

ORANGE UNIFIED SCHOOL DISTRICT/CWA
EARTHQUAKE/EMERGENCY OPERATIONS PLAN
PART 2– INCIDENT COMMAND SYSTEM

INCIDENT COMMAND SYSTEM
“SCHOOL/SITE” BASED

REVISED SEPTEMBER 2007

SCHOOL/SITE INCIDENT COMMAND SYSTEM

IMMEDIATE ACTIVATION OF
SCHOOL/SITE ICS AND DISTRICT EOC

In the event of a major earthquake/emergency all school/site will immediately activate their “Incident Command System” procedures and the District’s main administration shall immediately activate the District’s “Emergency Operations Center” procedures

The following pages contain specific information necessary for the activation of a school/site “Incident Command Post”. The staff of each school, site and district office may review this plan and be familiar with the procedures by accessing the material on the District’s portal. In addition, each site shall take the necessary action for preparedness by (1) having a working knowledge of the plan, (2) duplicating necessary forms, (3) identifying potential team leaders and team members, and conducting drills practicing the activation of this plan.

eEOP Part 7 – “Crisis Response”, includes specific guidelines on “Lockdown and Evacuation”.

Please make certain that you familiarize yourself with the protocol.

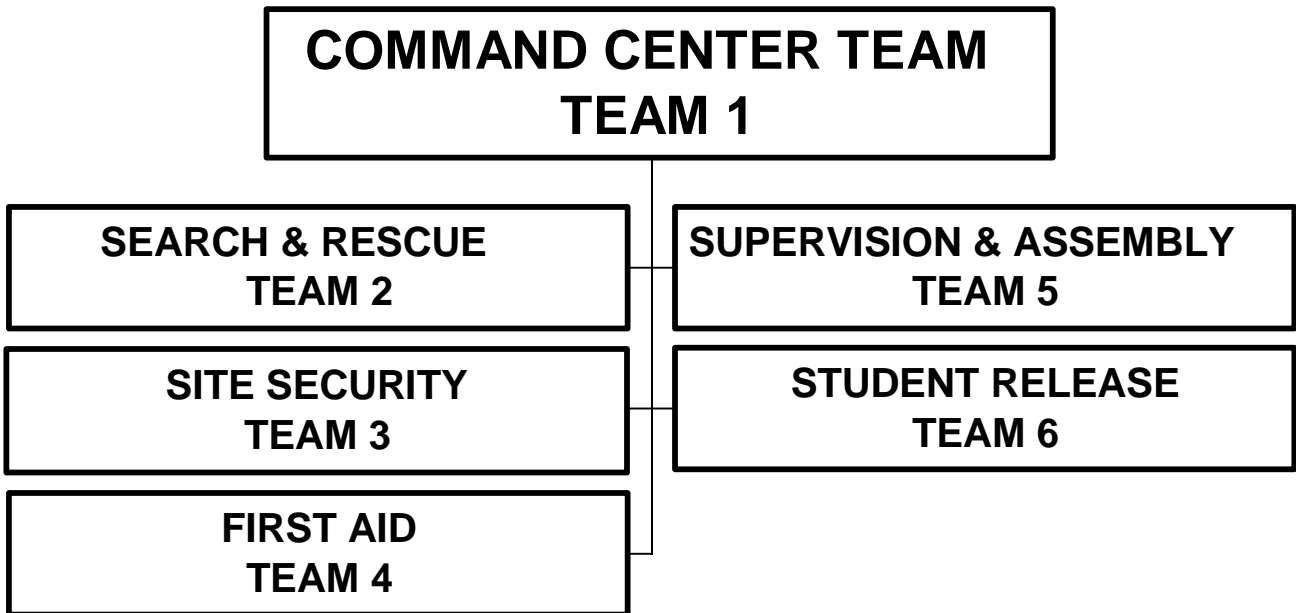
PLEASE NOTE: All “School/Sites and the District Office” shall identify three pre-determined staging areas:

1. Identify your primary staging area **(to be on campus.)**
2. Identify a secondary staging area **(to be on campus)** to be used in the event that that the primary staging area is “at risk”, damaged or in the event that the ICS/EOC shall become inoperable or need to be relocated.
3. Identify a third staging area **(to be off campus.)** Identify multiple exist routes to the off campus staging area.

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TEAM ASSIGNMENTS: Each school/site shall have in place six Incident Command Post teams. The six teams are to have identified staff members and are to be prepared to implement the District’s “Earthquake Disaster Preparedness Plan”. The six teams are as follows:

**OUSD EARTHQUAKE DISASTER PREPAREDNESS PLAN
SCHOOL SITE RESPONSE TEAMS**



The seventh team that will be discussed later in this section is the “Psychological Services Response Team”. This component is essential for all major emergencies. Include the “Psychological Services Response Team” in your school sites earthquake crisis disaster preparedness planning.

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COMMAND CENTER – TEAM 1

CHECK LIST – INCIDENT COMMAND CENTER TEAM 1	
COMPLETED	COMMAND CENTER - TEAM MEMBERS
	Incident Commander School/Site - Site Administrator (or designee per chain of command)
	1. Main Office - Secretary and Clerk(s)
	2. Teachers/Psychologist
	3. Students (Consider translation needs)
COMPLETED	COMMAND CENTER – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Two-way radio (for long range communication)
	Battery operated AM/FM radio
	Bull horn or other portable loudspeaker system
	Walkie-talkie for Team Leader
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Emergency telephone numbers
	Incident Log forms (Xerox a large supply and place with disaster supplies)
	Pens/pencils, signs/posters (for making gate signs, etc.)
	Staff List
	Student Body List (alphabetical or by class period) and/or Emergency Cards
	3 x 5 cards (optional.)
	Flashlights
	Plot Plan - School Map
	Communications Script
COMPLETED	COMMAND CENTER – RESPONSIBILITIES & ACTIVITIES
	Receive warning signal from EOC and/or recognize sign(s) of incident such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	Alert school or site via appropriate warning signal.
	Report to predetermined meeting site for meeting with all teams.
	Locate/distribute equipment/supplies for Command Center team members.
	Determine team leader (principal or designee) and chain of command.

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	Determine needed incident/disaster plan modification according to type of disaster.
	Determine need for alternative methods for communication/transportation such as bicycles, motorcycles, etc.
	Determine access needs for vehicles on campus.
	<p>Assemble all other reporting teams at predetermined meeting site, issue equipment, and instruct teams to implement appropriate, assigned responsibilities. Important things to discuss with teams and/or Team Leaders are:</p> <ul style="list-style-type: none"> A. Whether or not students are to remain in classrooms or move to Assembly Area. (Also which Assembly Area to be used.) B. Whether or not the site will be used for other school or community evacuees and locations for placing evacuees. C. Whether or not evacuation to another site is indicated. D. Location and/or method for handling media personnel. <p>PLEASE NOTE: These discussion items may not be resolved until teams begin their assigned responsibilities and team leaders report findings to Command Center.</p>
	Set up Incident Command Post near assembly area or alternative site.
	Establish Main Gate/Reunion Gate at the same or separate locations depending upon need.
	<p>Establish a communications center and designate persons in charge. (Communications may be by phone, two-way radio, CB radio, walkie-talkie, messengers.)</p> <ul style="list-style-type: none"> A. Set up the communications center in the office if phones are available or in the Assembly Area if no phone service. (If in the office, communication with Command Center at Assembly Area will be by walkie-talkie.) B. Designate two people for communications: one as Communications Officer who conducts internal and external communication under supervision of Command Center Team Leader; the other as Information Assistant who aids in releasing selected information about disaster victims. C. Instruct the Communications Officer and Information Assistant in correct use of Communications Script for making appropriate responses when talking by phone, or in person, to outsiders who are requesting information about the disaster and loved ones. ALL COMMUNICATIONS WITH MEDIA WILL BE THROUGH THE DISTRICT'S EOC PUBIC INFORMATIO OFFICER (PIO). D. Monitor all internal communication and approve all external communications, bulletins, and announcements to community, parents, and news media.

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	<p>E. Appoint person to monitor the Emergency Broadcast System on the battery operated radio) to keep abreast of external conditions and events that may affect the disaster site and local community, and for instructions in event of major disaster.</p>
	<p>Disseminate messages to other schools as directed by EOC.</p>
	<p>Be prepared to report when contacted by EOC about emergency needs, which may include evacuation or becoming an evacuation site. Important things to report:</p> <ul style="list-style-type: none"> A. Condition of campus/site. B. Condition of staff and students. C. Immediate assistance, medical, psychological needs, supplies, food, etc., needed. D. Whether or not evacuation to another site is indicated. E. Whether or not the site will be used as an evacuation site for other school(s) or community members. F. How long school/site can hold out without assistance. G. Consequences, if no immediate help is sent. H. Neighborhood conditions. I. Advisability of closing school. (Students must remain under supervision at school and/or be reunited with parents/reliable adults.)
	<p>Refer all major media to the District’s EOC Public Information Officer</p>
	<p>Monitor evacuation to the Assembly Area.</p> <ul style="list-style-type: none"> A. In case of earthquake and the Intercom is not working, the teacher will authorize evacuation to the Assembly Area when the series of jolts has subsided and it appears safe to do so. B. If intercom is working, Command Center may announce when to move to Assembly Area. C. If damage is great, Search and Rescue may be dispatched to assist classrooms in the evacuation process.
	<p>Account for all persons on the site according to Accountability Reports sent in by teachers from the Assembly Area and input from various Team Leaders.</p> <ul style="list-style-type: none"> A. Use Staff List and Student Body List (master lists) for documenting persons who are missing or injured and update when found, released for medical care, etc. B. If desired, use 3 x 5 cards to maintain an alphabetized, quick reference of missing persons and update master lists when found. C. Maintain close contact with the Supervision Team and Student Release Team regarding the location and release of students and document on master lists.

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	D. If documentation of student release is kept separately by the Student Release Team, maintain needed communications regarding the missing persons, students released to parents/adults, persons sent to medical care facilities, etc.
	Determine needs for medical assistance, urgent repairs, supplies, transportation, additional personnel, food, coffee, etc.
	Maintain constant contact with all Team Leaders and direct all disaster plan activities. (Done via walkie-talkie or runners from each team.) Communication between Team Leaders from Command Center, First Aid and Student Release Team will be essential in handling information and reuniting of families with injured (or dead) victims.
	Request Assembly Area Coordinator to assign students from Assembly Area to serve on any teams as may be needed.
	Communicate with EOC to report status of students and staff, school facilities, problems, and to obtain authority for major decisions.
	Be prepared to make decisions without EOC if a major disaster has rendered personnel and EOC site inoperable.
	Document all activities, events, actions, personnel, supplies used, and action taken throughout the incident/disaster. This is required by law. Make certain that you use or follow the format on the Incident/disaster Log Form

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SEARCH & RESCUE – TEAM 2

CHECK LIST – SEARCH AND RESCUE TEAM 2	
COMPLETED	SEARCH AND RESCUE - TEAM MEMBERS
	Teachers, Counselors, and/or Assistant Principal
	Custodian
	Maintenance personnel if on site
	Students as appropriate (In event of major incident, many personnel and students may be needed to provide immediate first aid until First Aid Team is summoned and help arrives).
COMPLETED	SEARCH AND RESCUE – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Walkie-talkie for Team Leader (an all team members, if possible)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Master keys
	Fire extinguishers
	Emergency Tools.
	Map of school (worksite) designating all rooms and occupancy by personnel, students, use as storage, etc.
	Tag board and marking pen (for making emergency signs as needed.)
COMPLETED	SEARCH AND RESCUE – RESPONSIBILITIES & ACTIVITIES
	Interpret meaning of warning signal and/or recognize sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	Report to predetermined meeting site for all teams.
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm assignments with Command Center and maintain contact with team leader.
	Work in pairs and Search campus in a methodical pattern to find injured and/or missing persons. Pay particular attention to all restrooms, library, attendance areas, storage areas, locker rooms, classrooms, closets, etc. <ul style="list-style-type: none"> A. Explore each room visually, vocally, and physically and mark a appropriate to indicate that the area has been searched. B. Look, call out for replies, and actively search through rubble. C. Use available equipment to get to persons covered with debris.

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	If possible, have one team member remain with any injured person while other team member reports to Command Center or First Aid Station to summon first aid as soon as possible. (Use of walkie-talkie will hasten this process).
	Assess damage to specific structures and report damage and/or usability to Command Center. Station team members as guards near unsafe buildings, indicated, to prevent re-entry until declared safe. If needed, ask Command Center to assign students as guards. Mark unsafe areas with signs. Direct loiterers to appropriate location.
	Maintain constant communication with Command Center.

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SITE SECURITY – TEAM 3

CHECK LIST – SITE SECURITY TEAM 3	
COMPLETED	SITE SECURITY - TEAM MEMBERS
	Teacher, Counselor, and/or Assistant Principals
	Custodian
	Maintenance Personnel, if on site
	Students
COMPLETED	SITE SECURITY – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Walkie-talkie for Team Leader (and all team members if possible, especially on unsecured campus/site)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Master keys
	Appropriate pre-made signs (such as: Main Entrance, Parent Information Here, Media Report Here, Reunion Gate, etc.)
	Flashlights
	Fire extinguisher
	Sanitation supplies - Toilet paper, plastic bags for lining wastebaskets as emergency toilets, voting booths for toilet privacy, etc. Coordinate these with the First Aid Team
	Optional - emergency generator and fuel
	Valve keys-wrenches (for turning off utilities). Misc. tools for emergency repairs
COMPLETED	SITE SECURITY – RESPONSIBILITIES & ACTIVITIES
	Interpret meaning of warning signal and/or recognized sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack, etc.)
	Report to predetermined meeting site for all teams.
	Locate & distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm Team Leader assignment with Command Center and maintain contact.
	Work in pairs.
	Secure the school by locking all external gates, entrances, etc.(If locked campus/site) Assign team members to monitor main gate.

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	-or-
	(If unsecured campus/site) Assign team members to patrol specific areas for controlling persons coming onto campus. <ul style="list-style-type: none"> A. Post appropriate signs. B. Direct fire, police, rescue, ambulance, etc., to area(s) of need. C. Refer media to District's EOC Public Information Officer. D. Direct parents to Reunion Gate (if separate from Main Gate). E. Talk with Command Center via walkie-talkie (if available) regarding any problems.
	Check all utilities (water, gas, electricity) and turn off valves, if needed.
	Determine sanitation conditions and remedy when possible.
	Assist maintenance/operations personnel or utility company technicians, if needed, in emergency repair.
	Station team members as guards near unsafe buildings, if indicated, to prevent re-entry until declared safe. If needed, ask Command Center to assign students from the Support Team as guards.
	Operate an existing emergency generator, if needed.
	Communicate with the Command Center.

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FIRST AID – TEAM 4

CHECK LIST – FIRST AID TEAM 4	
COMPLETED	FIRST AID - TEAM MEMBERS
	School nurse
	Health clerk
	Other certificated and classified personnel
	Students as appropriate
COMPLETED	FIRST AID – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Walkie-talkie for Team Leader
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Any student medications
	First Aid supplies
	(Optional) Covering for outside first aid station.
	Refer to California Emergency First Aid Handbook (Hard Copy Plan)
COMPLETED	FIRST AID – RESPONSIBILITIES & ACTIVITIES
	Interpret meaning of warning signal and/or recognize sign(s) of incident such as earth tremor (earthquake, explosive sound, gunshots, etc.) and respond appropriately.
	Report to predetermined meeting site and quickly verify the following predetermined assignments: A. Team members present and accounted for. B. Team members responsible for: <ul style="list-style-type: none"> • Initial mass casualty assessment/care. • Obtaining First Aid Station supplies. • First Aid Station set up (indoors if accessible/safe or outdoors as needed). • Human Relations Coordinator (family support for seriously injured/deceased loved ones). • Confirming all of the above with the Command Center.
	Conduct initial assessment and care for mass casualty victims. A. Work in pairs whenever possible and use Disaster/Crisis First Aid Kits. B. For persons using <u>First Aid assessment skills</u> : <ul style="list-style-type: none"> • Assess victims for urgent needs.

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	<ul style="list-style-type: none"> • Care for bleeding, shock, breathing, etc., according to severity/number of victims. <p>C. For persons using <u>Triage assessment skills</u>:</p> <ul style="list-style-type: none"> • Access for mobility, breathing, circulation, and mental status. • Stabilize and tag according to assessment findings. <p>D. According to the number of victims, hazardous surroundings, available personnel, etc., provide further care at incident site (supplies must be brought from First Aid Station) or after transport to First Aid Station.</p>
	<p>Obtain supplies and set up First Aid Station as soon as possible. Use "Layout Map" to assemble/organize supplies in the 9 first aid categories.</p>
	<p>Maintain communication with the Command Center.</p> <ul style="list-style-type: none"> A. Status and needs of victims. B. Locations of victims still needing initial care. C. Available medical care, when it will be available, and location for student release via ambulance. D. Request for additional supplies and assistance.
	<p>Conduct first aid for stabilization and maintenance efforts.</p> <ul style="list-style-type: none"> A. Receive transported victims at First Aid Station for maximizing first aid care at one location. B. Provide care for wounds, shock, fractures, other first aid not rendered during initial response to mass casualties, emotional support, etc.
	<p>Document first aid care and release of victims as follows:</p> <ul style="list-style-type: none"> A. Document first aid for each victim using 3 x 5 cards, which are then tied around the victim's neck: <ul style="list-style-type: none"> • Name • Date • Injury • First Aid Given B. If victim is unable to talk or deceased, attach name tag for identification purposes. C. When released, remove 3 x 5 card from neck, record release time/destination, and retain card as permanent record. D. If to be released via ambulance, transport student to campus area designated for that purpose. E. Report released victims to Command Center.

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	<p>Provide for morgue care.</p> <ul style="list-style-type: none"> A. Cover deceased with sheets until identified with a name tag. B. Document name/pertinent data on 3 x 5 card and maintain as permanent record at First Aid Station. C. Place in body bag (33 gallon plastic bag will suffice), seal, identify and transport when time permits to morgue location (indoor room, locked, away from the living and any food preparation areas.) D. Have Human Relations Coordinator available to assist grieving family members or friends who come to identify loved ones or learn of their death.
	<p>Be prepared to cooperate with and provide care under direction of the following first aid/medical personnel who assist in disaster/crisis events.</p> <ul style="list-style-type: none"> A. Red Cross first aid and nursing volunteers. B. Paramedics. C. Fire Medical Aid Division or other medical personnel.

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SUPERVISION & ASSEMBLY – TEAM 5

CHECK LIST – SUPERVISION & ASSEMBLY TEAM 5																									
COMPLETED	SUPERVISION & ASSEMBLY - TEAM MEMBERS																								
	Teachers and teacher assistants																								
	Students																								
COMPLETED	SUPERVISION & ASSEMBLY – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)																								
	Incident/Disaster Plan folder <ul style="list-style-type: none"> A. Emergency Procedures Check List B. Student Accountability Report forms (Xerox a large quantity for immediate use) C. Travel Route map D. Assembly Area Map 																								
	Identification for Team Leader (orange vest and red baseball cap)																								
	Identification for all team members (orange vests)																								
	Crowd control ideas (group exercises, songs, teaching games, stress relievers, etc.)																								
	Attendance Folder (for all periods)																								
	Classroom first aid supplies: <table style="width: 100%; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;"><u>Supplies</u></th> <th style="text-align: center;"><u>Amount</u></th> <th style="text-align: left;"><u>How Used</u></th> </tr> </thead> <tbody> <tr> <td>Storage Container.....</td> <td style="text-align: center;">1</td> <td>Store first aid supplies for incident use.</td> </tr> <tr> <td style="padding-left: 20px;">(Backpack or other container with contents in ziplock baggies)</td> <td></td> <td></td> </tr> <tr> <td>Gauze pads, non-sterile (3 x 3 or 4 x 4)</td> <td style="text-align: center;">50</td> <td>Cover wounds, apply pressure for control of bleeding, and clean minor wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Roller Gauze, 4" wide.....</td> <td style="text-align: center;">1</td> <td>Secure gauze pads over wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Adhesive tape, 1" wide.....</td> <td style="text-align: center;">1</td> <td>Secure gauze pads or bandages over wounds.</td> </tr> <tr> <td style="padding-left: 40px;">Scissors.....</td> <td style="text-align: center;">1 pr</td> <td>Cut roller gauze</td> </tr> <tr> <td style="padding-left: 40px;">Phisoderm in 4 oz. (approx.)... container</td> <td style="text-align: center;">1</td> <td>Clean wounds.</td> </tr> </tbody> </table>	<u>Supplies</u>	<u>Amount</u>	<u>How Used</u>	Storage Container.....	1	Store first aid supplies for incident use.	(Backpack or other container with contents in ziplock baggies)			Gauze pads, non-sterile (3 x 3 or 4 x 4)	50	Cover wounds, apply pressure for control of bleeding, and clean minor wounds.	Roller Gauze, 4" wide.....	1	Secure gauze pads over wounds.	Adhesive tape, 1" wide.....	1	Secure gauze pads or bandages over wounds.	Scissors.....	1 pr	Cut roller gauze	Phisoderm in 4 oz. (approx.)... container	1	Clean wounds.
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	<p>Band-aids, Regular size, 1"x3" 20 Cover minor wounds.</p> <p>Band-aids, Large size, 2"x4". 10</p> <p>Latex Gloves..... Medium-20 Protection from blood & body fluids Large - 20</p> <p>For trained teachers only....10 of Label victims each color. Triage tags made of red and yellow laminated construction paper (4" x 5") with 24" ties attached.</p> <p>Red = Immediate Yellow = Delayed</p>
	Walkie-talkie for Team Leader
	Bull horn or other portable loudspeaker system (May be same one used by Command Center.)
	Keys (if any) to Assembly Area entrance
	Signs and stakes (Optional for Assembly Area markers)
	Incident Logs or equivalent
	Pencils/pens
	3 x 5 cards and file box for holding alphabetized cards of community evacuees
COMPLETED	SUPERVISION & ASSEMBLY RESPONSIBILITIES & ACTIVITIES
	Interpret meaning of warning signal and/or recognized sign(s) of incident such as earth tremors (earthquake), intense light and/or explosive sound (nuclear attack), etc.
	<p>Give appropriate command, "Duck, Cover, Hold" or "Evacuate." (Staff members not with assigned students shall report to their predetermined location.)</p> <p>A. Determine injured persons and assist as appropriate.</p> <p>B. Determine need for cooperation with neighboring teacher (one teacher may assist two classes of students if second teacher is injured or must remain with injured students until first aid arrives.)</p> <p>C. In case of earthquake and there are injured, immovable students and no other teacher to assist, surround injured student(s) with suitable furniture for protection from further</p>

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	earthquake action and take remaining students to Assembly Area. If teacher aide or volunteer is present, assign to remain with student(s) in classroom until help arrives.
	Evacuate to Assembly Area, as practiced, when given signal or deemed appropriate.
	Unlock/open any entrance to the Assembly Area. A. Plan for a main assembly area outdoors and alternative sites in case the main Assembly Area is not accessible or is in danger from possible hazards such as pending explosion, etc. B. Practice using alternate routes to Assembly Area by blocking routes during practice sessions.
	Assign team members to control entrances to Assembly Areas.
	Direct classes or students to Assembly Area stations (each team member must have Assembly Area map in hand).
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities at Assembly Area.
	Confirm Assembly Area Assignment with Command Center.
	Complete Student Accountability Reports and turn it in to Command Center .
	<u>Role of Assembly Area Coordinator:</u> Manage Assembly Area activities as follows: C. Assist in obtaining Student Accountability Reports from teachers for Command Center (located at Assembly Area). D. Assign students to assist in Assembly Area as needed. E. Assign students or staff to serve on other teams when requested by Command Center. F. Document important events to be acted upon and/or for future records, as needed. (Use Incident/Disaster Log forms or equivalent). G. Cooperate with Command Center Team and the Student Release Team in the location and release of students.
	2. Document on attendance folder when students are sent to reunion gate for release to parent/adult.
	3. Supervise and reassure students throughout duration of emergency using Crowd Control ideas to reduce stress and create an "esprit de corps."
	4. Use the same equipment, supplies, and responsibilities guidelines when evacuating with students to another school or site.

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STUDENT RELEASE – TEAM 6

CHECK LIST – STUDENT RELEASE TEAM 6	
COMPLETED	STUDENT RELEASE - TEAM MEMBERS
	Teacher (or Assistant Principal or Counselor)
	Clerk(s) (interpreter, if needed)
	Students
COMPLETED	STUDENT RELEASE – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Walkie-talkie for Team Leader
	Walkie-talkie for other team members assigned to Main Gate and Reunion Gate (if separate from Main Gate)
	Identification for Team Leader (orange vest and red baseball cap)
	Identification for all team members (orange vests)
	Keys for any gate/door to Reunion Gate
	Assembly Area Maps, 1 per team member
	Student Body List (alphabetized or by class period) and/or Emergency Cards
	Pens and pencils
	Table to hold above materials.
	Incident Student Sign Out Sheets (Xerox a large supply and store with supplies.)
COMPLETED	STUDENT RELEASE – RESPONSIBILITIES & ACTIVITIES
	Interpret meaning of warning signal and/or recognized sign(s) of incident, such as earth tremor (earthquake), intense light and/or explosive sound (nuclear attack), etc..
	Report to predetermined meeting site.
	Locate/distribute equipment, supplies, and instructions for conducting assigned responsibilities.
	Confirm Team Leader assignment with Command Center.
	Work in pairs when possible. Set up Reunion Gate with Student Body List (and/or Emergency Cards) and related supplies on table.
	Communicate between teams as needed in the location and release of students.
	Assign team members to Main Gate and Reunion Gate (if separate locations) for receiving parent requests, sending messages, and locating students for release.

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	Arrange for responsible First Aid Team member or designee to provide emotional support while informing family members about the condition of loved ones who are injured or dead.
	Process reuniting of students with parents/reliable adults: Please Note: When Main Gate and Reunion Gate are at separate locations, the documentation of student release may occur at the Main Gate, Reunion Gate or both. Advance planning is necessary to assure accountability.
	Receive parent/adult request for child at Main Gate or Reunion Gate. If gates are at separate locations, notify Reunion Gate of request and send parent to that location.
	If gates are at separate location: Main Gate may document student release noting time, name of adult and destination.
	Upon request, call for student from Assembly Area (or other known location) via walkie-talkie or student messenger. <ul style="list-style-type: none"> • Question student (not in the presence of the adult) to verify that this is an appropriate release. Verify the following: • Who is this person that has come to pick you up? (If parent, proceed with Step d). • Do parents know this person? • Where does this person live? Have you been there before? • Do you feel comfortable going with this person? • Do you think your parents would want you to go with this person?
	If adult is parent or verified as reliable, release child.
	If Main Gate is responsible for documenting release at time of parent request, Reunion Gate will only release students that have been called from Assembly Area per request of Main Gate.
	If student is not released, send student back to Assembly Area along with notification via walkie-talkie or messenger.
	If Main Gate is at separate area and responsible for release documentation, report all retained students to Main Gate for accounting purposes.
	Document releases on Sign Out Sheet.

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**POST INCIDENT
PSYCHOLOGICAL SERVICES
CRISIS RESPONSE – TEAM 7**

CHECK LIST – SEARCH AND RESCUE TEAM 2	
COMPLETED	CRISIS RESPONSE - TEAM MEMBERS
	School Psychologist
	School Counselors
COMPLETED	CRISIS RESPONSE – EQUIPMENT AND SUPPLIES (Store in multiple locations as appropriate)
	Identification Badges
	School Map
	School Staff List
	Psychological First Aid Packet <ul style="list-style-type: none"> • “Student Referral Checklist” for completion by teachers and staff • Crisis Referral Logs • Crisis Interview Form Cards • Counseling Agency Lists • Coping with Loss/Crisis Handouts
COMPLETED	CRISIS RESPONSE – RESPONSIBILITIES & ACTIVITIES
	Prior to initiating a crisis response, collect information from the Director of Pupil Personnel Services or the Coordinator of Psychology Services.
	Upon arrival at the school site, gather factual information and consult with principal regarding interventions needed. Consult as necessary with the on-site first aid team.
	Before disseminating information, review with principal what, how, and who will share information with staff, students, parents, neighboring schools and the community. Providing factual information controls rumors.
	To initiate the Crisis Referral Process, provide referral checklists to teacher and other school staff and maintain a Student Referral Log.
	Prior to beginning interventions, ascertain that all team members are fully informed and have been assigned confidential work space
	Identify high risk students by obtaining oral input and student referral checklists from school staff.
	Prioritize and assign interventions with students including individual interviews, classroom presentations, group counseling, and referral to

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	community agencies.
	Consider interventions with parents including phone calls, parent meetings, and referrals to community agencies.
	Plan interventions with faculty including individual consultation and staff meetings in the morning and at school closure.
	At the end of each daily, debrief Psychological Services Crisis Team by reviewing process/status of referred students, prioritizing needs, planning follow up actions and providing support to team members.

The following pages contain “Forms” to be used by the School/Site ICP Teams”. Please review the forms and duplicate as needed.

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Earthquake, Disaster Preparedness Plan			
One Page Overview of ICS Teams and Responsibilities			
Team	Team Name	Personnel	General Responsibilities
1	Command Center	Site administrators, secretaries, clerk, teachers, students	<ol style="list-style-type: none"> 1. Account for the presence of all students and staff. 2. Implement and coordinate all disaster operations. 3. Control internal and external communication. 4. Maintain log and prepare reports for Superintendent and District's EOC.
2	Search and Rescue	Teacher (or assistant principals and/or counselors). custodian, when available, maintenance personnel if on site.	<ol style="list-style-type: none"> 1. Search campus in a methodical pattern to find injured and missing persons. 2. Report location of all injured persons to Command Center. 3. Access damage to structures and report to Command Center. 4. Station team members as guards near unsafe buildings to prevent re-entry. 5. Direct loiterers to appropriate locations.
3	Site Security	Teachers, (or assistant principals, and/or counselors), custodian as soon as available, maintenance personnel, if on site.	<ol style="list-style-type: none"> 1. Secure school/site by locking all external gates, doors, etc. 2. Monitor Main Gate and any entrances. 3. Route fire and rescue, ambulance, police. 4. Escort media to Information Center. 5. Check all utilities (water, gas, electricity). 6. Determine sanitation conditions. 7. Report conditions to Command Center. 8. Assist on Search and rescue Team as needed.
4	First Aid	School nurse, health clerk, teachers.	<ol style="list-style-type: none"> 1. Administer first aid. 2. Document name, injury, first aid given. 3. Determine need for medical assistance. 4. Work cooperatively with outside agencies. 5. Keep Command Center informed. 6. Maintain morgue as needed.
5	Supervision & Assembly	Teachers or other staff members.	<ol style="list-style-type: none"> 1. Evacuate and direct class or students, when appropriate, using pre- determined routes to pre-planned station at Assembly Area. 2. Assign someone as Assembly area Coordinator. 3. Control entrances to assembly area. 4. Manage all assembly area activities and communications. 5. Account for students. 6. Determine need for assisting neighboring teacher. 7. Supervise and reassure student throughout duration of disaster.
6	Student Release		<ol style="list-style-type: none"> 1. Staff main gate and reunion gate. 2. Establish messenger system between Main Gate, Reunion Gate, and Assembly Area. 3. Process the reuniting of students with parents, guardians and family members. 4. Document the records of released students on the sign out sheet.

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EARTHQUAKE DISASTER PREPAREDNESS PLAN – ONE PAGE ICP TEAM ASSIGNMENTS

No.	Name of Staff Member (Place an X in the box to mark ICP team assignment)	#1 Command Center	#2 Search & Rescue	#3 Site Security	#4 First Aid	#5 Supervise Assembly	#6 Student Release
1							
2							
3							
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ICS - STUDENT ACCOUNTABILITY REPORT

Please complete the following. If a yes answer is reported, make certain that each student is identified.

Name of Teacher: _____ Room # _____ Date: _____

Are any students absent?		No _____	Yes _____
1.	5.		
2.	6.		
3.	7.		
4.	8.		

Are any students in your class injured?		No _____	Yes _____
1.	5.		
2.	6.		
3.	7.		
4.	8.		

Were any injured students left in the classroom?		No _____	Yes _____
Names:	Location:		
1.			
2.			
3.			
4.			

Are any students missing?		No _____	Yes _____
1.	Comments:		
2.			
3.			
4.			

There are additional comments on the back of this page?		No _____	Yes _____

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**EARTHQUAKE/DISASTER ICS
COMMUNICATIONS SCRIPT**

(To be used by Communications Officer at the School Site's and District's Command Center)

Directions: When answering phone calls or talking personally to outsiders, state only the appropriate information from the list below. DO NOT make any other comments.

(PLEASE NOTE: When family members inquire at Reunion Gate about victims who are seriously injured or dead, they will be referred to members of the First Aid Team who will give emotional support while informing them of their loved ones.)

GENERAL INFORMATION RESPONSES

- _____ has just experienced _____.
(Name of school/work site) (Type of disaster)
- Students **(are being) (have been)** accounted for.
- Help **(is here) (is on the way.)** Help may include the following:
 Police Fireman/Paramedics Emergency Medical Services Red Cross
- Family members may report to the _____ to inquire about specific students or employees.
(Location of Reunion Gate)
- No further information is available at this time.

RESPONSES ABOUT KNOWN DISASTER VICTIMS

- Your **(child, husband, wife, friend)** is in the Assembly Area and is under supervision. Please report to the _____ to be reunited with **him/her**.
(Location of Reunion Gate)
- Your **(child, husband, wife, friend)** is in a safe area and receiving routine first aid there. Please report to the _____ to be reunited with **him/her**.
(Location of Reunion Gate)
- Your **(child, husband, wife, friend)** has been taken to the "Emergency Room." You need to go to the "Emergency Room" at _____.
(Name and address of hospital or emergency room)
- IN CASES OF MAJOR INJURY/DEATH. STATE THE FOLLOWING:** Please report to _____. Ask for the person in charge who will help you find him/her. No further information is available at this time.

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PRE-PLANNING WITH PERSONNEL & STUDENTS:

1. Preplanning should include all personnel including **Child Care**, walk-on coaches, etc. in the event of disaster occurring outside of regular school hours.
2. Everyone should have a general understanding of all teams.
3. Team members should be familiar with their assigned team responsibilities.
4. Everyone must know the drop, fire and take cover warning signals and what to do. (See Appendix, Drop, Fire and Take Cover chart.)
5. Everyone should know what to do if an earthquake occurs when they are inside or outside a building, or in route to or from school/work. In additions, everyone should participate in making the school, worksite, and their homes earthquake safe.
6. Everyone should know that the safest way to escape from fire or smoke in a building is to drop to the floor and crawl out. The oxygen is better and visibility is greater because smoke and heat rise.
7. Several personnel at each school site (and selected students) must know how to turn off the utilities in case the assigned persons are injured and unable to perform their duties. "How to" information must be prepared in written form and all personnel must have hands-on experience. Each school/worksite should determine the most appropriate location for storing needed equipment, preferably in close proximity to utility shut-off valves.
8. In a major disaster, a school/site may need to function alone for 72 hours before Fire and Police are available to give added assistance.
9. Staff and student responsibilities during a disaster will be affected by a variety of situations and/or potential problems. Under direction of the principal, collaboration among staff members is vital for identifying such situations or problems unique to their school or work locations and determining appropriate solutions. The following examples serve as ideas for stimulating appropriate problem solving during preplanning for disaster.
 - A. Situation: A disaster may occur during lunch, nutrition, recess, assembly or other times when students are not under teacher supervision in regularly assigned classrooms.
 - Possible Solutions: All students should be trained to take the appropriate initial response for drop, fire, and take cover (see Appendix, Drop, Fire and Take Cover Chart.)
 - If the disaster warrants moving to the appropriate station at the Assembly Area of taking cover indoors, students must be trained to do so using the buddy system (moving in pairs).

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- If disaster should strike at secondary schools between classes, at lunch time or nutrition, students should be trained to report to the Assembly Area station according to where they were the preceding period. That teacher would have the most current information for accountability purposes.
 - Primary grade teachers may want to explore the best way to assist K-3 students if disaster strikes at lunchtime or recess when there is minimal adult supervision. One alternative is to have teachers go to the students and help them move to the Assembly Area. Obviously preplanning and practice sessions are essential for learning the appropriate responses during these unique situations.
- B. Situation: Disaster may occur while students and staff are in route to or from school.
- Possible Solutions: See the information regarding what to do if earthquake occurs while going to and from school. This information pertains to both students and employees. Staff members may want to preplan for the possibility that some frightened children (and even adults) may seek protection at schools when an earthquake has occurred soon after close of the school day.
- C. Situation: A disaster may occur when some staff members are off campus at various times of the day or when some staff members are seriously injured.
- Possible Solutions: See Accounting Team for information on how one teacher may assist two classes in case a second teacher is injured. A similar concept may need to be explored for those times when adequate personnel are not available. If students report to their assigned stations at the Assembly Area and the assigned teacher is missing, a neighboring teacher could provide supervision as needed. Older students could also be assigned as helpers when there is a limited number of teachers to provide supervision.
- D. Situation: A disaster may occur when some students are in alternate locations on campus, rather than in their regularly assigned classroom, because of removal from class due to a discipline problem, referral to a counselor, serving as a messenger, etc.
- Possible Solutions: Such students could be trained to report to their regularly assigned location at the Assembly Area or to a specific location predetermined by the needs of each school.
 - In event of take cover, all students are to take immediate cover, indoors, if possible. (See Appendix, Drop, Fire, Take Cover Chart.) Students out on campus during regular class time could be trained to take cover in the nearest classroom or office. Exploration of alternatives and practice sessions will help to determine the effectiveness of preplanning for this situation.

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10. The disaster plan may be used as is or may be combined according to the needs of each school, office, MOT, Outdoor School, R.O.P., Work Experience, etc. When planning to combine teams, each site administrator should collaborate with school personnel to explore various alternatives and thus determine the most effective method for team formation.
- A. Teacher availability for staffing teams that do not require student supervision will vary at all secondary schools according to each period and who has conference time that period. One idea for handling this situation is to have everyone trained for staffing teams that do not supervise students. Thus, a teacher may be on a Team (in charge of his or her classroom) every period except conference period when such teacher is then a member of a non-student supervisory team. Again collaboration among school personnel is an effective way for resolving such team membership.
 - B. All teams must have a chain of command in case team members are unable to participate due to injury, etc.
 - C. The Disaster Plan specifies that all team members work in pairs (buddy system). Working in pairs is necessary for safety, correctly performing responsibilities, and for getting help and supplies via a runner while the other person attends to a needed task or remains with a victim.
 - D. Pairs may be staff paired with older reliable students. Pairing staff with students extends the use of staff members. In addition, when staff are teamed with students, the staff person can remain with injured persons, etc., and send the student as a runner to summon aid.
 - E. Teachers may need to serve on specific teams other than the Accountability Team (teachers in charge of classrooms). To facilitate this, it may be necessary for one teacher to be in charge of two classrooms thus freeing the second teacher for assignment to another team.
 - F. All teams may predetermine a home base station, if needed, for use during the disaster. The home base is a place for checking in, making reports to the Team Leader, where runners may report, etc. It may be wise to have home base be at the Command Center/Assembly Area for all teams.
 - G. At the time of disaster, all teams must first assemble at a predetermined meeting site as determined by the school/site.
 - H. Such assembly provides for:
 - Determining which team members were able to report.
 - Determining needed assistance to replace missing team members.
 - Confirming the Team Leader assignment.
 - Confirming the home base station for each team.
 - Communication with Command Center regarding specific responsibilities according to the type of disaster.
 - Obtaining all equipment and supplies.
 - Proceeding with responsibilities using a fully operating team.

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11. At the time of disaster, everyone at a common location becomes a "temporary family." Although personnel will be assisting on disaster teams, they will also have concerns about their own family members and homes. As time progresses, students will be reunited with their parents/responsible adults and there will be a diminishing need for personnel and team responsibilities. In preplanning, consideration should be given to this fact and a buddy system should be established for releasing employees to check on their loved ones and homes. For example, if there is a need for fewer personnel at the school/worksite, a staff member who lives nearby could leave with approval of the Command Center Team Leader, check on his/her home situation, return, and assist for a fellow employee who resides further away. Under direction of the principal, collaboration among staff members will be helpful in preplanning for this possibility.
12. When students and personnel have been trained in appropriate responses for Drop, Fire, and Take Cover, and team membership has been agreed upon, practice of mock situations will be essential for evaluating success and needed modifications. In addition, students can participate in periodic school-home communication by taking home written parent notices and returning parent signed statements that families discussed the school's disaster information pertaining to parent and student responsibilities.
13. All students should be trained to remain on campus and participate fully in appropriate disaster plan operations. If some student should become frightened or belligerent and refuse adult supervision by leaving the campus, the adult in charge should document the effort made to remind such student of his/her responsibilities to remain on campus and the approximate time such student left adult supervision. Such documentation should be made on the reverse side of the Accountability Report whenever possible.

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CALIFORNIA CODES

REVISED SEPTEMBER 2007

This portion of the District’s **“Earthquake/Emergency Operations Plan”** references California Government Code 3100, California Government Code 3101, and California Education Code 32001.

DISASTER SERVICE WORKERS

It is important for all District employees to understand that in a time of an earthquake or other major disaster, they become disaster service workers under the laws of the State of California.

CALIFORNIA GOVERNMENT CODE 3100: 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, manmade, or war-caused emergencies which result in conditions of disaster or in extreme peril to life, property, and resources is of paramount state importance requiring the responsible efforts of public and private agencies and individual citizens. In furtherance of the exercise of the police power of the state in protection of its citizens and resources, 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.

CALIFORNIA GOVERNMENT CODE 3101: For the purpose of this chapter the term “disaster service worker” includes all public employees and all volunteers in any disaster council or emergency organization accredited by the California Emergency Council. The term “public employees” includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

FIRE DRILL REQUIREMENTS

The following code mandates the number of fire drills to be conducted for school sites on an annual basis.

CALIFORNIA EDUCATION CODE 32001: Every public, private, or parochial school building having an occupant capacity of 50 or more pupils or students or more than one classroom shall be provided with a dependable and operative fire alarm system. Every person and public officer managing, controlling, or in charge of any public, private, or parochial school shall cause the fire alarm signal to be sounded upon the discovery of fire, unless the school is equipped with an automatic fire detection, and alarm system, which may include, but for the purposes of this section is not required to include, a sprinkler system, as described in Section 17074.52.

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Every person and public officer managing, controlling, or in charge of any public, private, or parochial school, other than a two-year community college, shall cause the **fire** alarm signal to be sounded not less than once every calendar month **and shall conduct a fire drill at least once every calendar month at the elementary level and at least four times every school year at the intermediate levels. A fire drill shall be held at the secondary level not less than twice every school year.**

PLEASE NOTE: Each principal shall submit to the Executive Director of their grade level a record of fire drills conducted at their school sites. Please contact the Executive Director's secretary for a copy of the form. This is a mandated cost claim and the records not only confirm compliance with the law, it represents a claim that is submitted to the State of California.