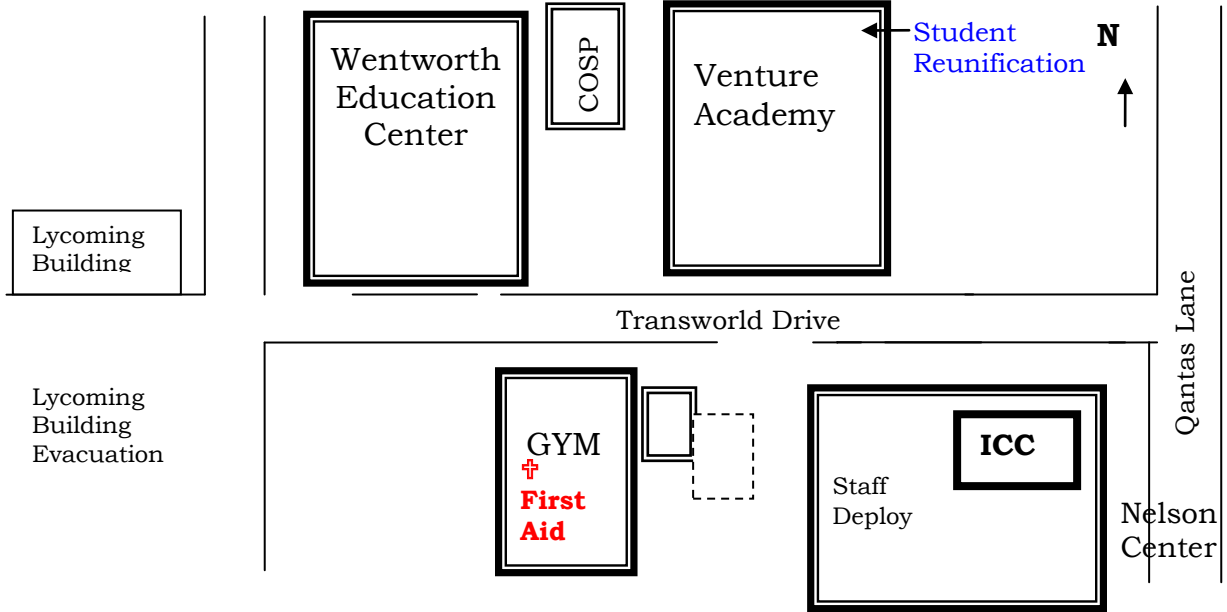
Gym will be evacuated to the field directly west of the from the building.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan

Lycoming Building



Evacuation Area

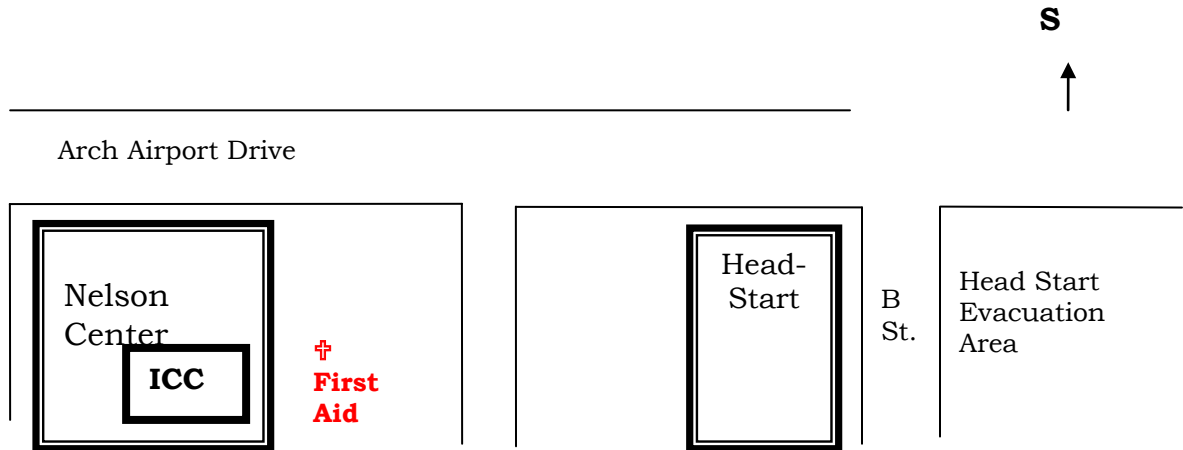
Lycoming building will be evacuated to the field directly across the street (South) from the building.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center to serve as disaster workers, as required by State law.

San Joaquin County Office of Education
Evacuation Plan

Head Start



Evacuation Area

Headstart building will be evacuated to the field behind the building.

Staff, student and guest status will be reported to the designated Operation Status runners. All questions from the media or other individuals who are not designated **shall be** directed to the Public Information Officer.

Once staff have been accounted for they may report to the Staff Deployment Center at the Nelson Center to serve as disaster workers, as required by State law.

Appendix D

FORMS

INCIDENT BRIEFING (ICS 201)

1. Incident Name:	2. Incident Number:	3. Date/Time Initiated Date: _____ Date: _____ Time: _____ Time: _____ HHMM
7. Current Organization: (fill in additional organization as appropriate):		
<pre> graph TD IC[Incident Commander] --- LO[Liaison Officer] IC --- SO[Safety Officer] IC --- PIO[Public Information Officer] IC --- OSC[Operations Section Chief] IC --- PSC[Planning Section Chief] IC --- LSC[Logistics Section Chief] IC --- FSC[Finance Section Chief] </pre>		
6. Prepared by: Name: _____		Position/Title: _____
Signature: _____		Date/Time: _____ Date: _____
ICS 201, Page 3		

ICS 201 Incident Briefing

Purpose. The incident Briefing (ICS 201) provides the Incident Commander (and the Command and General Staffs) with basic information regarding the incident situation and the resources allocated to the incident. In addition to a briefing document, the ICS 201 also serves as an initial action worksheet. It serves as a permanent record of the initial response to the incident.

Preparation. The briefing form is prepared by the Incident Commander for presentation to the incoming Incident Commander along with a more detailed oral briefing.

Distribution. Ideally, the ICS 201 is duplicated and distributed before the initial briefing of the Command and General Staffs or other responders as appropriate. The “Map/Sketch” and “Current and Planned Actions, Strategies, and Tactics” sections (pages 1-2) if the briefing forms are given to the Situation Unit. While the “Current Organization” and “Resource Summary” sections (pages 3-4) are given to the Resources Unit.

Notes:

- The ICS 201 can serve as part of the Initial Incident Action Plan (IAP).
- If additional pages are needed for any form page, use a blank ICS 201 and repaginate as needed.

Block Number	Block Title	Instructions
1	Incident Name	Enter the name assigned to the incident
2	Incident Number	Enter the number assigned to the incident
3	Date/Time Initiated • Date, Time	Enter date initiated (month/day/year) and time initiated (using the 24-hour clock).
4	Map/Sketch (include sketch, showing the total area of operations, the incident site/area, impacted and threatened areas, overflight results, trajectories, impacted shorelines, or other graphics depicting situational status and resource assignment)	Show perimeter and other graphics depicting situational status, resource assignments, incident facilities, and other special information on a map/sketch or with attached maps. Utilize commonly accepted ICS map symbology. If specific geospatial reference points are needed about the incident’s location or area outside of the ICS organization at the incident, that information should be submitted on the Incident Status Summary (ICS 209) North should be at the top of the page unless noted otherwise.

Block Number	Block Title	Instructions
5	Situation Summary and Health and Safety Briefing (for briefings or transfer of command): Recognize potential incident Health and Safety Hazards and develop necessary measures (remove hazard, provide personal protective equipment, warn people of the hazard) to protect responders from those hazards.	Self-Explanatory
6	Prepared by <ul style="list-style-type: none"> • Name • Position/Title • Signature • Date/Time 	Enter the name, ICS position/Title, and signature of the person preparing the form. Enter the date (moth/day/year) and time prepared (24-hour clock)
7	Current and Planned Objectives	Enter the objectives used on the incident and note any specific problem areas.
8	Current and Planned Actions, Strategies, and Tactics <ul style="list-style-type: none"> • Time • Actions 	Enter the current and planned actions, strategies, and tactics and time they may or did occur to attain objectives. If additional pages are needed, use a blank sheet or another ICS 201 (Page 2), and adjust page numbers accordingly.
9	Current Organization (fill in additional organization as appropriate)	<ul style="list-style-type: none"> • Enter the organization chart names of the individuals assigned to each position. • Modify the chart as necessary, and add any lines/spaces needed for Command Staff Assistant, Agency Representatives, and the organization of each of the General Staff Sections • If Unified Command is being used, split the Incident Commander box. • Indicate agency for each of the Incident Commanders listed if Unified Command is being used.

Block Number	Block Title	Instructions
10	Resource Summary	Enter the following information about the resources allocated to the incident. If additional pages are needed, use a blank sheet or another ICS 201 (page 4), and adjust page numbers accordingly.
	<ul style="list-style-type: none"> Resource 	Enter the number and appropriate category, kind, or type of resource ordered.
	<ul style="list-style-type: none"> Resource Identifier 	Enter the relevant agency designator and/or resource designator (if any).
	<ul style="list-style-type: none"> Date/Time Ordered 	Enter the date (month/day/year) and time (24 hours clock) the resource was ordered.
	<ul style="list-style-type: none"> ETA 	Enter the estimated time of arrival (ETA) to the incident (use 24-hour clock).
	<ul style="list-style-type: none"> Arrived 	Enter an "X" or a check mark upon arrival to the incident.
	<ul style="list-style-type: none"> Notes (location/assignment/status) 	Enter notes such as the assigned location of the resource and/ or the actual assignment status.

INCIDENT ASSIGNMENT (ICS 203)

1 Incident Name:		2. Operational Period Date From: Date To:	
		Time From: HHMM Time To: HHMM	
3. Incident Commander and Command Staff: (Name and Phone or Radio#)		7. Operations Section (Name and Phone or Radio#)	
Incident Commander		Chief	
Safety Officer		Maintenance	
Public Info Officer		Site Safety	
Liaison Officer		Fire Safety	
4. Agency/Organization Representatives:		Supplies	
Agency/Organization	Name & Phone	Search & Rescue	
		Food & Water	
		Medical	
		Runner	
		Runner	
5. Planning Section: (Name and Phone or Radio#)		8. Logistics (Name and Phone or Radio#)	
Chief		Chief	
Resource Unit		Staff Deployment	
Situation Unit		Counseling	
Documentation Unit		Student Reunification	
Demobilization Unit		<i>COSP</i>	
Technical Specialists			
Runner			
Runner		<i>Venture</i>	
6. Finance Section: (Name and Phone or Radio#)			
Chief			
		<i>Special Education</i>	
Purchasing			
Time		Runner	
Runner		Runner	
Runner			

**San Joaquin County Office of Education
Organizational Assignment**

Incident Name		Date	Time
Incident Command Staff		Operations Chief	
Position	Name	Position	Name
Incident Commander		Operations Chief	
Public Information Officer		Maintenance/ Site Safety/ Fire Safety/ Supplies	
Liaison Officer		Medical/First Aid	
Safety Chief		Search & Rescue	
Agency Representative		Food & water	
Agency	Name	Status Monitor	
		Runner	
		Runner	
		Runner	
		Runner	
		Runner	
		Runner	
Planning/Intelligence Section		Logistics Section	
Plan/Intell Chief		Logistics Chief	
Situation Analysis		Staff Deployment	
Internal Communication		Student Reunification	
Runner		Counseling	
Runner		Runner	
Runner		Runner	
Finance Section		Other	
Finance Chief			
Timekeeping			
Purchasing			
Runner			
Runner			
Runner			

San Joaquin County Office of Education Communication Plans

Incident Name:			Date:			Time:		
Division/Group Communication Summary								
Function		Cell Phone #		Radio Frequency		System		Channel
Incident Commander								
Public Information Officer								
Liaison Chief								
Safety Chief								
Planning & Intelligence Chief								
Finance Chief								
Operations Chief								
Logistics Chief								
Radio Dissemination								
Ch #	Function/ Area	Channel Name	Assign- ment	Radio N or W Freq	TX Tone/ NAC	TX Freq N or W	TX Tone/ NAC	Mode A, D, M
1								
2								
3								
4								
5								
6								
7								
8								
9								
10								
11								
12								
13								
14								

The list calls for frequency lists to show four digits after the decimal place, followed by either an “N” or a “W” depending on whether the frequency is narrow or wideband. Mode refers to either “A” or “D” indicating analog or digital or “M” indicating mixed mode. All channels are shown as if programmed in a control situation, mobile or portable radio. Repeater and base stations must be programmed with the Rx and TX reserved.

**San Joaquin County Office of Education
Medical Plan**

1. Incident Name		2. Date		3. Time		
Incident Medical Aid Station						
Medical Aid Stations	Location			Medical Support RN, LVN, Paramedic, EMT		
Ambulance Services						
Name	Ambulance			Phone		
Hospital						
Name	Address	Phone	Travel Time	Trauma Center YES	Helipad YES	Burn Center YES

Notes:

**San Joaquin County Office of Education
Incident Action Plan (IAP)**

Date:	Incident:	
Name of Person and Title initiating IAP:		
Name of Person to complete this IAP:		
Goal of IAP:		
Objectives of IAP:		
Actions to be accomplished	Action to be assigned to	Check when complete
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
Were there actions from previous IAP that remain to be accomplished? If yes, please circle the above numbers or list, if not found on this IAP.		
1.		
2.		
3.		
4.		
5.		
6.		
Additional Comments:		

**San Joaquin County Office of Education
Essential Elements of Information (EEI)**

To assist in assessing the situation consider the following:

Date:

Time:

Prepared by:

Site:

Boundaries of the disaster area:
Status of communication system:
Jurisdictional boundaries: (Stockton P.D., Sheriff, Stockton Fire etc.)
Access points to the disaster:
Status of operating facilities: Is evacuation necessary? Primary or Secondary
Hazard-specific information:
Weather data affecting operations, including seismic or other geophysical information:
Status of key personnel:
Status of Emergency support: (Has 9-1-1 been activated)
Major issues and activities:
Resource shortfalls:
Social, economic and political impacts:

Status of upcoming activities:
Donations:
Historical and demographic information:
Status of energy systems:
Estimates of potential impacts:
Status on recovery programs:
Status and analysis of initial assessments (needs assessments and damage assessments including preliminary damage assessments):
Status of other efforts (City, County, State, Federal) emergency operations plan:

Other comments:

Damage Assessment Reporting Form – Public Assistance

Return to: 2101 E. Earhart Ave., Suite 300, Stockton, Ca. 95206 or Fax (209) 953-6268, ATTENTION: Planning

Date: _____ Incident Name: _____ Incident #: _____

Applicant: _____ Department: _____
(Special District or City)

Contact: _____
Phone: _____

Contact: _____
Phone: _____

Please answer the following for each site at which you have damages to report.

Site # _____
Location: _____ GPS: _____
Description of damages: _____

Localized impact: _____

Break cost estimates down by category (see below for descriptions).

Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %

Site # _____
Location: _____ GPS: _____
Description of damages: _____

Localized impact: _____

Break cost estimates down by category (see below for descriptions).

Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %
Damage category (see below): ___ Cost estimate: \$ _____ % complete: ___ %

Breakdown cost estimates by category

A – Debris Removal	B – Emergency Protective Measures	C- Road Systems
Public interest	Measures to save life, protect health	Repairs & replacements
Eliminate immediate threat	Protect improved property	Road repairs
Ensure economic recovery	Emergency access; to reduce temp housing	Paving; gravel roads repair
Private property; if public interest	Permanent restoration of facilities	Bridges
D-Water	E – Buildings and Equipment	F – Utilities
Levees	Restoration; less 50% damaged	Electrical
Drainage channels	Replaced; 50% or more damaged	Sewer; TV inspection, cleaning
Natural streams	Insurance; deduct coverage	Potable water
Seeding & sodding	Equipment; office equip/furniture	Revenue; not eligible
Debris	Supplies; consumable supplies	
	Hazard mitigation measures	
	Relocation; reduce repetitive damage	
G Parks, Recreation, & other		
Revenue; not eligible		
Beaches		
Trees & plantings; not eligible		

INITIAL DAMAGE ESTIMATES

Provide Damage Information

	Destroyed	Major	Minor	Affected	Estimated Cost	Estimated percentage Insured
Residences						
Businesses						
Government						
Total Estimated Cost						

Public Assistance (PA) Damages

(Note: Categories A&B Exclude Normal Operating Costs)

	Number of Sites	Estimated Loss
Cat A: Debris Removal and Disposal		
Cat B: Emergency Protective Measures		
Cat C: Road and Bridge Systems (non-federal)		
Cat D: Water Control Facilities (levees, dams and channels)		
Cat E: Public Buildings and Equipment		
Cat F: Public Utilities (water and power, etc.)		
Cat G: Park/Recreation/other		
Totals:		

SAMPLE PARENT NOTIFICATION (PRE EMERGENCY)

Dear Parents/Guardians,

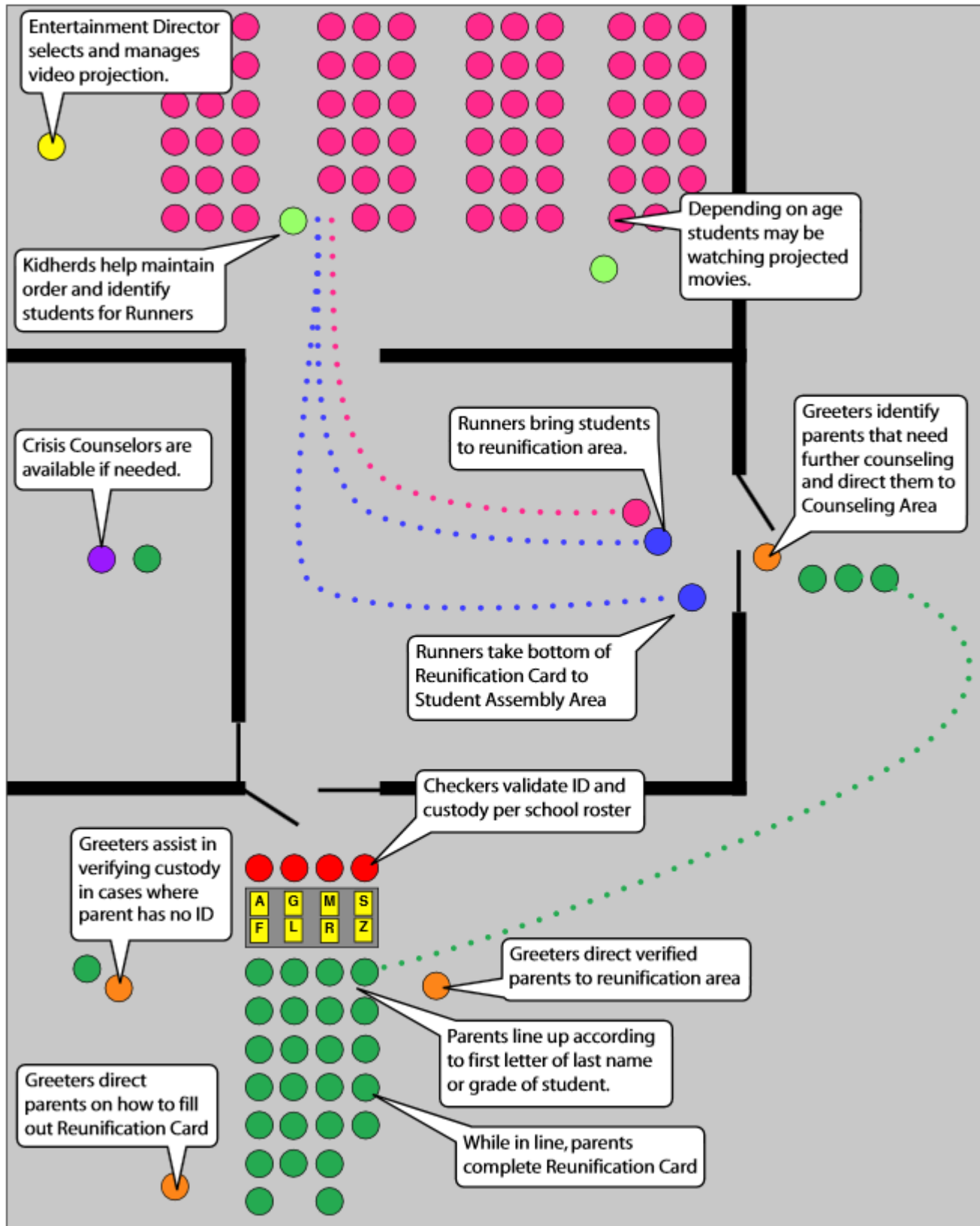
We want you to be aware that this school has made many preparations to deal effectively with emergency situations that could occur in or around the school, both during the school day and during after-hours activities. While we hope that a natural disaster or other serious incident never occurs, our goal is to be prepared for any potential emergency. At all times, our first priority is to protect all students, staff members, and other visitors from harm.

In order for our emergency response plans to be effective, we depend on the cooperation and assistance of many people, such as the police and the fire department. We also depend on you, as parents and guardians, to support our disaster preparation and response efforts. Your cooperation is vital to helping us protect the safety and welfare of all children and school employees. Therefore, we ask parents to observe the following procedures in the event of a school emergency.

1. Do not telephone the school. We understand and respect your concern, but it is essential that the telephone system is available for emergency communications.
2. Make sure that we have emergency contact information for each of your children at all times. We must be able to contact you or your designated representative in an emergency.
3. Tune your radio to [provide list of stations] for emergency announcements and status reports. You will also receive instructions on where you should go and how/when you may be able to pick up your children. Our school emergency plan includes evacuation procedures with several alternative destinations. When appropriate and safe, students may be released to their parents/guardians from these shelter locations. Under those circumstances, we will be prepared to implement procedures for confirming the identity of individuals who arrive to pick up each child. When arriving to pick up your children, please make sure you have a government-issued photo ID.
4. Do not come to the school or alternate destination until instructed to do so. It may be necessary to keep the streets and parking lots clear for emergency vehicles. If evacuation is required, students may be transported to a location away from the school. You will be notified of this through the media bulletins.
5. Talk to your children and emphasize how important it is for them to follow instructions from their teachers and school officials during any emergency.
6. Parents and other adults must stay calm and focused in an emergency, mindful that their actions and comments will be the example that, to a great extent, determines the children's response.
7. Carefully read all information that you receive from the school. You may receive updates about our safety procedures from time to time. We are proud that [school name] is a safe school, and we are doing everything possible to keep it that way. We appreciate your cooperation and support. If you have any questions about this letter or other aspects of our safety procedures, please contact me at [phone number].

Sincerely,
Principal/Superintendent

Student Reunification Set Up



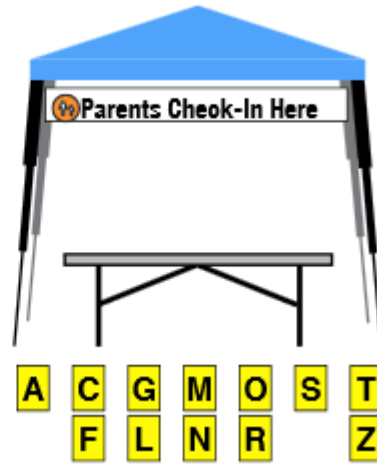
PARENT REUNIFICATION TIPS

Setup Goals

For Setup the goals are:

1. Establish a visible Parent Check in Area and deploy tent and signage.
2. Check-In table is deployed.
3. Student Demographic Card/Binders are deployed at Check-In table.
4. Traffic directional signage is deployed.
5. Alphabet breaks are taped to the ground or table.
6. Student Parent Reunification Area is identified and marked.

These are the basic tasks expected to be included in the plan.



ROLES FOR REUNIFICATION PROCESS

Operations	Establish and manage operational staff
Greeters	Help coordinate the Parent Lines. Tell parents about the process. Help verify identity of parents without ID.
Checkers	Verify ID and custody rights of parents/guardians. Direct Parents to Reunification Location.
Runners	Take bottom of Reunification Card to Student staging area, recover student and bring to Reunification Area.
Crisis Counselors	Standby unless needed
Kidherds	Often Teachers or Staff in the Staging Area.
Movie Coordinator	At the elementary level, deploying a projector and screen can reduce student stress

STUDENT STATUS REPORT

STUDENT RELEASE FORM

First section to be completed by the adult picking up a student
Please Print

Student's Name _____
Teacher _____ Grade _____ Room _____

Name of Adult Picking up the Student _____
Cell Phone number _____

To be filed in by the Report Point Staff

Proof of ID Yes _____ No _____
Emergency card gives permission for pickup by this adult Yes _____ No _____
Relationship to Student _____

To be taken by runner:

Student's Status

To be filled in by the Holding

Not Available for Release		Missing	
Absent		Other	
Hospital		Hospital transported to:	

Comments:

To be filled in by the Release Point staff

Confirm the student is being matched with the correct adult. Have the requesting adult sign for the student.

Parent/Guardian/Caregiver Signature _____
Parent/Guardian/Caregiver Printed Name _____
Date _____ Time _____

Staff person Signature _____
Date _____ Time _____

APPENDIX E
PERSONAL DISASTER PREPAREDNESS

Family Disaster Planning-Five Steps to Safety

1. Find Out What Could Happen to You

- > Contact your local American Red Cross chapter or emergency management office before a disaster occurs—be prepared to take notes.
- > Ask what types of disasters are most likely to happen. Request information on how to prepare for each.
- > Learn about your community’s warning signals: what they sound like and what you should do when you hear them.
- > Ask about animal care after a disaster. Animals are not allowed inside emergency shelters because of health regulations.
- > Find out how to help elderly or disabled persons, if necessary.
- > Find out about the disaster plans at your workplace, your children’s school or day care center, and other places where your family spends time.

2. Create a Disaster Plan

- > Meet with your family and discuss why you need to prepare for disaster. Explain the dangers of fire, severe weather, and earthquakes to children. Plan to share responsibilities and work together as a team.
- > Discuss the types of disasters that are most likely to happen. Explain what to do in each case.
- > Pick two places to meet:
 - Right outside your home in case of a sudden emergency, like a fire.
 - Outside your neighborhood in case you cannot return home. Everyone must know the address and phone number.
- > Ask an out-of-state friend to be your “family contact.” After a disaster, it is often easier to call long distance than locally. Family members should call this person after an event and tell them where they are. Everyone must know your contact’s phone number.
- > Discuss what to do in an evacuation. Plan how to take care of your pets.

3. Complete the Following Tasks

- > Post emergency telephone numbers by telephones (fire, police, ambulance, school, etc.).
- > Post the addresses and phone numbers for at least three nearby hospitals (one near home, one near work, one near your child’s school).
- > Teach children how and when to call 9–1–1 or your local Emergency Medical Services number for emergency help.
- > Show each family member how and when to turn off the utilities (water, gas, and electricity) at the main switches.
- > Check to see if you have adequate insurance coverage.
- > Get training from the fire department for each family member on how to use the household fire extinguishers (ABC type) and show everyone where you keep them.
- > Install smoke detectors on each level of your home, especially near bedrooms.
- > Conduct a home hazard hunt.
- > Stock emergency supplies and assemble a disaster supplies kit (see appendix F).
- > Take an American Red Cross first aid and cardiopulmonary resuscitation (CPR) class.
- > Determine the best escape routes from your home. Find two ways out of each room.
- > Find the safe places in your home for each type of disaster.

4. Make Sure That You Have All Essential Personal Information for You and Each Member of Your Family

- > Blood types
- > Allergies
- > Medications
- > Past and current medical conditions (e.g., diabetes, high blood pressure)
- > Immunization history

> Names and numbers for family physicians (It may be helpful to put this information in a document, along with a photo ID. If there are mass immunizations or medicine distributions in your community, you may need a photo ID for each member of your family.)

5. Practice and Maintain Your Plan

- > Quiz your children every 6 months or so.
- > Conduct fire and emergency evacuations.
- > Replace stored water and stored food every 6 months.
- > Test and recharge your fire extinguisher(s) according to manufacturer's instructions.
- > Test your smoke detectors monthly and change the batteries at least once a year.

6. Home hazard hunt

>During a disaster, ordinary objects in your home can cause injury or damage. Anything that can move, fall break or cause fire is a home hazard.

>It is important to look for these items a head of a disaster and do what you can to prevent them from causing additional hazards in your home. Make sure things are secured or anchored down.

Based on the "Your Family Disaster Plan" developed by the Federal Emergency Management Agency (<http://www.fema.gov>) and American Red Cross (<http://www.redcross.org>).

APPENDICES: APPENDIX E 240 Terrorism and Other Public Health Emergencies: A Reference Guide for Media

REFERENCE

Federal Emergency Management Agency, and American Red Cross. (2004). Your family disaster plan. <http://www.fema.gov/pdf/library/yfdp.pdf>.

If disaster strikes

<http://dema.delaware.gov/usr/pdf/disasterplan.pdf>

- 1) Remain calm and patient. Put your plan into action.
- 2) Check for injuries: give first aid and get help for seriously injured people.
- 3) Listen to your battery powered radio. If advised to evacuate, see below.
- 4) Use flashlights—do not light matches or turn on electrical switches if you suspect damage. If you need to turn off your electricity in your home, please refer to the Electricity shut off information below.
- 5) Check for fires, fire hazards and other household hazards.
- 6) Sniff for gas leaks, starting at the water header. If you smell gas or suspect a leak, turn off the main gas valve, open windows and get everyone out quickly. **Do not light matches if you smell gas.** Please refer to the Gas shut off information below.
- 7) Shut off any other damaged utilities.
- 8) Clean up spilled medications, bleaches, gasoline and other flammable liquids immediately.
- 9) Remember to confine or secure your pets.
- 10) Call your family contact.
- 11) Check on your neighbors, especially elderly or disabled persons.
- 12) Make sure you have adequate water supply in case service is cut off. (your water heater, fill the bathtub, or your toilet bowl all have clean water supplies.)
- 13) Stay away from downed powerlines.

Disaster Evacuation At Home

In the event you and your family are told to evacuate your living space please consider the following action steps:

- Listen to your battery-powered radio and follow the instructions of local emergency officials.
- Wear protective clothing and sturdy shoes
- Take your disaster supplies kit
- Lock your home
- Use travel routes specified by local authorities. They have the big picture and are aware of what routes remain open.

If you have extra time before evacuating and you know how

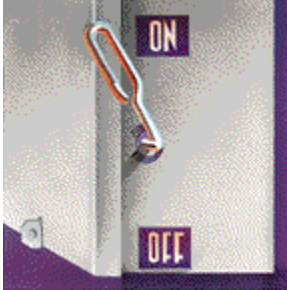
- Shut off water, gas and electricity before leaving if instructed to do so. (see below).
- Post a note telling others when you left and where you are going
- Make arrangements for your pets.

Electricity shut off

Turning Your Electricity On and Off

www.pge.com/en/safety/gaselectricsafety/electriconoff/index.page

Main Switch



- Know where your main electrical panel is, so you can turn off the electric supply to your entire facility quickly in case of an emergency.

Fuses



- Know where your fuse box or circuit-breaker box is located.
- Know the correct sizes of any fuses needed and keep spares on hand. Blown fuses must be replaced, not repaired. Do not replace a fuse with one of higher amperage.
- If a fuse blows, disconnect or turn off the equipment that may have caused the problem.
- Shut off the main electric switch before replacing a fuse.

Circuit Breakers



- Know how to reset a circuit breaker. After turning off or unplugging equipment on the circuit, push the switch firmly to the off position, then back on. If the overload is cleared, the electricity will come back on.
- If your circuit breakers trip off repeatedly, there could be a problem with the equipment on that circuit. If the equipment is unplugged but the circuit breaker trips off again, call an electrician.

Gas Shut off

www.pge.com/en/safety/gaselectricsafety/turngasoff/index.page

Knowing the location of your main service shutoff valve will help you turn off the gas supply to your entire facility quickly in case of an emergency.

The location of the valve can depending on the type of building and when it was installed:

- The gas meter and gas service shutoff valve is usually located on the side or in front of the building has a breezeway, it could be located there.



Gas Shutoff Valve

- In some cases, the gas meter can be located in a cabinet enclosure built into the building or located inside the building. In these cases, the gas service shutoff valve can be located outside on a section of gas service pipe next to the building, or near the gas meter.



Cabinet Meter

- In some cases, the gas meter can be located in a cabinet enclosure built into the building or located inside the building. In these cases, the gas service shutoff valve can be located outside on a section of gas service pipe next to the building, or near the gas meter.



Cabinet Meter Outside

- If there are multiple meters serving gas to multiple units within a building, there are individual gas service shutoff valves for each unit near each of the gas meters, including a master valve for the entire building where the gas pipe comes out of the ground. Your facilities personnel or your property manager (if you are leasing) might be able to help you locate your unit's valve location.



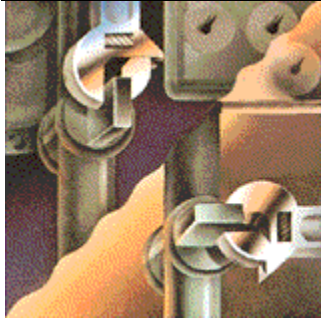
Multile Meters

If you still are not able to locate the gas service shutoff valve, contact PG&E for assistance to locate the valve.

When to Turn Off Your Gas

Do not shut off the gas unless you smell gas, hear gas escaping, see a broken gas line or if you suspect a gas leak. If you shut off the gas, there may be a considerable delay before PG&E can turn your service on. Once the gas is shut off at the meter, do not try to turn it back on yourself. If the gas service shutoff valve is closed, PG&E or another qualified professional should perform a safety inspection before the gas service is restored and the appliance pilots are lit.

How to Turn Off Your Gas



Gas Service Shutoff Valve

In an emergency, your gas can be turned off at the main gas service shutoff valve normally located near your gas meter. Using a 12 to 15 inch **adjustable pipe** or **crescent-type wrench** or other suitable tool, give the valve a quarter turn; the valve is closed when the tang (the part you put the wrench on) is crosswise to the pipe.

- Know where your [main gas service shutoff valve](#) is located
- Keep an adjustable pipe or crescent-type wrench available to turn off the gas in case of an emergency
- Know how to shut off the gas at the gas service shutoff valve
- Leave it off until service can be restored safely by PG&E or another qualified professional

If your gas service is configured differently from the one described and you wish to know how to turn of your gas, please contact PG&E.

Appliance Gas Shutoff Valve



Appliance Gas Shutoff Valve

Most gas appliances have a gas shutoff valve located near the appliance that lets you turn off the gas to that appliance only. In some cases, turning off the gas at the appliance's shutoff valve will suffice if there is a gas leak or the appliance needs to be replaced or serviced. You should have an appliance gas shutoff valve installed at each gas appliance that lets you turn off the gas to that appliance only, instead of shutting off all gas at the main gas service shutoff valve. To turn off the gas at the gas appliance, rotate the valve a quarter turn.

- Know which of your appliances use natural gas
- Know where the appliance gas shutoff valves are located, and how to turn them off

Disaster Supplies Kit

There are six basics that you should stock for your home: water, food, first aid kit, clothing and bedding, tools and emergency supplies, and special items. Keep the items that you would most likely need during an evacuation in an easy-to-carry container—suggested items are marked with an asterisk(*) in the list below. Possible containers include a large, covered trash container; a camping backpack; or duffel bag.

WATER

Store water in plastic containers, such as soft drink bottles. Avoid using containers that will decompose or break, such as milk cartons or glass bottles. A normally active person needs to drink at least 2 quarts of water each day. Hot environments and intense physical activity can double that amount. Children, nursing mothers, and ill people will need more.

> Store 1 gallon of water per person per day. (2 quarts for drinking, 2 quarts for each person in your household for food preparation/sanitation).*

> Keep at least a 3-day supply of water per person.

FOOD*

Store at least a 3-day supply of nonperishable food. Select foods that require no refrigeration, preparation, or cooking and little or no water. If you must heat food, pack a can of sterno. Select food items that are compact and lightweight. Include a selection of the following foods in your disaster supplies kit:

- > Ready-to-eat canned meats, fruits, and vegetables
- > Canned juices
- > Staples (salt, sugar, pepper, spices, etc.)
- > High energy foods
- > Vitamins
- > Food for infants and elderly
- > Comfort/stress foods

FIRST AID KIT*

Assemble a first aid kit for your home and one for each car.

- > Twenty adhesive bandages, various sizes
- > One 5" x 9" sterile dressing
- > One conforming roller gauze bandage
- > Two triangular bandages
- > Two 3" x 3" sterile gauze pads
- > Two 4" x 4" sterile gauze pads
- > One roll 3" cohesive bandage
- > Two germicidal hand wipes or waterless alcohol-based hand sanitizer
- > Six antiseptic wipes
- > Two pairs of large medical grade nonlatex gloves
- > Adhesive tape, 2" width
- > Antibacterial ointment
- > Cold pack
- > Scissors (small, personal)
- > Tweezers
- > Cardiopulmonary resuscitation (CPR) breathing barrier, such as a face shield

NONPRESCRIPTION DRUGS

- > Aspirin or nonaspirin pain reliever
- > Antidiarrheal medication
- > Antacid (for stomach upset)
- > Syrup of Ipecac (use to induce vomiting, if advised by the Poison Control Center)
- > Laxative
- > Activated charcoal (use if advised by the Poison Control Center)

CLOTHING AND BEDDING

Include at least one complete change of clothing and footwear per person.*

- > Sturdy shoes or work boots*
- > Rain gear*
- > Blankets or sleeping bags*
- > Hat and gloves
- > Thermal underwear
- > Sunglasses

APPENDICES: APPENDIX F 242 Terrorism and Other Public Health Emergencies: A Reference Guide

TOOLS AND EMERGENCY SUPPLIES

- > Mess kits, or paper cups and plates, and plastic utensils*
- > Emergency preparedness manual*
- > Battery-operated radio and extra batteries*
- > Flashlight and extra batteries*
- > Cash or traveler's checks and change*
- > Nonelectric can opener and utility knife*
- > Fire extinguisher: small canister ABC type
- > Tube tent
- > Pliers
- > Tape
- > Compass
- > Matches in a waterproof container
- > Aluminum foil
- > Plastic storage containers
- > Signal flare
- > Paper and pencil
- > Needles and thread
- > Medicine dropper
- > Shutoff wrench (to turn off household gas and water)
- > Whistle
- > Plastic sheeting
- > Map of the area (for locating shelters)

SANITATION

- > Toilet paper and towelettes*
- > Soap and liquid detergent*
- > Feminine supplies*
- > Personal hygiene items*
- > Plastic garbage bags and ties (for personal sanitation uses)
- > Plastic bucket with tight lid
- > Disinfectant
- > Household chlorine bleach (may also be used for purifying drinking water—see <http://www.redcross.org> for instructions)

SPECIAL ITEMS

Remember family members with special requirements, such as infants and elderly or disabled persons.

FOR BABY*

- > Formula
- > Diapers
- > Bottles
- > Powdered milk
- > Medications

FOR ADULTS*

- > Heart and high blood pressure medication
- > Insulin
- > Prescription drugs
- > Denture needs
- > Contact lenses and supplies
- > Extra eye glasses

ENTERTAINMENT

- > Games, playing cards, and books

IMPORTANT FAMILY DOCUMENTS

Keep these records in a waterproof, portable container:

- > Will, insurance policies, contracts deeds, stocks and bonds
- > Passports, social security cards, immunization records
- > Bank account numbers
- > Credit card account numbers and companies
- > Inventory of valuable household goods and important telephone numbers
- > Family records (birth, marriage, and death certificates)

Based on the “Your Family Disaster Supplies Kit” developed by the Federal Emergency Management Agency (<http://www.fema.gov>) and the American Red Cross (<http://www.redcross.org>).

Additional supply checklists can also be found at <http://www.ready.gov>.

STORAGE

- > **Store your kit in a convenient place known to all family members. Keep a smaller version of the supplies kit in the trunk of your car.**
- > **Keep items in airtight plastic bags. Change your stored water supply every 6 months so it stays fresh. Also, replace your stored food every 6 months. Rethink your kit and family needs at least once a year. Replace batteries, update clothes, etc.**
- > **Ask your physician or pharmacist about storing prescription medications.**

REFERENCE

Federal Emergency Management Agency, and American Red Cross. (2004).

Your family disaster supplies kit. <http://www.fema.gov/pdf/library/fdsk.pdf>.

Personal Workplace Disaster Supplies Kit

In the workplace, where you might be confined for several hours or perhaps overnight, you may need the following supplies.

FLASHLIGHT WITH EXTRA BATTERIES

Use the flashlight to find your way if the power is out. Do not use candles or any other open flame for emergency lighting.

BATTERY-POWERED RADIO WITH EXTRA BATTERIES

News about the emergency may change rapidly as events unfold. You will also be concerned about family and friends in the area. Radio reports will give information about the areas most seriously affected.

FOOD

Enough nonperishable food to sustain you for at least 1 day (three meals) is a good idea. Select foods that require no refrigeration, preparation, or cooking and little or no water.

Suggested items include:

- > Ready-to-eat canned meals, meats, fruits, and vegetables
- > Canned juices
- > High-energy foods (granola bars, energy bars, etc.)

WATER

Keep at least 1 gallon of water available, more if you are on medications that require water or increase thirst. Store water in plastic containers, such as soft drink bottles, not ones that will decompose or break, such as milk cartons or glass bottles.

MEDICATIONS

Include any nonprescription medications you usually take, including pain relievers, stomach remedies, and so forth. If you use prescription medications, keep at least a 3-day supply at your workplace. Consult with your physician or pharmacist about how to store these medications and talk to your employer about any storage concerns.

FIRST AID SUPPLIES

If your employer does not provide first aid supplies, have the following essentials:

- > Twenty adhesive bandages, various sizes
- > One 5" x 9" sterile dressing
- > One conforming roller gauze bandage
- > Two triangular bandages
- > Two 3" x 3" sterile gauze pads
- > Two 4" x 4" sterile gauze pads
- > One roll 3" cohesive bandage
- > Two germicidal hand wipes or waterless alcohol-based hand sanitizer
- > Six antiseptic wipes
- > Six pair large medical grade nonlatex gloves
- > Adhesive tape, 2" width
- > Antibacterial ointment
- > Cold pack
- > Scissors (small, personal)
- > Tweezers
- > CPR breathing barrier, such as a face shield

TOOLS AND SUPPLIES

- > Emergency "space" blanket (mylar)
- > Paper plates and cups, plastic utensils
- > Nonelectric can opener
- > Personal hygiene items, including a toothbrush, toothpaste, comb, brush, soap, contact lens supplies, and feminine supplies

- > Plastic garbage bags and ties (for personal sanitation uses)
- > One complete change of clothing and footwear, including a long-sleeved shirt, long pants, and closed-toed shoes or boots
- > An extra pair of eyeglasses, if you wear them

GENERAL INFORMATION

- > Adjust your kit according to your own personal needs.
- > Do not include candles, weapons, toxic chemicals, or controlled drugs unless prescribed by a physician.

TOOLS FOR WORK

You may wish to have some additional tools in case you are working during an emergency. These may include:

- > Police scanner
- > Binoculars
- > Walkie-talkies
- > Whistle
- > Lighter
- > Waterproof pouches

Based on the “Your Family Disaster Supplies Kit” developed by the Federal Emergency Management Agency (<http://www.fema.gov>) and the American Red Cross (<http://www.redcross.org>).

APPENDICES: APPENDIX G 244 Terrorism and Other Public Health Emergencies: A Reference Guide for Media

REFERENCE

Federal Emergency Management Agency, and American Red Cross. (2004). Your family disaster supplies kit. <http://www.fema.gov/pdf/library/fdsk.pdf>

PREPARING FOR POWER OUTAGE

Consider buying a “power inverter” from an electronics store. You can plug the inverter into the power outlet in your car and it will allow you to run a laptop and portable printer with the car running (of course, in a well-ventilated area—not a garage). A car cell-phone charger is also helpful.

Appendix F
Helping Children and Adolescents
Cope with Violence

Helping Children and Adolescents Cope with Violence and Disasters

The U.S. Department of Health and Human Services' (HHS) National Institute of Mental Health (NIMH) and other federal agencies are working to address the issue of assisting children and adolescents who have been victims of or witnesses to violent and/or catastrophic events. The purpose of this fact sheet is to tell what is known about the impact of violence and disasters on children and adolescents and suggest steps to minimize long-term emotional harm.

In the aftermath of the September 11 terrorist attacks on New York City and Washington, DC, both adults and children struggled with the emotional impact of such large-scale damage and losses of life. Other major acts of violence that have been felt across the country include the 1995 bombing of the Alfred P. Murrah Federal Building in Oklahoma City and the 1999 shootings at Columbine High School in Littleton, Colorado. While these disastrous events have caught the nation's attention, they are only a fraction of the many tragic episodes that affect children's lives. Each year, many children and adolescents sustain injuries from violence, lose friends or family members, or are adversely affected by witnessing a violent or catastrophic event. Each situation is unique, whether it centers upon a plane crash where many people are killed, automobile accidents involving friends or family members, or natural disasters, such as the Northridge, California earthquake (1994) or Hurricane Floyd (1999), where deaths occur and homes are lost—but these events have similarities as well and cause similar reactions in children. Even in the course of everyday life, exposure to violence in the home or on the streets can lead to emotional harm.

Research has shown that both adults and children who experience catastrophic events show a wide range of reactions (Smith & North 1993; Yehuda et al. 1998). Some suffer only worries and bad memories that fade with emotional support and the passage of time. Others are more deeply affected and experience long-term problems. Research on posttraumatic stress disorder (PTSD) shows that some soldiers; survivors of criminal victimization, torture and other violence; and survivors of natural and man-made catastrophes suffer long term effects from their experiences. Children who have witnessed violence in their families, schools, or communities are also vulnerable to serious long-term problems. Their emotional reactions, including fear, depression, withdrawal, or anger, can occur immediately or sometime after the tragic event. Youngsters who have experienced a catastrophic event often need support from parents and teachers to avoid long-term emotional harm. Most will recover in a short time, but the few who develop PTSD or other persistent problems need treatment.

TRAUMA—WHAT IS IT?

“Trauma” has both a medical and a psychiatric definition. Medically, “trauma” refers to a serious or critical bodily injury, wound, or shock. This definition is often associated with trauma medicine practiced in emergency rooms and represents a popular view of the term. Psychiatrically, “trauma” has assumed a different meaning and refers to an experience that is emotionally painful, distressful, or shocking, which often results in lasting mental and physical effects. Psychiatric trauma, or emotional harm, is essentially a normal response to an extreme event. It involves the creation of emotional memories about the distressful event that are stored in structures deep within the brain. In general, it is believed that the more direct the exposure to the traumatic event, the higher the risk for emotional harm (March et al. 1997). Thus, in a school shooting, for example, the student who is injured probably will be most severely affected emotionally; and the student who sees a classmate shot, even killed, is likely to be more emotionally affected than the student who was in another part of the school when the violence occurred. But even second-hand exposure to violence can be traumatic. For this reason, all children and adolescents exposed to violence or a disaster, even if only through graphic media reports, should be watched for signs of emotional distress.

HOW CHILDREN AND ADOLESCENTS REACT TO TRAUMA

Reactions to trauma may appear immediately after the traumatic event or days and even weeks later. Loss of trust in adults and fear of the event occurring again are responses seen in many children and adolescents who have been exposed to traumatic events. Other reactions vary according to age.

(Marans & Adelman 1997; Osofsky 1995; Pynoos et al. 1996; Vogel & Vernberg 1993):

For children 5 years of age and younger, typical reactions can include a fear of being separated from the parent, crying, whimpering, screaming, immobility and/or aimless motion, trembling, frightened facial expressions, and excessive clinging. Parents may also notice children returning to behaviors exhibited at earlier ages (these are called regressive behaviors), such as thumb-sucking, bedwetting, and fear of darkness. Children in this age bracket tend to be strongly affected by the parents' reactions to the traumatic event.

Children 6–11 years old may show extreme withdrawal, disruptive behavior, and/or inability to pay attention. Regressive behaviors, nightmares, sleep problems, irrational fears, irritability, refusal to attend school, outbursts of anger, and fighting are also common in traumatized children of this age. Also, the child may complain of stomachaches or other bodily symptoms that have no medical basis. Schoolwork often suffers. Depression, anxiety, feelings of guilt, and emotional numbing or “flatness” are often present as well.

Adolescents 12–17 years old may exhibit responses similar to those of adults, including flashbacks, nightmares, emotional numbing, avoidance of any reminders of the traumatic event, depression, substance abuse, problems with peers, and antisocial behavior. Also common are withdrawal and isolation, physical complaints, suicidal thoughts, school avoidance, academic decline, sleep disturbances, and confusion. The adolescent may feel extreme guilt over his or her failure to prevent injury or loss of life and may harbor revenge fantasies that interfere with recovery from the trauma. Some youngsters are more vulnerable to trauma than others, for reasons scientists do not fully understand. It has been shown that the impact of a traumatic event is likely to be greatest in the child or adolescent who previously has been the victim of child abuse or some other form of trauma or who already had a mental health problem (Boney-McCoy & Finkelhor 1995; Duncan et al. 1996; Garbarino et al. 1991; Roth et al. 1997). And the youngster who lacks family support is more at risk for a poor recovery (Morrison 2000).

HELPING THE CHILD OR ADOLESCENT TRAUMA SURVIVOR

Early intervention to help children and adolescents who have suffered trauma from violence or a disaster is critical. Parents, teachers, and mental health professionals can do a great deal to help these youngsters recover. After violence or a disaster occurs, the family is the first-line resource for helping. Among the things that parents and other caring adults can do are:

- > Explain the episode of violence or disaster as well as you are able.
- > Encourage the children to express their feelings and listen without passing judgment. Help younger children learn to use words that express their feelings. However, do not force discussion of the traumatic event.
- > Let children and adolescents know that it is normal to feel upset after something bad happens.
- > Allow time for the youngsters to experience and talk about their feelings. At home, however, a gradual return to routine can be reassuring to the child.
- > If your children are fearful, reassure them that you love them and will take care of them. Stay together as a family as much as possible.
- > If behavior at bedtime is a problem, give the child extra time and reassurance. Let him or her sleep with a light on or in your room for a limited time if necessary.
- > Reassure children and adolescents that the traumatic event was not their fault.
- > Do not criticize regressive behavior or shame the child with words like “babyish.”

- > Allow children to cry or be sad. Do not expect them to be brave or tough.
- > Encourage children and adolescents to feel in control. Let them make some decisions about meals, what to wear, etc.
- > Take care of yourself so you can take care of the children. Most children and adolescents, if given support such as that described above, will recover almost completely from the fear and anxiety caused by a traumatic experience within a few weeks. However, some children and adolescents will need more help perhaps over a longer period of time to heal. Grief over the loss of a loved one, teacher, friend, or pet may take months to resolve and may be reawakened by reminders such as media reports or the anniversary of the death. In the immediate aftermath of a traumatic event and the weeks following, it is important to identify the youngsters who are in need of more intensive support and therapy because of profound grief or some other extreme emotion. Children and adolescents who may require the help of a mental health professional include those who show *avoidance behavior*, such as resisting or refusing to go places that remind them of the place where the traumatic event occurred, and *emotional numbing*, a diminished emotional response or lack of feeling toward the event. Youngsters who have more common reactions, including *re-experiencing* the trauma, or reliving it in the form of nightmares and disturbing recollections during the day, and *hyperarousal*, including sleep disturbances and a tendency to be easily startled, may respond well to supportive reassurance from parents and teachers.

WHAT ARE SCIENTISTS LEARNING ABOUT TRAUMA IN CHILDREN AND ADOLESCENTS?

NIMH, a part of the National Institutes of Health, supports research on the brain and a wide range of mental disorders, including PTSD and related conditions. The Department of Veterans Affairs also conducts research in this area with adults and their family members.

Recent research findings include:

- > Some studies show that counseling children very soon after a catastrophic event may reduce some of the symptoms of PTSD. A study of trauma/grief-focused psychotherapy among early adolescents exposed to an earthquake found that brief psychotherapy was effective in alleviating PTSD symptoms and preventing the worsening of co-occurring depression (Goenjian et al. 1997).
- > Parents' responses to a violent event or disaster strongly influence their children's ability to recover. This is particularly true for mothers of young children. If the mother is depressed or highly anxious, she may need to get emotional support or counseling to be able to help her child (Bromet et al. 2000; Deblinger et al. 1999; McFarlane 1987).
- > Either being exposed to violence within the home for an extended period of time or exposure to a one-time event, like an attack by a dog, can cause PTSD in a child.
- > Research has demonstrated that PTSD after exposure to a variety of traumatic events (family violence, child abuse, disasters, and community violence) is often accompanied by depression (Ackerman et al. 1998; Lipschitz et al. 1999; March et al. 1997; McCloskey & Walker 2000; Pfefferbaum et al. 1999). Depression must be treated along with PTSD, and early treatment is best. NIMH-supported scientists are continuing to conduct research into the impact of violence and disaster on children and adolescents. Through research, NIMH hopes to gain knowledge to lessen the suffering that violence and disasters impose on children and adolescents and their families.

The General Public can obtain publications about PTSD and other anxiety disorders by calling NIMH's toll-free information service, 1-888-ANXIETY, or calling the Institute's public inquiries office at 301-443-4513. Information is also available online from NIMH's Web site (<http://www.nimh.nih.gov/health/information/anxietymenu.cfm>). The accompanying resource list indicates agencies or organizations that may have additional information about helping children and adolescents cope with violence and disasters.

Appendix G
Template for children with special needs

EVACUATION PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

The following outline serves as a step-by-step guide to assist in developing an evacuation plan for students with special needs. Students in need of such a plan should be identified by staff at the beginning of the year, upon placement mid-year, or as a result of an injury (i.e. broken leg).

- A student is identified as needing an evacuation plan tailored to his/her specific needs. The Principal or designee is informed there is a need for an individual evacuation plan.
- Principal designates a Special Needs Safety Coordinator to assume responsibility for constructing each plan. Assistance could come from Parents/Guardians, para-professionals, as well as the student him or her self.
- The Special Needs Safety Coordinator will obtain a blueprint of the building that shows each floor, room numbers and exits. If these plans are not available at the building, contact the District Preparedness Team Coordinator.
- The Special Needs Safety Coordinator will also need a schedule of the student's daily activities and classes that identifies when and where a student may be located each period of the day.
- A primary evacuation route is to be planned from each location the student is in during the course of the day. This route should start at the learning site (i.e. classroom, gym, etc.) with an X in a circle designating where the student is and end outside of the building. The route should be marked on the map in a solid line. Provisions should be made to protect the student from bad weather, if necessary. Blankets and rain gear may be required, or arrangements made for out of building shelter.
- A secondary evacuation route is to be planned from each location as the primary route may be blocked by fire or other obstacle. This route will be drawn as a dotted line from the circled X. Both routes should be described on the written plan as well.
- A primary and secondary staff person are identified to assume responsibility for the evacuation process of each student that has an individual evacuation plan. These people will attend training on various techniques to safely evacuate people with special needs. If equipment is required to evacuate the student (i.e. evacuation chair, stair chair, or sling, etc.) discuss with the Principal and/or District Preparedness Team Coordinator.

- Primary and secondary staff and student walk through the evacuation plan to familiarize themselves with the process and identify any problems. The plan is revised and walked through again, if necessary.

EVACUATION PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

- The written plan, including names of primary and secondary staff responsible for the evacuation of those students with individual evacuation plans, student's name and floor plan of building, should be completed and submitted to the following:
 - Copy sent to primary/secondary staff responsible for evacuation.
 - Copy given to all teachers who serve the student on a daily basis.
 - Copy to the School Crisis/Preparedness Team

Revise plan as necessary to address schedule changes due to new semester class schedule, etc.

Appendix H
Resources



FACT SHEET

Respiratory Hygiene/Cough Etiquette in Healthcare Settings

To prevent the transmission of all respiratory infections in healthcare settings, including influenza, the following infection control measures should be implemented at the first point of contact with a potentially infected person. They should be incorporated into infection control practices as one component of Standard Precautions.

1. Visual Alerts

Post visual alerts (in appropriate languages at the entrance to outpatient facilities (e.g., emergency departments, physician offices, outpatient clinics) instructing patients and persons who accompany them (e.g., family, friends) to inform healthcare personnel of symptoms of a respiratory infection when they first register for care to practice Respiratory Hygiene/Cough Etiquette.

- *Notice to Patients to Report Flu Symptoms*
(www.cdc.gov/ncidod/dhqp/pdf/Infdis/RespiratoryPoster.pdf)
Emphasizes covering coughs and sneezes and the cleaning of hands
- *Cover Your Cough*
(www.cdc.gov/flu/protect/covercough.htm)
Tips to prevent the spread of germs from coughing
- *Information about Personal Protective Equipment*
(www.cdc.gov/ncidod/dhqp/ppe/html)
Demonstrates the sequences for donning and removing personal protective equipment

2. Respiratory Hygiene/Cough Etiquette

The following measures to contain respiratory secretions are recommended for all individuals with signs and symptoms of a respiratory infection.

- Cover the nose/mouth when coughing or sneezing;
- Use tissue to contain respiratory secretions and dispose of them in the nearest waste receptacle after use;
- Perform hand hygiene (e.g., hand washing with non-antimicrobial soap and water, alcohol based hand rub, or antiseptic hand wash) after having contact with respiratory secretions and contaminated objects/materials.

Healthcare facilities should ensure the availability of materials for adhering to Respiratory Hygiene/Cough Etiquette in waiting areas for patients and visitors.

- Provide tissues and no-touch receptacles for used tissue disposal.
- Provide conveniently located dispensers of alcohol-based hand rub; where sinks are available, ensure that supplies for hand washing (i.e., soap, disposable towels) are consistently available.

3. Masking and Separation of Persons with Respiratory Symptoms

During periods of increased respiratory infection activity in the community (e.g., when there is increased absenteeism in schools and work settings and increased medical office visits by persons complaining of respiratory illness), offer masks to persons who are coughing. Either procedure secretions (respirators such as N-95) or above are not necessary for this purpose). When space and chair availability permit, encourage coughing persons to sit at least three feet away from others in common waiting areas. Some facilities may find it logistically easier to institute this recommendation year-round.

4. Droplet Precautions

Advise healthcare personnel to observe Droplet Precautions (i.e., wearing surgical or procedure mask for close contact), in addition to Standard Precautions, when examining a patient with symptoms of a respiratory infection, particularly if fever is present. These precautions should be maintained until it is determined that the cause of symptoms is not an infectious agent that requires Droplet Precautions www.cdc.gov/ncidod/dhqp/gl_isolation.html.

Note: These recommendations are based on the Draft Guideline for Isolation Precautions: Preventing Transmission of Infectious agents in Healthcare Settings. Recommendations of the Healthcare Infection Control Practices Advisory Committee (HICPAC), CDC

For more information, visit www.cdc.gov/flu, or call the National Immunization Hotline at (800) 232-2522 (English), (800) 232-0233 (español), or (888) 232-6358 (TTY)

IMPORTANT NOTICE TO ALL STAFF and STUDENTS

Please tell staff immediately if you have flu symptoms

Flu symptoms include fever, headache, tiredness, dry cough, sore throat, nasal congestion and body aches.



1

Cover Your Cough and Sneeze

- Use a tissue to cover your mouth and nose when you cough or sneeze.
- Drop your used tissue in a waste basket.
- You may be asked to wear a mask if you are coughing or sneezing.

and

Clean Your Hands

- Wash your hands with soap and warm water or clean with gels or wipes with alcohol.
- Cleaning your hands often keeps you from spreading germs.



2



As a California city, county, or state agency or public district employee, you may be called upon as a disaster service worker in the event of an emergency. The information contained in this pamphlet will help you understand your role and obligation.

California Public Employee **DISASTER SERVICE WORKERS**

California Government Code
Section 3100-3109

For more information, please visit the following websites:

California Emergency Services Act
[http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov
&group=08001-09000&file=8550-8551](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-09000&file=8550-8551)

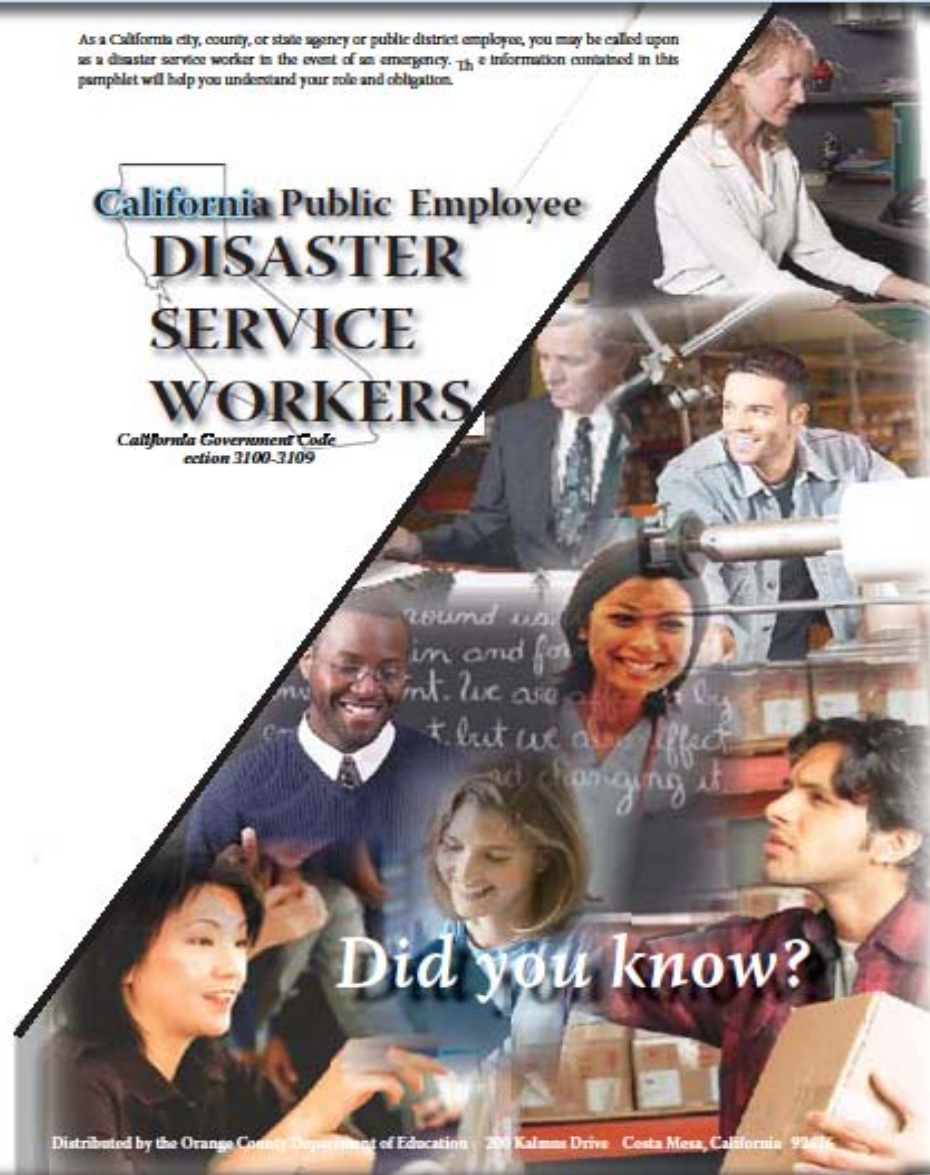
California Government Code 3100-3109
[http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov
&group=03001-04000&file=3100-3109](http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=03001-04000&file=3100-3109)

The California Constitution Oath or Affirmation
http://www.leginfo.ca.gov/const/article_20

Governors Office of Emergency Services
[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF
Laws&RegsCalCodePDFs/\\$file/Ch2.3_%2
DSW.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/Laws&RegsCalCodePDFs/$file/Ch2.3_%2DSW.pdf)



WILLIAM M. HABERMehl
County Superintendent of Schools



Distributed by the Orange County Department of Education 200 Kalmus Drive Costa Mesa, California 92626



Public Employee Disaster Service Worker Status

California Government Code Section 3100-3109

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, man-made, or war-caused emergencies which result in conditions of disaster or extreme peril to life, property, and resources is of paramount state importance...in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers...

All disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath or affirmation...

What does disaster service mean?

Disaster service means all activities authorized by and carried out pursuant to the California Emergency Services Act*.

Who is included in the disaster service worker status?

All public employees are included in the disaster service worker status which are all persons employed by any county, city, state agency or public district.

What are the scope of duties of employee disaster service workers?

Any public employees performing duties as a disaster service worker shall be considered to be acting within the scope of disaster service duties while assisting any unit of the organization or performing any act contributing to the protection of life or property or mitigating the affects of an emergency.

How are public employees assigned disaster service activities?

Public employees are assigned disaster service activities by their superiors or by law to assist the agency in carrying out its responsibilities during times of disaster.

What is the oath or affirmation referred to in the government code?

Before entering upon the duties of employment, all public employees take and subscribe to the oath or affirmation set forth in the California Constitution that declares them to be disaster service workers in time of need.

When do public employees take the oath or affirmation?

Most public employees sign the oath or affirmation during the hiring process and it is kept with the employer.

Do public employees acting as disaster service workers get paid?

Public employees acting as disaster service workers get paid only if they have taken and subscribed to the oath or affirmation.

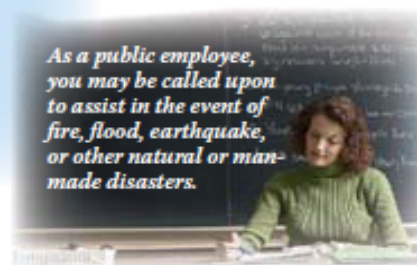
Can disaster service workers be sued for actions taken while performing duties?

Public employee disaster service workers for non-profit organizations and government cannot be held liable for their actions during a disaster while acting within the scope of their responsibilities.

What if public employees are injured while acting as disaster service workers?

Claims sustained by public employees while performing disaster services shall be filed as worker compensation claims under the same authorities and guidelines as with all employees within their agency.

As a public employee, you may be called upon to assist in the event of fire, flood, earthquake, or other natural or man-made disasters.



*California Emergency Services Act

<http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-09000&file=8550-8551>

For further information, please visit the websites listed on the back.

