

SITE EMERGENCY PROCEDURES PLAN



Corky McMillin Elementary School
1201 Santa Cora Avenue Chula Vista, CA 91913

This chapter of the Comprehensive Safe Schools Plan was last updated on:

“EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH”

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SITE NOTIFICATION SYSTEM

EVACUATION (example: Fire): Notification Method is the Fire Alarm.

DUCK, COVER, HOLD ON (example: Earthquake): Notification Method is the Public Address System (P. A. System)*.

LOCKDOWN: Notification Method is the P. A. System*.

SHELTER-IN-PLACE: Notification Method is the P. A. System*.

ALL-CLEAR (End of Emergency): Notification Method is the P. A. System*.

* Or other methods as necessary

EMERGENCY RESPONSE TEAM PERSONNEL MAJOR ASSIGNMENTS ONLY

Position	No Duplicate Names
Site Incident Commander	Jorge Mora or Delia Diaz Ornelas
Operations Chief	Heather Cruz or Ralph Dearie
Planning & Intelligence Chief	Elizabeth Desmond or Mari Aros
Logistics Chief	Laura Disharoon or Ana Maria Barksdale
Finance & Administration Chief	Denee Felber or Beth Mabrey

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SECTION ONE

Executive Summary

The purpose of this plan is to outline the basic organization and procedures utilizing the Standardized Emergency Management System (SEMS) for responding to an emergency affecting any location owned and operated by Chula Vista Elementary School District.

The "Site Incident Commander" is assigned to be the point of contact for this plan. During emergencies, the Site Incident Commander is the point of coordination for all operations. An Emergency Response Team (ERT) is in place to address key issues during emergency operations. The ERT works as directed by the Site Incident Commander. Each ERT member assignment can be found in Section Four of this plan, which identifies roles, responsibilities and duties.

The Site Incident Commander and the rest of the ERT are assigned as the developers of the Site Emergency Procedures Plan. The Superintendent's Office will provide assistance to the sites on their efforts to improve emergency preparedness and disaster planning. Satisfying the disaster procedures component of the Comprehensive Safe Schools Plan, the Safe Schools Program staff will review this Site Emergency Procedures Plan on an annual basis. The purpose of that review is to determine the adequacy of the plan with Federal, State, and local laws, as well as any related District policies and procedures.

The Site Incident Commander will coordinate training for all new staff (paid and volunteer) with disaster-response assignments at their site. In addition, the Site Incident Commander, coordinating with the Superintendent's Office, will conduct exercises to provide staff with an opportunity to practice the emergency procedures outlined in this plan.

This Plan is formatted to provide the user with a District-wide standardized document for the operation and management of any emergency. A standardized plan format allows for greater flexibility and adaptability during a large-scale event, enhancing the District's response capabilities. The standardized format also allows staff to understand basic roles and responsibilities regardless of where in the District they may be working.

It is imperative that all staff review this plan at least twice a year to ensure a basic understanding of their role and responsibility in an emergency. It is unlikely that anyone will have the time when an emergency occurs to review this entire plan, thus understanding and practice is necessary to be prepared. The proactive actions of individuals during an emergency may very well save another's life.

SECTION TWO

Site Facility Information

Location

Name:	Corky McMillin Elementary School
Address:	1201 Santa Cora Avenue Chula Vista, CA 91913
Phone Number:	(619) 397-0103
Fax Number:	(619) 397-0122

Hazard Analysis Summary of your Site

Conducting a risk assessment can provide information regarding: the location of hazards; the value of existing land and property in hazard locations; and an analysis of risk to life, property, and the environment that may result from natural hazard events. Specifically, the five levels of a risk assessment are as follows:

1. Hazard Identification
2. Profiling Hazard Events
3. Vulnerability Assessment/Inventory of Existing Assets
4. Risk Analysis
5. Assessing Vulnerability/Analyzing Development Trends

1) Hazard Identification

This section is the description of the geographic extent, potential intensity, and the probability of occurrence of a given hazard. Maps are used in this plan to display hazard identification data. The Chula Vista Elementary School District identified four major hazards that affect this geographic area. These hazards – earthquake, flood, wildfire, and tsunami - were identified through an extensive process involving research of existing documents and input from the Planning Team. The geographic extent of each of the identified hazards has been identified by the Chula Vista Elementary School District utilizing the maps and data contained in the County’s Multi-Jurisdictional Hazard Mitigation Plan. Utilizing FEMA’s Calculated Priority Risk Index (CPRI), the Planning Team concluded that all of the identified hazards posed a significant threat against the District. The hazard ranking system is described in Table 6-1: Calculated Priority Risk Index, while the actual rankings begin in Table 6-3 Calculated Priority Risk Index Chula Vista Elementary School District – Summary.

**Table 6-1: Calculated Priority Risk Index Key
(Source: Federal Emergency Management Agency)**

CPRI Category	Degree of Risk Chart			Assigned Weight Factor
	Level ID	Description	Index Value	
Probability	Unlikely	<ul style="list-style-type: none"> Extremely rare with no documented history of occurrences or events Annual probability of less than 1 in 1,000 years. 	1	45%
	Possible	<ul style="list-style-type: none"> Extremely rare with no documented history of occurrences or events. Annual probability of between 1 in 100 years and 1 in 1,000 years. 	2	
	Likely	<ul style="list-style-type: none"> Occasional occurrence with at least two or more documented historic events. Annual probability of between 1 in 10 years and 1 in 100 years. 	3	
	Highly Likely	<ul style="list-style-type: none"> Frequent events with a well documented history of occurrence. Annual probability of greater than 1 every year. 	4	
Magnitude / Severity	Negligible	<ul style="list-style-type: none"> Negligible property damages (less than 5% of critical and non-critical facilities and infrastructure). Injuries or illnesses are treatable with first aid and there are not deaths. Negligible quality of life lost. Shut down of critical facilities for less than 24 hours. 	1	30%
	Limited	<ul style="list-style-type: none"> Slight property damages (greater than 5% and less than 25% of critical and non-critical facilities and infrastructures) Injuries and illnesses do not result in permanent disability and there are no deaths. Moderate quality of life lost. Shut down of critical facilities for more than 1 day and less than 1 week. 	2	
	Critical	<ul style="list-style-type: none"> Moderate property damages (greater than 25% and less than 50% of critical and non-critical facilities and infrastructures) Injuries or illnesses result in permanent disability and at least one death. Shut down of critical facilities for more than 1 week and less than 1 month. 	3	
	Catastrophic	<ul style="list-style-type: none"> Severe property damages (greater than 50% of critical and non-critical facilities and infrastructure). Injuries or illnesses result in permanent disability and multiple deaths. Shut down of critical facilities for more than 1 month. 	4	
Warning Time	More than 24 hours	<ul style="list-style-type: none"> Population will receive greater than 24 hours of warning. 	1	15%
	12 to 24 hours	<ul style="list-style-type: none"> Population will receive between 12-24 hours of warning. 	2	
	6 to 12 hours	<ul style="list-style-type: none"> Population will receive between 6-12 hours of warning. 	3	
	Less than 6 hours	<ul style="list-style-type: none"> Population will receive less than 6 hours of warning. 	4	
Duration	Less than 6 hours	<ul style="list-style-type: none"> Disaster event will last less than 6 hours. 	1	10%
	Less than 24 hours	<ul style="list-style-type: none"> Disaster event will last between 6-24 hours. 	2	
	Less than one week	<ul style="list-style-type: none"> Disaster event will last between 24 hours and 1 week. 	3	
	More than one week.	<ul style="list-style-type: none"> Disaster event will last more than 1 week. 	4	

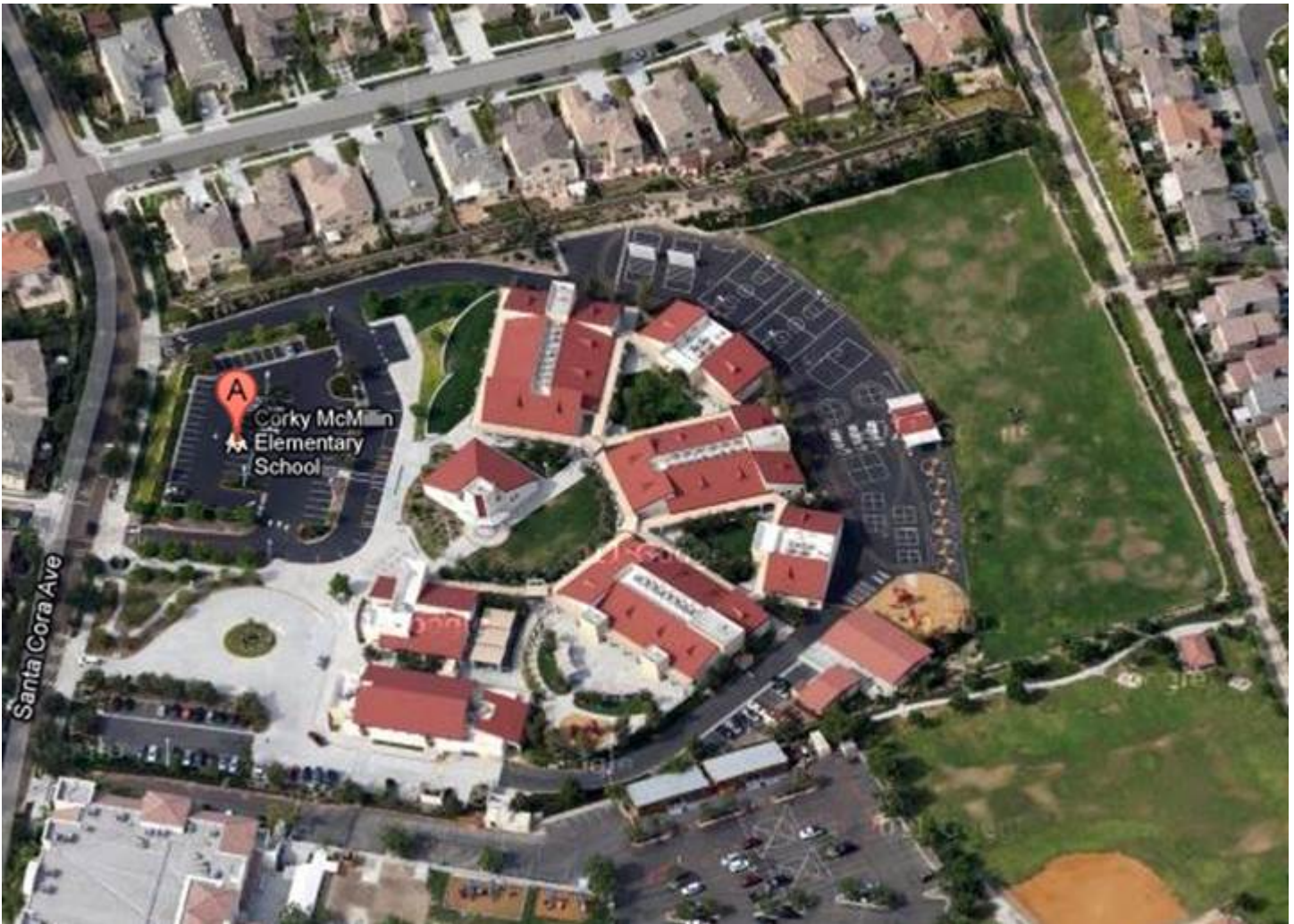
Table 6-4.28: Calculated Priority Risk Index Ranking for McMillin, Corky Elementary School

Hazard	Probability	Weighted 45%	Magnitude Severity	Weighted 30%	Warning Time	Weighted 15%	Duration	Weighted 10%	CPRI Ranking
<i>Earthquake – Rose Canyon Fault</i>	3	1.35	2	0.6	4	0.6	3	0.3	2.85
<i>Wildfire</i>	1	0.45	3	0.9	4	0.6	1	0.1	2.05
<i>Flood</i>	0	0	3	0.9	3	0.45	2	0.2	1.55
<i>Dam Failure</i>	0	0	0	0	0	0	0	0	0
<i>Tsunami</i>	0	0	0	0	0	0	0	0	0

Floor Plan



Aerial Google Map



In the event of an emergency, a Site Command Post will be established by the Site Incident Commander. ERT members will be informed of the location upon activation of the Post.

EMERGENCY NOTIFICATION INFORMATION

1. The first action to occur as an emergency incident is unfolding is the need to alert or warn others. In the event of an emergency, and if circumstances allow, the Site Incident Commander will conduct or delegate an initial site assessment to gather information.
2. Based on the findings, the Site Incident Commander will inform the Superintendent's Office of the recommended actions to be taken. However, if the emergency requires immediate action, the Site Incident Commander will initiate the appropriate warnings and notifications to 9-1-1 First Responders without delay.
3. If landline phones or cell phones are not working, notify the Superintendent's Office by way of the Emergency Radio. (see Appendix A for instructions)
4. The very next action to occur is the need to alert or warn onsite staff. The primary methods for notifying campus occupants are summarized on Page 2. If for some reason those methods do not work or are not appropriate due to circumstances, a variety of alternative notification methods may be available on the site including: landline telephones, cellular telephone, campus or ERT walkie-talkies, runners, bells, or handheld megaphones. The method utilized will depend upon the circumstances of the emergency and the resources available at this site.

As services are being dispatched to assist, the Site Incident Commander will begin to gather and direct resources as necessary to address the emergency or disaster at hand. The following external and internal contacts may be of assistance:

INTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
CVESD Superintendent's Office	619-733-5445	619-425-9600 x1300
CVESD Communications Office	619-405-1554	619-425-9600 x1328
CVESD Facilities	619-733-7439	619-425-9600 x1420
CVESD Risk Management	619-587-2809	619-425-9600 x1352
CVESD Transportation	619-322-8054	619-425-9600 x1600

EXTERNAL CONTACTS:

CONTACT	EMERGENCY	NON-EMERGENCY
Chula Vista Police Department	9-1-1	619-691-5151
Chula Vista Fire Department	9-1-1	619-691-5055
San Diego County Sheriff	9-1-1	858-565-5200
Bonita-Sunnyside Fire Protection District	9-1-1	619-479-2346
San Diego Police	9-1-1	619-531-2000
San Diego Fire Dispatch	9-1-1	858-974-9891
San Diego Gas & Electric	619-725-5114	800-411-7343

SITE EMERGENCY RESOURCE INFORMATION

Emergency Radio

This site's Emergency Radio is located: Principal's Office

This is the two-way radio that you use to communicate with District personnel (Superintendent, District Emergency Operations Center, etc.). Instructions for using the Emergency Radio are located in **Appendix A**.

Disaster Container

This site's Disaster Container is located: Lift Room

The Disaster Container includes resources needed by the ERT during plan activation. This Container should not be confused with the Crisis Response Box, which is carried out of the site to the First Responder. ERT members should use the Disaster Container contents to manage their own incident command. The following list describes the equipment and supplies included inside the Disaster Container:

- Handheld Megaphones – recommend a minimum of two (Site Incident Commander & Evacuation Area Attendant)
- Batteries – recommend a minimum of two sets for megaphones, flashlights, ERT walkie-talkies)
- Lantern – recommend two (Site Command Post & Medical Treatment Area)
- ERT Walkie-Talkies – recommend a minimum of eleven (Section Chiefs, Search & Rescue Team Leader, First Aid & Medical Team Leader, and one per Buddy Team) *Please note that these items are not provided, however school should have these available.
- Rosters - recommend a minimum of one set per room sorted by alphabet
- Steno Pads (5x7) – recommend one per Section (5)
- Pencils & Pens - recommend three per Section
- Chalk - recommend one per Search & Rescue Buddy Team
- Safety Vests – recommend a total of 15 for small schools, 23 for large schools for ERT members (Search & Rescue Team, First Aid & Medical Team and Section Chiefs requirements listed separately in Appendix A)
- Pop-up canopy and tarp for Triage Area
- **FIRST AID & MEDICAL TEAM SUPPLIES (Please note that schools with less than 500 students should have 2 Buddy Teams, schools with 500-100 students should have 4 Buddy Teams)**
 - 4 x 4" compress: 1000 per 500 students
 - 8 x 10" compress: 150 per 500 students
 - Kerlix bandages: 1 per student
 - Ace wrap: 2-inch: 12 per campus and 4-inch: 12 per campus
 - Triangular bandage: 24 per campus
 - Cardboard splints: 24 each, small/medium/large
 - Steri-strips or butterfly bandages: 50 per campus
 - Aqua-Blox (water) cases (for flushing wounds, etc.): $0.016 \times \text{students} + \text{staff} = \# \text{ containers}$
 - Hydrogen Peroxide: 10 pints/campus
 - Bleach: 1 small bottle
 - Antiseptic Hand Gel or Packets
 - Stretchers or backboards: use onsite supplies from the Nurse's Office or create transport devices by utilizing such things as blankets or doors off hinges - 1.5/100 students
 - Scissors, paramedic: 4 per campus
 - Tweezers: 3 assorted per campus
 - Triage tags: 50 per 500 students
 - Non-Latex gloves: 100 per 500 students

- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls/campus and 2" cloth: 24 per campus
- Dust masks: 1 per student and staff
- Disposable blanket: 10 per 100 students
- First Aid Books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- 1 Neck brace (cardboard)
- 10 Tourniquets

- **SEARCH & RESCUE TEAM SUPPLIES**

FOUR MAN RESCUE TEAMS

- 4 Hard Hats
- 12 Leather Palmed Gloves (Pairs)
- 4 Eye Guards
- 12 Dust Masks
- 4 Flashlights and Batteries
- 4 Safety Vests
- 4 Whistles
- 4 Grease Markers
- 8 12-hour Lightsticks

ENTRY AND DEBRIS REMOVAL TOOLS

- 1 27" Shovel
- 1 Fire Axe
- 1 Hacksaw and Extra Blades
- 1 Wrecking Bar 30"-36"
- 1 Jack- 5-ton hydraulic
- 1 Trash Can on Wheels (33-gallon)
- 1 Rope 100' x ½" Nylon

EMERGENCY HAND TOOLS

- 1 Pipe Wrench 14" (Utility shut off)
- 1 Adjustable Wrench 10"
- 1 Screwdriver Set 4 piece
- 1 Pliers – 3 piece set
- 1 Hammer Claw Wood Handle
- 1 Knife
- 1 Bolt Cutter

OTHER EMERGENCY GEAR

- 1 Radio AM/FM + Batteries
- 1 Tarp 15' x 19' Heavy Duty
- 2 Duct Tape – roll
- 1 Lantern & Candle
- 1 Tool Bag, Nylon or Polyester
- 1 Barrier Tape – roll
- 5 Emergency Blankets
- 5 Solar Blankets

All Disaster Containers and their contents are the responsibility of the Site Incident Commander. The District recommends the Site Incident Commander to conduct annual inspections by October of each year. The responsibility to inspect and replace non-operating equipment and supplies belongs with the site.

The responsibility to transport the Disaster Container to an activated Site Command Post belongs to the following individuals:

Logistics Section Chief:	Laura Disharoon or Ana Maria Barksdale
The Default Location (if safe) for the Site Incident Command Post:	Lunch Arbor/Big Toy

Crisis Response Boxes

The District recommends each site maintain two Crisis Response Boxes. State regulations require one box for the First Responder Incident Commander. The District recommends that the site maintain an identical copy for use by the Emergency Response Team.

Both Crisis Response Boxes are located in the site’s Main Office near the Secretary’s desk.

The Crisis Response Boxes are large file folder boxes with wheels. The boxes are clearly labeled and contain vital information needed by the ERT and First Responder Incident Commander. The following information is stored inside each box:

- Current copy of the Site Emergency Procedures Plan.
- Current map of site or school layout. Map must show all buildings, classroom numbers, onsite and offsite evacuation maps.
- Most current site map (plot plans available through Facilities).
- Current roster of students and staff assigned to the site, as well as issues pertaining to special needs students. These rosters will be in alphabetical order for staff and students. Student roster must be in alphabetical order, divided by grade level and have emergency contact/release information.
- If available, a list of the site’s staff skills including language translation, specialized training, and emergency equipment carried in vehicles.
- If available, current student photos on CD-ROM or most recent class photo.
- Telephone numbers listed in order of building sequence.

Maintenance of the Crisis Response Boxes and their contents is the responsibility of the Site Incident Commander.

The responsibility to carry the box to the activated First Responder Incident Command Post belongs to the following individuals:

Site Incident Commander:	Jorge Mora or Delia Diaz Ornelas
Operations Section Chief:	Heather Cruz or Ralph Dearie

Classroom Emergency Kit

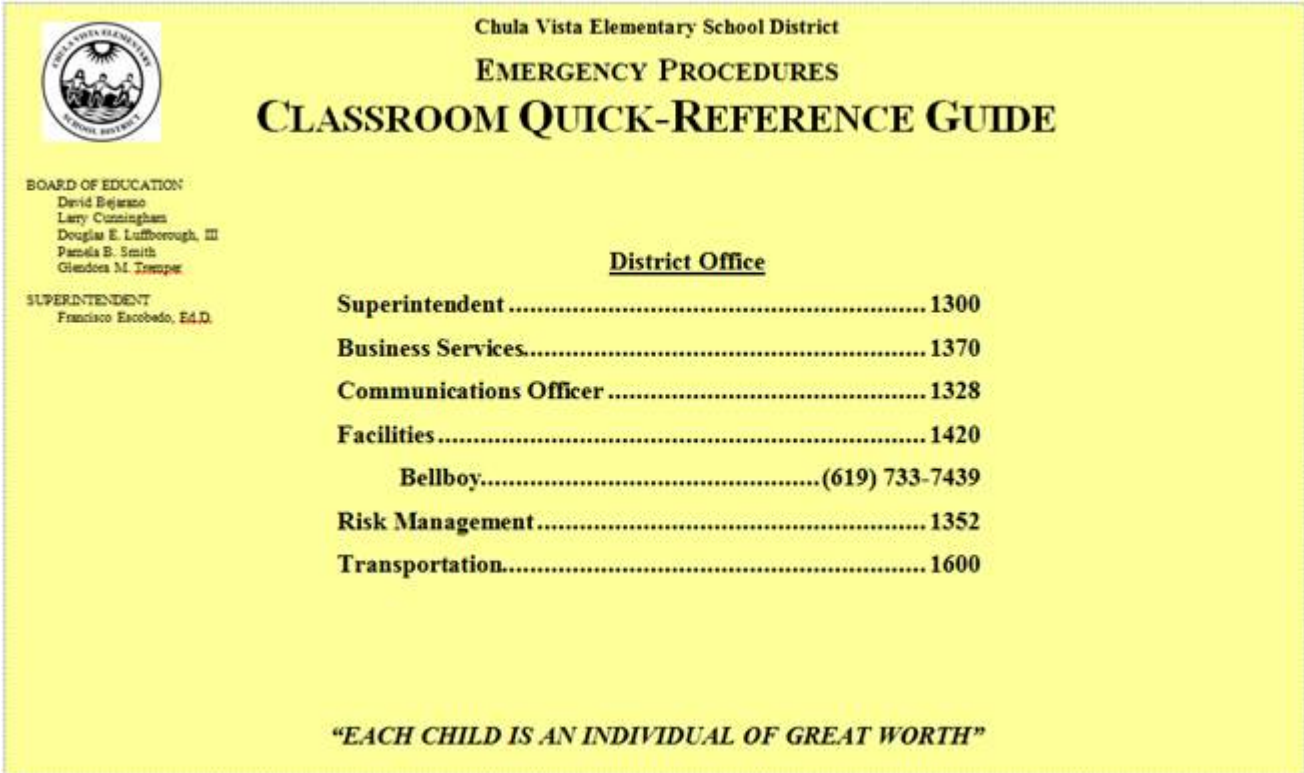
The site is responsible for maintaining one Classroom Emergency Kit (backpack) in the office, library, lounge, and in every classroom. Each Classroom Emergency Kit will include:

- Lockdown Guidelines
- Green placard
- Red placard
- Room number and teacher's name written at least 5" high on a 8 ½ x 11" piece of cardboard
- Disposable plastic gloves
- Soft bristle paint brush, 1" for removing glass fragments
- Identification vest, sash, hat, cap or visor for each teacher and instructional aid
- Self Stick name tags – 1 per child
- Safety Pins (50)
- Whistle
- Direct pressure compress/sterile pads
- Pens, pencils, small pad of paper
- Tarp or dark colored shower curtain (to sit on)
- Activities for students (e.g., things for children to do while waiting for parents)
- Kleenex (small individual packages) – 5
- Pre-moistened wipes
- First Aid Supplies (put in large zip-lock bag)
 - Triangular bandages – 5
 - Assorted size band aids – 1 box
 - Instant cold packs – 2
 - Kling bandages (2") – 4 rolls
 - Tape (1/2") - 1 roll
 - Basswood splints (short enough to fit in backpack) -3
 - 4 x 4" gauze pads
 - tongue depressors – 10
 - sanitary pads (for use as large dressings) -4
 - scissors (small classroom type)

Emergency Procedures Classroom Quick-Reference Guide

These guides should be displayed at an accessible hanging location in every classroom and workplace. The guide provides basic guidelines for occupants during an emergency. All staff should familiarize themselves on an annual basis with the content of the guide. Replacement copies are available through the District Warehouse.

The contents of the Quick-Reference Guide are aligned with the protocols and procedures in this Site Emergency Procedures Plan.



Chula Vista Elementary School District
EMERGENCY PROCEDURES
CLASSROOM QUICK-REFERENCE GUIDE

BOARD OF EDUCATION
David Bejarano
Lary Cunningham
Douglas E. Luffborough, III
Pamela B. Smith
Glendon M. Zemper

SUPERINTENDENT
Francisco Escobedo, Ed.D.

District Office

Superintendent	1300
Business Services.....	1370
Communications Officer	1328
Facilities	1420
Bellboy.....	(619) 733-7439
Risk Management	1352
Transportation.....	1600

"EACH CHILD IS AN INDIVIDUAL OF GREAT WORTH"

EMERGENCY OPERATIONS OVERVIEW

The protection of lives shall be the primary priority of all emergency operations and procedures. The protection of property shall be secondary to life safety. The emergency procedures within this Plan are designed to facilitate life safety through the use of simple, basic procedures based on the Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) that utilize the Incident Command System (ICS) as the basic response management structure.

Disaster Service Workers

California Government Code, Chapter 8, Section 3100 states: "...all public staff are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered "disaster service workers" during emergencies and must remain on site to carry out assigned responsibilities. School staff should be familiar with emergency procedures and any assigned responsibilities. During an emergency, staff will serve on response teams and implement response procedures. If a teacher has been assigned to an ERT position in the following list, the teacher will first ensure the safety of the students and accompany the students to the Evacuation Area, where the students will be reassigned to another teacher. The teacher will then immediately report to the Site Command Post and carry out their assigned ERT responsibilities.

Plan Maintenance

The Site Incident Commander is responsible for the maintenance of this Plan. The Site Emergency Procedures Plan satisfies the requirement for Criterion 2 of California's mandated Comprehensive Safe Schools Plan. As such, the Site Emergency Procedures Plan will be reviewed on an annual basis by the District's Safe School Programs Manager.

Training & Exercises

Training

Training is a key component to ensure successful emergency operations. The adage "people will do what they have been trained to do" is consistently proven in actual emergencies. Exercises allow "people" to practice what they have been trained to do and improve their skills for an actual emergency.

In order to satisfy state and federal training mandates, each staff member needs to maintain certificates or other proof that they have completed the mandated courses. It is recommended that staff provide a copy of the course certificates to their Principal or Site Administrator.

All new staff assigned to the site will receive basic emergency when possible, within 30 days of assignment. The training should include the basics of SEMS and ICS protocols, location of key evacuation areas, parent reunification, resources, and a copy of the Emergency Procedures Classroom Quick-Reference Guide.

The Site Emergency Procedures Plan is consistent with the SEMS and NIMS guidelines. The guidelines identify the need for standardized training courses with competency requirements for staff members with assignments in the Plan. Following is the recommended training and exercise program for schools and administrative sites in the Chula Vista Elementary School District:

Plan Overview Course:

This online course provides initial training to members of the ERT, explaining the various components of the Site Emergency Procedures Plan. It takes about an hour to complete the Plan Overview Course.

SEMS Introductory Course

This self-study course provides a basic understanding of SEMS and takes about an hour to complete.

NIMS Introduction (ICS 700)

This online course was customized for the District, providing a basic understanding of the NIMS. It takes about an hour to complete.

Orientation to the Incident Command System (ICS 100)

This FEMA online course introduces the concepts of an ICS organization, basic terminology, and roles and responsibilities related to managing and coordinating an incident. This course takes about an hour to complete.

Exercises

Drills

The Site Incident Commander will coordinate Emergency Drills for their site, including the following:

California Education Code mandates the following drills schedule for elementary schools:

- Duck/Cover/Hold On (Earthquake) Drill -- at least once each school quarter
- Fire Drill (Evacuation) -- at least once every calendar month
- Bus Evacuation Drill -- at least once every school year

***Please note that ALL occupants at your site must participate in these drills – NO EXCEPTIONS.**

In addition to the mandated drills listed above, the District requires the following drills:

- Lockdown Drill -- at least twice every school year
- Shelter-in-Place Drill -- at least twice every school year

Tabletop Exercises

Emergency Response Team members should participate in a minimum of four Tabletop Exercises each year. These are discussion-based, guided reviews of policies and procedures. Scenario topics should vary to address the hazards identified in the hazard analysis.

EMERGENCY RESPONSE TEAM OVERVIEW

According to the Incident Command System (ICS), the size of the organization (i.e. number of positions) will vary depending on the operational needs of the incident. In some cases one individual may be able to fill more than one “position”. As an example: in a small incident the Principal oftentimes serves as the Site Incident Commander, Public Information Officer, Safety Officer and Liaison Officer.

Only under very unusual conditions will all of the positions identified below be activated and fully staffed.

Emergency Response Team Assignments

Staff is pre-assigned to the Emergency Response Team (ERT) and have specific duties during emergencies. These positions and duties include:

- **Site Incident Commander** – responsible for overseeing onsite emergency operations. Typically also assumes responsibilities of the Safety Officer, Liaison Officer, and Public Information Officer duties
 - **Safety Officer** - ensures that all activities are conducted in as safe a manner as possible
 - **Public Information Officer** – acts as official spokesperson for the site in an emergency situation, until the District’s Communications Officer is available
 - **Liaison Officer** – serves as the point-of-contact for agencies outside of the District’s organization
- **Operations Chief** – manages direct response to the onsite emergency and report status to the Site Incident Commander
 - **Site Facility Check & Security** – leads damage assessment, controls utilities, restricts access to unsafe areas, and provides traffic control
 - **Search & Rescue Leader and Team** – conduct search and rescue operations once accountability process has identified missing persons. It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
 - **First Aid & Medical Leader and Team** – provides first aid and medical response including Critical Incident Stress Management (CISM). It’s important that the Team Leader remain at the Site Command Post where communication with the Buddy Teams is maintained via walkie-talkie.
 - **Evacuation Area Attendant** – ensures the care and safety of all students, staff, and visitors during an on- or offsite evacuation (except those who are in the Medical Treatment Area)
 - **Student/Parent Reunification**
 - **Request Area** – processes requests by parents or authorized adults for release of students
 - **Release Gate** – releases student to parent or authorized adult
- **Planning & Intelligence Chief** – in charge of collection, evaluation and documentation of information about the incident
- **Logistics Chief** – provides facilities, services, staff, equipment and materials to support response – includes food and transportation services
- **Finance & Administration Chief** – responsible for accountability of campus occupants (attendance) during an emergency, tracks purchases, staff hours and costs

The Emergency Roles and Responsibilities Section (Section Four) of this Plan provides checklists for each of the above assignments. The ERT will report to the Site Incident Commander at the Site Command Post. Any staff may be assigned to assist each of the above positions depending upon the circumstances and demands of the incident and care of the students and staff.

The District’s Emergency Operations Center (EOC) located at the District’s Education Service and Support Center (ESSC) may be activated to support onsite emergency operations. In the event that the District EOC is activated, the Site Incident Commander will establish communications and coordinate closely with the District EOC.

It's important that the ERT refer to both this Site Emergency Procedures Plan and the Emergency Procedures Classroom Quick-Reference Guide for command directives and clarifications.

SECTION THREE

EVACUATION PROCEDURE

Definition

Evacuation is the action taken when an emergency situation arises that requires occupants to exit buildings either to an onsite or offsite location as deemed appropriate by the Site Incident Commander. The need for evacuation could be a threatening onsite structure fire, following an earthquake, or other circumstances requiring occupants to leave the buildings.

Notification

The Site Incident Commander is responsible to notify the ERT when an Evacuation is necessary.

The signal for Evacuation is the fire alarm.

If the primary emergency notification system fails to activate, the secondary notification method will be the PA System.

If a controlled Evacuation is required (e.g. one classroom at a time), and an alternative method of notification is required (e.g. a received credible bomb threat), then notification can be made by telephone or runners.

Procedure

The Site Incident Commander is responsible for ensuring that:

- Staff and students are aware of designated exit routes from the building.
- Appropriate maps and directions are posted near each door to ensure that occupants are aware of the possible exits.
- Each classroom and department has developed plans for ensuring that all occupants receive Evacuation notification and are moved to a pre-designated Evacuation Area.
- All staff being trained to conduct rapid visual assessments of their assigned areas as they exit to the Evacuation Area and share their findings when they arrive in the Evacuation Area.
- Accountability (attendance) will be conducted by each teacher and work area leader, providing the list of “missing” to the Evacuation Area Attendant. Missing does not include individuals who are absent or their whereabouts are otherwise known (e.g. Medical Triage Area).

Appropriate Locations of Onsite Evacuation Area

Open areas away from buildings and structures (e.g., playground, parking lot, etc.). The onsite evacuation area must be within the boundaries/fencing of the facility.

Appropriate Locations of Offsite Evacuation Area

Determining an appropriate Offsite Evacuation Area should be coordinated with on-scene First Responders. Location should be in an open area or building at least one block away from dangers associated with the site where students can be contained (e.g., nearby church, nearby school, nearby fenced parking lot, etc.).

The responsibility to ensure evacuation maps and directions are posted belongs to the following individuals:

Site Incident Commander:	Jorge Mora or Delia Diaz Ornelas
Operations Section Chief:	Heather Cruz or Ralph Dearie

Evacuation Areas

ONSITE EVACUATION ROUTE MAP



When an Evacuation is ordered, all staff/students will leave the building according to the Evacuation Map. When possible, doors should be left unlocked in order to expedite any necessary search and rescue operations. In the event hazards exist that prevent the use of the designated Onsite Evacuation route, the ERT will re-direct traffic to an alternate Onsite Evacuation Area

OFFSITE EVACUATION ROUTES



In the event that the situation requires a further distance be placed between individuals and the facility, the Site Incident Commander will direct individuals to proceed to Cottonwood Park. If a gate key is needed, but is not readily available, the lock should be cut using the bolt cutters found in the Disaster Container.

Persons with Special Needs

In emergencies, persons with disabilities may need special assistance in evacuating to the designated location. Each Principal or Site Administrator should be sensitive to any physical and emotional challenges of individuals who may need assistance during an emergency response.

Because of the volume of foot traffic that can be expected through stairways and corridors in a building during an Evacuation, there must be an area of rescue assistance established aside from the main flow of foot traffic. Such an area must be clearly marked so disabled individuals know where to go for refuge in a critical time. Proper signage for this area is "Area of Rescue Assistance." Evacuation maps will articulate this information.

Special Needs Evacuation Plan

See Site-Specific Special Needs Evacuation Plan – **Appendix B**

The responsibility to determine disability needs, assign appropriate staff and ensure proper resources for Evacuation and reunification belongs to the following individuals at this site:

Site Incident Commander:	Jorge Mora or Delia Diaz Ornelas
Operations Section Chief:	Heather Cruz or Ralph Dearie

All Clear

The Site Incident Commander, in consultation with the First Responder Incident Commander, if applicable, will determine when the emergency is over and occupants can return to their normal activities (e.g. return to buildings, etc.).

The signal for ALL CLEAR is a verbal command (All Clear) using the P.A. System or alternative means such as a handheld megaphone.

REUNIFICATION PROCEDURE

Definition

In the event that staff or students must be released early, the Site Incident Commander must request approval from the Superintendent's Office. If it is necessary to go through the reunification process, assurances must be made to protect the students and ensure release to parents and designated guardians as per District policy. Following any emergency action, there may be a need to reunite students with parents or authorized guardian. This is often a difficult and somewhat chaotic event, requiring planning and resources. The following site procedure was developed to ensure a safe reunification of students with their parents or designated guardians.

Notification

In the event the Site Incident Commander determines students are to be released from school, he/she will:

1. Notify the Superintendent's Office;
2. Notify the staff;
3. Notify parents/authorized guardians through SchoolMessenger using information provided on students' emergency contact cards.

Procedure

Onsite (Law Enforcement Involvement)

The onsite reunification location will be determined by the Site Incident Commander based on the circumstances of the event. Oftentimes, Law Enforcement will release one classroom at a time into a designated reunification area. Unless circumstances requiring a relocation of the Request and Release facilities, the pre-determined Request Area and Release Gates will be used during the reunification process.

Onsite (Other)

The onsite reunification location will be determined by the Site Incident Commander based on the circumstances of the event. The Request Area and Release Gate will be used during the reunification process.

Offsite

As with an onsite reunification process, the students must be contained ensuring a safe reunification process. Whether from another school site, a nearby church, or from an evacuation bus, the ERT must track the request and release of all students.

SHELTER-IN-PLACE PROCEDURE

Definition

Shelter-In-Place is a protocol used when environmental conditions outside necessitate occupants to get inside or remain indoors. This generally occurs during hazardous materials releases or wildfires.

Notification

The Site Incident Commander is responsible for notifying the ERT when Shelter-In-Place is necessary.

The signal for Shelter-In-Place is a verbal command (Shelter-In-Place) utilizing the P.A. System.

If the primary emergency notification system fails to activate, the secondary notification method will be handheld megaphones found in the Disaster Container.

Procedure

The Site Incident Commanders should:

- Direct staff to manually turn off heating, ventilation and air conditioning units (HVAC system).
- Contact Facilities to inform them that you are sheltering-in-place and direct them to turn off the HVAC systems that are controlled by their computer system.

The ERT should:

- Direct students, staff, and visitors that are outside to quickly go inside to the nearest room that has a lockable door;
- Quickly and safely ensure everyone is inside.

Staff should be instructed to:

- Prevent possible exposure from contaminated persons by locking all doors and windows leading into the room, including interior doors. Doors may be opened for late arrivals if the exterior environment is safe (confirm with Site Incident Commander).
- Take student, staff and visitor attendance and report missing occupants to the office by radio, telephone or e-mail.
- For some environmental emergencies, you may be instructed to seal air vents and gaps under doors and around windows.
- Monitor your e-mail for updates.
- Remain in Shelter-in-Place until the All Clear notification.

All Clear

The Site Incident Commander, in consultation with the First Responder Incident Commander, will determine when the All Clear can be announced. In the event the site is contaminated and an early dismissal of staff or students is necessary, the Site Incident Commander must coordinate the early dismissal with the Superintendent's Office.

LOCKDOWN PROCEDURE

Definition

A lockdown is intended to prevent perpetrators from entering the campus and/or its buildings. This type of lockdown is typically directed by nearby law enforcement. Lockdown is also undertaken when the threat of violence or gunfire is identified on the campus.

During lockdowns, occupants must get inside/stay inside a lockable classroom or other lockable location.

Notification

The signal for Lockdown is a verbal command (Lockdown) utilizing the P.A. System.

If practical, the Site Incident Commander will direct office personnel to use staff email distribution list to send updates to staff as they are available. Office staff should monitor email system and update classrooms and Superintendent's Office. Circumstances may prevent regular communications with the classrooms.

Procedure

Inside buildings:

If inside, teachers will remain at the door and wave in as many occupants as possible while it is safe to do so, then immediately lock the doors and windows. If safe to do so, close the blinds or curtains. Be sure you are out of view of the windows.

Teacher will place either a Green or Red Placard in the door jam above the door handle, ensuring the door locks. The placards will assist Law Enforcement in quickly assessing the overall situation.

- Green placard: Indicates all occupants are O.K. and no serious injuries.
- Red placard: Indicates death, major injuries, or someone is missing.
- No placard: Indicates potential problem and/or there is a suspect in your classroom. NOTE: If "No placard," there will be a "dynamic/forceful entry" by Law Enforcement.

Once the door is locked, it will not be opened/unlocked until directed by Law Enforcement or the Site Incident Commander. No one is to be let out of the class for any reason during the lockdown. Do not call the switchboard to ask questions.

Using a copy of the morning attendance roster as a reference, teachers will re-take attendance and update the staff email distribution list indicating if any occupants are missing from the classroom, and make reference to any extra occupants in your classroom. The office staff will use this information to identify whether or not any occupants are "missing".

Remain quiet during lockdown (e.g., do not use radios, televisions, or phones).

If you hear gunfire or someone trying to enter your room, instruct all students and staff to "Drop, Cover, Hold On" under their desks.

If an "active shooter" incident is occurring, Law Enforcement will enter the campus to pursue and apprehend the shooter.

Outside buildings:

Staff will ensure that:

- If outside, students will proceed to the first available lockable building (e.g., classroom, auditorium, library, cafeteria). Occupants will remain in the secured area until further instructions are given by First Responder Incident Commander, or the All Clear is sounded.

All Clear

The Site Incident Commander, in consultation with the First Responder Incident Commander (if present), will determine when to issue the All Clear notification.

If the lockdown is the result of an active shooter or other intruder, classrooms will be instructed on an individual basis by Law Enforcement to unlock their doors. It will be necessary for Law Enforcement to search for evidence and possible accomplices. Occupants will remain in the building or secured area until further instructions are given by Law Enforcement. If the campus has been damaged or other reasons exist to evacuate the campus, a systematic evacuation will be directed by Law Enforcement, perhaps requiring Reunification. The location of Reunification will be determined by Law Enforcement and depending on circumstances. It may be necessary for individual classrooms to be escorted to the Reunification Area by Law Enforcement.

DROP, COVER, HOLD ON PROCEDURE

Definition

Earthquakes occur without notice and generally have aftershocks which are just as dangerous as the initial quake. Following a major earthquake, buildings will be evacuated due to the potential dangers of resulting fires or structural damage. The following earthquake procedures pertain to this site.

Notification

In a real event, the shaking of the ground is the signal to **Drop, Cover, Hold On**.

During an earthquake drill, the signal for Drop, Cover, Hold On is a verbal command (**Drop, Cover, Hold On**) over the P.A. System.

Procedure

Attempt to gain safety under tables, desks, or other supporting objects. Try to hold onto the object to keep it over your body. If it's not possible to get under a supportive object, then make an effort to protect at least your head.

Remain away from windows to avoid shattering glass, and away from large objects that may fall upon your person.

Stay in a protected position for at least two minutes (following first aftershock) before assessing for damage or injuries.

After the first aftershock, if evacuation is deemed necessary, the Site Incident Commander will initiate the Evacuation (fire alarm) notification. If no such directive has been issued but a teacher feels it is prudent to evacuate, then the teacher should check the evacuation path prior to initiating self-evacuation.

Extinguish any flames and turn off power to equipment and electrical appliances, if possible. If there is evidence of a gas leak, turn off gas valves.

Monitor your Emergency Radio (Channel 1) for possible updates and instructions from the District's Emergency Operations Center.

Classrooms should not be reoccupied until authorized building inspectors can check the buildings for safety. If there are any signs of damage (broken window, doors jammed, building cracks), this is an indication that there is structural damage that will need to be properly inspected by an authorized official.

Upon arrival of First Responders, the Site Incident Commander will coordinate damage assessment and decide upon a course of action to render the situation safe.

Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

1. The driver should verbally instruct occupants to **DUCK, COVER, HOLD ON.**
2. Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations.
3. Set brake, turn off ignition, and wait for shaking to stop.
4. Check for injuries and provide first aid as appropriate.
5. If the bus is disabled, stay in place until help arrives.
6. Contact Transportation Dispatch to report location and condition of students and the bus.
7. Transportation Dispatch will determine what additional appropriate notification(s) should be made and will brief the Superintendent's Office.
8. If a minor earthquake occurs while a bus is on a scheduled pickup or take-home run, the bus will temporarily stop until the driver can determine all is clear, then continue the regularly assigned route.
9. If a major earthquake occurs while a bus is on a run, the bus will stop picking up or dropping off students and as safety conditions allow, will go to the nearest school to await further instructions. Children waiting to be picked up by the bus or who have been dropped off at their stop should return home or go to an alternate safe address.
10. If it is impossible to return to school, proceed to the nearest designated site. Upon arriving at the site, notify Transportation Dispatch if possible. Remain with the children until further instructions are received from Transportation Dispatch.
11. In all instances, the driver should not attempt to cross bridges, overpasses, or tunnels that may have been damaged.
12. The driver will account for all passengers throughout the emergency.

AIR POLLUTION

Definition

The San Diego Air Pollution Control District continuously monitors the ambient air in the San Diego Air Basin and shall take action to prevent air pollution concentrations from reaching levels which could endanger or cause significant harm to the public health, or to abate such concentrations should they occur, and to notify the public.

Notification

If pollutant levels reach prescribed levels triggering an “episode” declaration, school districts in the San Diego Air Basin will be notified as outlined in the San Diego Air Pollution Emergency Plan Implementation Procedures. The Site Incident Commander will announce over the P.A. System a “Rainy Day Schedule” when the Air Quality Index is higher than Moderate as defined below.

Procedure

Specific actions based on the severity of the episode will be provided to each school district in the affected area.

<u>Air Quality</u>	<u>Index</u>	<u>Protect Your Health</u>
Good	0-50	No health impacts are expected when air quality is in this range.
Moderate	51-100	Unusually sensitive people should consider limiting prolonged outdoor exertion.
Unhealthy for Sensitive Groups	101-150	Active children and adults, and people with respiratory disease, such as asthma, should limit prolonged outdoor exertion.
Unhealthy	151-200	Active children and adults, and people with respiratory disease, such as asthma, should avoid prolonged outdoor exertion; everyone else, especially children, should limit prolonged outdoor exertion.
Very Unhealthy (ALERT)	201-300	Active children and adults, and people with respiratory disease, such as asthma, should avoid all outdoor exertion; everyone else, especially children, should limit outdoor exertion.

AIRCRAFT CRASH

Definition

This procedure addresses situations involving an aircraft crash on or in proximity to District property. If a crash results in a fuel or chemical spill on District property, refer to Biological or Chemical Release procedure.

Notification

Upon impact, the occupants should Duck, Cover, Hold On. The Site Incident Commander will determine the nature and location of the damage, and determine the appropriate emergency action (Onsite Evacuation, Shelter-in-Place, or Offsite Evacuation).

Procedure

1. The Site Incident Commander will call "911" and provide the exact location (e.g., building or area) and nature of emergency.
2. If on school property, the Site Facility Check & Security will secure the crash area to prevent unauthorized access. If conditions allow, the Site Incident Commander will direct personnel to organize fire suppression activities until the First Responders arrive.
3. The Site Incident Commander will call the Superintendent's Office and call the Communications Officer with information on this situation, as appropriate.
4. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander issues authorization to do so.
5. The District Crisis Counseling Coordinator will convene onsite and begin the process of counseling and recovery as appropriate.

ANIMAL, INSECT or REPTILE DISTURBANCE

Definition

This procedure should be implemented when the presence of an invasive animal, insect or reptile threatens the safety of occupants.

Notification

- Contact the Main Office who will notify the Site Incident Commander.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. Upon discovery of an invasive animal, insect or reptile, staff members will attempt to isolate the creature, if it is safe to do so. If the creature is outside, students will be kept inside. If the creature is inside, students will remain outside in an area away from the creature. Then, close the doors.
3. If additional outside assistance is needed, the Site Incident Commander will call "911" or Animal Control, and provide the location of the creature and nature of emergency.
4. If an occupant is injured, the School Nurse, the parent (if appropriate), and Risk Management will be notified.

BIOLOGICAL OR CHEMICAL RELEASE

Definition

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

The following indicators may suggest the release of a biological or chemical substance:

- multiple victims suffering from watery eyes,
- twitching,
- choking or loss of coordination,
- having trouble breathing,
- Other indicators may include the presence of distressed animals or dead birds.

Notification

- Contact the Main Office who will inform the Site Incident Commander.

Procedure

This procedure deals with three possible scenarios involving the release of biochemical substances:

- Substance released inside a room or a building
- Substance released outdoors and onsite
- Substance released in surrounding community

Scenario 1: Substance Released Inside a Room or Building

1. The Site Incident Commander will initiate appropriate action, possibly including an isolated evacuation of the impacted room or building, or a campus-wide evacuation.
2. The Site Incident Commander will call "911" and the Superintendent's Office and will provide the exact location (e.g., building, room, area) and nature of emergency.
3. If an Evacuation is initiated, ERT staff members should be positioned in advance to re-direct occupants to alternate safe routes to an Evacuation Area that is located upwind of the affected room or building.
4. Occupants from the affected "contaminated" room need to be isolated from the rest of the school population.
5. The Site Incident Commander will instruct the Site Facility Check & Security to isolate and restrict access to potentially contaminated areas. **Caution: unless the hazardous material is known and the staff member is properly equipped and trained to manage the substance, then wait for the First Responders.**
6. If properly equipped and trained to manage the substance, the Site Facility Check & Security will turn off local fans in the area of the release, close the windows and doors, and shut down the building's HVAC. The HVAC at many sites can be controlled centrally through Facilities.
7. Discuss decontamination protocols with First Responders. Generally, persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid & Medical Team should assess the need for medical attention.
8. The Evacuation Area Attendant will prepare a list of all people in the affected room or contaminated area, specifying those who may have had actual contact with the substance. The Evacuation Area Attendant will provide the list to the Site Incident Commander and the emergency response personnel.

9. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
10. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander give authorization to do so.

Scenario 2: Substance Released Outdoors and Onsite

1. The Site Incident Commander will initiate appropriate action, perhaps including Shelter-in-Place.
2. The Site Incident Commander will call "911" and the Superintendent's Office and will provide the exact location and nature of emergency.
3. If safe to do so, the Site Facility Check & Security will establish a safe perimeter around the affected area and ensure personnel do not reenter the area.
4. Discuss decontamination protocols with First Responders. Generally, persons who have come into direct contact with hazardous substances should have affected areas washed with soap and water. Immediately remove and contain contaminated clothes. Do not use bleach or other disinfectants on potentially exposed skin. Individuals that have been contaminated "topically" by a liquid should be segregated from unaffected individuals (isolation does not apply to widespread airborne releases). A member of the First Aid & Medical Team should assess the need for medical attention.
5. The Evacuation Area Attendant will collect a list of all people in areas of contamination, especially those who may have had actual contact with the substance. The staff assigned to the Evacuation Area will provide the list to the Site Incident Commander and the First Responders.
6. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
7. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander gives authorization to do so.

Scenario 3: Substance Released in Surrounding Community

1. The Site Incident Commander will initiate appropriate action, perhaps including Shelter-in-Place.
2. The Site Incident Commander will call "911" and the Superintendent's Office and will provide the exact location and nature of emergency.
3. First Responders will determine if a potentially toxic substance has been released to the atmosphere, and will instruct the Site Incident Commander to initiate Shelter-in-Place or Evacuation to an offsite location.
4. Occupants located outdoors will be notified and should proceed as directed. If ordered to Shelter-in-Place, follow the Shelter-in-Place Procedure. If ordered to Evacuate, follow the Evacuation Procedure.
5. The Site Incident Commander will complete the **Biological and Chemical Release Response Checklist -- Appendix A.**
6. The Site Incident Commander will turn on a radio or television station to monitor information concerning the incident.

BOMB THREAT or SUSPICIOUS PACKAGE

Definition

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

Notification

- If you receive a verbal bomb threat, see Procedure item #2 below.
- If you see a suspicious package, contact the Main Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If the threat is received by telephone, the person receiving the call should attempt to keep the caller on the telephone as long as possible and alert someone else to call "911" – telling the operator:
 - **"This is [say name] from [say school]. We are receiving a bomb threat on another line. The number of that line is [say phone number]."**
 1. The person answering the threat call should ask the questions that are listed on the Bomb Threat Report – **Appendix A**
3. No attempt should be made to investigate or examine the object.
4. The Site Incident Commander will:
 - Notify "911," if not previously notified, and provide the exact location (e.g., building, room, area) of the potential bomb, if known; and
 - Notify the Superintendent's Office.
5. Do not resume school activities until the affected buildings have been inspected by proper authorities and determined to be safe. The Site Incident Commander will give notify the campus of All Clear when appropriate.
6. After the incident is over, the Site Incident Commander will complete Section II of the **Bomb Threat Report - Appendix A**.

DISORDERLY CONDUCT

Definition

Disorderly Conduct may involve a student, staff member, or visitor exhibiting threatening or irrational behavior. If the perpetrator is armed, refer to the Lockdown Procedure in this Plan.

Notification

- Contact the Main Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If an immediate threat is not clearly evident, the Site Incident Commander or a staff member may attempt to diffuse the situation. Approach the perpetrator in a calm, non-confrontational manner and request he or she leave the campus. Avoid any hostile situations and do not engage in any type of physical confrontation.
3. The Site Incident Commander will call local police and provide the exact location and nature of the incident. If determined to be appropriate, the Site Incident Commander will call "911".
4. If the perpetrator is a student, every attempt should be made to notify the family. (Family members may provide useful information on handling the situation.)

EXPLOSION / RISK OF EXPLOSION

Definition

This section addresses four possible scenarios involving an Explosion/Risk of Explosion:

- Explosion on school property;
- Risk of explosion on school property;
- Explosion or risk of explosion in a surrounding area; and

Notification

- Contact the Main Office.
- Site Incident Commander will call “911” and the Superintendent’s Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. It is necessary to first determine which scenario listed below applies and then implement the appropriate response procedures.

Risk of Explosion on School Property

1. When First Responders determine an appropriate action, the Site Incident Commander will follow their directive.

Explosion on School Property or Surrounding Area

- In the event of an explosion, all persons should initiate Duck, Cover, Hold On.
- The Site Incident Commander will consider the possibility of another imminent explosion and take appropriate action.
- If safe to do so, staff should attempt to suppress small fires with extinguishers. Note: Ensure the use of proper type of extinguishers, i.e. Class A, B or C for ordinary combustibles; Class B or C for fires involving flammable liquids; or Class C only for fires involving electrical equipment.
- When First Responders determine it is safe to enter affected areas, the Site Incident Commander will advise the Search & Rescue Team to initiate search and rescue activities.
- Any areas affected by the explosion will not be reopened until First Responders provide clearance and the Site Incident Commander gives authorization to do so.

FIRE

Definition

Fire on School Grounds

Fires often occur without notice and can spread quickly if not addressed. This procedure addresses situations where a fire is discovered on school grounds. Generally, an Evacuation will be initiated to avoid potential dangers of burns and smoke inhalation. A quick response to this situation is very important to prevent injuries and further property damage. In certain cases, it may be necessary to evacuate only certain portions of the campus or to evacuate using an alternate route. See below for specific protocols.

Fire in Surrounding Area

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

Notification

School Grounds

Upon confirmation of a fire on campus, call 911 and notify the occupants to Evacuate (fire alarm). In the event evacuees will pass too close to the impacted area, the Site Incident Commander should pre-position ERT members to redirect evacuees to a safer evacuation route.

Surrounding Area

Upon confirmation of a fire in a surrounding area, contact the Superintendent's Office. If possible, coordinate with First Responders to determine whether or not there is a need for action (e.g. Offsite Evacuation, Shelter-in-Place). If it is deemed necessary to do an Offsite Evacuation, be sure to keep the direction flow of the wind in mind.

Procedure

Fire on School Grounds

1. The Site Incident Commander will initiate appropriate action.
2. Upon discovery of a fire, teachers or staff will report the fire to the Main Office.
3. The Site Incident Commander will verify the existence of the fire. The Site Incident Commander will call "911" and the Superintendent's Office with the exact location (e.g., building, room, area) of the fire. If phone service is unavailable, the Site Incident Commander will use the Emergency Radio to relay the request for 911. Next, the Site Incident Commander will assess the safety of using the pre-determined Onsite Evacuation Routes and Destination. Notify the campus to Evacuate (fire alarm) and pre-position ERT members to re-direct occupants from danger, as necessary.
4. Staff, students, and visitors will evacuate buildings using the prescribed or alternate routes, as directed by the ERT.
5. In the event of an Evacuation, teachers will bring their student attendance roster and classroom backpacks. Take attendance again once you reach the Evacuation Area. Inform the Evacuation Area Attendant of any "missing".
6. If conditions allow, an ERT member will stand inside the fire access gates to direct responding fire personnel to the location of the fire. Site Facility Check & Security will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
7. The Site Facility Check & Security will notify the appropriate utility companies of damage.
8. If needed, the Logistics Section will notify Transportation Dispatch to request buses for an Offsite Evacuation.
9. Any affected areas will not be reopened until the First Responders provide clearance and the Site Incident Commander issues authorization to do so.
10. Following a fire on site, the decision to reopen will be made by the Principal and the Superintendent.

11. All fires extinguished by school personnel should be inspected by the Fire Department to ensure that the fire is actually out.

Fire in Surrounding Area

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify "911" and the Superintendent's Office with the location and nature of emergency. If phone service is unavailable, use your Emergency Radio to relay the request for 911.
3. The Site Incident Commander will instruct the Site Facility Check & Security to prevent students from approaching the fire and keep routes open for emergency vehicles.
4. The Site Incident Commander will work with the Fire Department to determine if school grounds are threatened by the fire, smoke, or other hazardous conditions.
5. If it is necessary to evacuate the site, the Site Incident Commander will use the P.A. System or handheld megaphone to notify an Offsite Evacuation. Evacuees should proceed to the pre-designated Offsite Evacuation location. Should an alternative location be deemed necessary, ERT members should be pre-positioned to re-direct evacuees to the new location.
6. In the event Shelter-in-Place is deemed to be the most appropriate action, the Site Incident Commander will notify "Shelter-in-Place" using the P.A. System.
7. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for emergency information.
8. The Site Incident Commander will notify the Superintendent's Office of the emergency situation. The Communications Officer will assist the Site Incident Commander in communicating with parents via SchoolMessenger and/or other communication tools as necessary.
9. If needed, the Site Incident Commander will use the Emergency Radio to request buses for staff and student Evacuation.

Fire on Bus

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Contact the Transportation Dispatch to report location and condition of students.
6. Transportation Dispatch will contact "911" and the Superintendent' Office and provide exact location of the bus and wait for arrival of emergency responders.
7. The Site Incident Commander will determine what additional appropriate notification(s) should be made and will brief the office of the Superintendent.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all passengers throughout the emergency.

FLOODING

Definition

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

Notification

1. Contact the Main Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify "911" and the Superintendent's Office with the nature and extent of the flooding.
3. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for information.
4. If the Site Incident Commander issues an order for Evacuation, occupants will evacuate affected buildings using prescribed routes or other safe routes to the Evacuation Area.
5. If warranted by changes in conditions, the Site Incident Commander will initiate an Offsite Evacuation.
6. As appropriate, the Site Incident Commander will activate "SchoolMessenger."

Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances

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

LOSS OR FAILURE OF UTILITIES

Definition

This procedure addresses situations involving a loss of water, power, sewer, gas or other utility on school grounds.

Notification

- Contact the Main Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If water, gas or an electrical line is broken, an effort should be made to turn off water or power to the affected area.
3. The Site Incident Commander will notify the Facilities Department and will provide the location and nature of emergency. Appropriate personnel will also be notified at the discretion of the Site Incident Commander.
4. The Site Incident Commander will notify the Superintendent's Office of the loss of utility service.
5. The Facilities Department, working with the Site Incident Commander, will contact the affected utility company to determine whether their assistance is required and the potential length of time service will be interrupted.
6. As needed, school emergency supplies will be utilized to compensate for the loss of a utility.
7. If the loss of utilities may generate a risk of explosion, such as a gas leak, refer to Explosion/Risk of Explosion procedure.
8. In addition to the procedures listed above, the Incident Commander will implement the following plans in the event utilities are disrupted.

Loss of Water - Operational Checklist

The following are concerns that need to be addressed at a school that has lost its water supply. These are operational items and many can be easily solved if the school has adequate emergency supplies.

Bathrooms

You can make a regular toilet work by pouring a bucket of water in it from an external source. It will take about half a bucket or 2+ gallons. Or, as an alternate to a toilet, a 10 lb. box of Kitty Litter (clumping with odor control) can be used in a bucket or plastic box large enough to sit on. After each individual use, the refuse must be removed and disposed of properly (in a trash can). Health code requires that the students have a way of washing their hands after going to the bathroom. Water from the emergency supplies or waterless hand cleaner or wipes will fulfill that requirement and both should be stored with the other emergency supplies.

If Porta-Potties are delivered, make sure that there are also hand cleaning stations set up.

Cafeteria

To keep the cafeteria open, staff members must have clean water to wash hands and clean surfaces. If you pump water from the emergency water barrels into a plastic water carrier from an external source, you can take that to the kitchen and they can use the water at their sink. If they need hot water, they can heat it.

Drinking Water

Drinking water can be addressed many ways. Students will usually have milk and juice with their lunches. Additional water can be distributed in cups or individual bottles/pouches, depending on availability of external sources.

Fire Suppression

The fire code requires that, if the automatic fire sprinklers are disabled for any reason, you must post a Fire Watch. The law requires that someone must continuously patrol the entire campus every half hour and then log in the fact that no fire was seen. The person conducting the Fire Watch shall be knowledgeable of the Fire Watch procedures, should have a radio, be able to notify the Fire Department and alert and evacuate the building occupants. The Fire Department must be notified and logs should be kept documenting who patrolled the building, where they went and when they made their rounds. Schools shall notify the Fire Department to request permission to implement the Fire Watch at the following numbers:

Bonita-Sunnyside Fire Protection District	619-479-2346
Chula Vista Fire Department	619-691-5055
San Diego Fire Department	619-533-4300

Only the Fire Department can authorize a school to go off Fire Watch. Schools will need to save and document all contacts with the Fire Department to insure they followed the Fire Code.

Other Concerns

The nurse may also ask for water to wash hands. It may be possible to use waterless hand cleaner but water may still be needed for cleaning wounds, etc. Water can be pumped into a container for use at the sink in the Health Office.

Loss of Power – Operational Checklist

The following are concerns that need to be addressed at a school that has lost electrical power.

Lights

More and more classrooms are putting together emergency kits for events like lockdowns, etc. These kits typically include flashlights. Often, during power outages, it is common practice to have the students remain in the classrooms where they are safe and continue without electricity.

Almost all schools have emergency lights on battery backup. These lights will allow students, staff, and visitors to safely exit the building if it is dark inside. These lights light the hallways, stairwells and exit signs.

Phone System

In an emergency, each school has a fax machine on a separate, direct, outside line. In the event of a power outage, this line will still work and schools are asked to have a separate single line handset ready to plug into this line for use in an emergency. In the event of a major disaster, such as an earthquake, these phone lines have been listed with the phone company as “essential service lines” and will be restored first.

Fire Alarms

Food Service

The cafeteria staff may not be able to heat food without electricity. If the loss of power is expected to last through lunch, immediately contact the CNS Program Manager.

MOTOR VEHICLE CRASH

Definition

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

Notification

- Contact the Main Office.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. If there are any injuries, immediately call "911".
3. Contact the Superintendent's Office to provide the exact location (e.g., building, area) and nature of accident. Also contact the Communications Officer with information on this situation.
4. If the crash occurs onsite, the Site Facility Check & Security Team will secure the crash area to prevent unauthorized access.
5. The First Aid & Medical Team will check for injuries to provide appropriate care.
6. Any affected areas will not be reopened until the First Responders provides clearance and the Site Incident Commander issues authorization to do so.

Bus Driver Protocol

It is important to note that drivers may need to make spontaneous independent decisions, based on the nature of the emergency, age of children, location of bus, or other unique circumstances.

Serious Accident or Bus Fire

1. Park the bus in a safe location.
2. Set the emergency brake and turn off the ignition.
3. Evacuate the bus in the event of a fire.
4. Check for injuries and provide appropriate first aid.
5. Contact the Transportation Dispatch to report location and condition of students.
6. Transportation Dispatch will contact "911" and the Superintendent's Office and provide exact location of the bus and wait for arrival of emergency responders.
7. The Site Incident Commander will determine what additional appropriate notification(s) should be made and will brief the Superintendent's Office.
8. Stay with the disabled bus until help arrives.
9. The driver will account for all passengers throughout the emergency.

PSYCHOLOGICAL TRAUMA

Definition

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

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

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

Notification

Site Incident Commander should contact the District's Director of Special Education & Pupil Services to determine the need for a District Crisis Team.

Procedure

1. Prior to the arrival of the District's Critical Incident Stress Management Team, the Site Incident Commander will involve the First Aid & Medical Team Leader about providing temporary assistance.
2. The District's Crisis Team will assess the range of crisis intervention services needed during and following an emergency.
3. The First Aid & Medical Team will assist the District's Crisis Team, as practical.
4. If there is a need for additional assistance, the Site Incident Commander will notify the Superintendent's Office.
5. The District's Crisis Team will advise and assist the Site Incident Commander to restore regular school functions as efficiently and as quickly as possible.
6. In performing their duties, all members of the ERT will limit exposure to scenes of trauma, injury and death.
7. The District's Crisis Team will provide ongoing assessment of needs and follow-ups services as required.

SUSPECTED CONTAMINATION OF FOOD OR WATER

Definition

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

Notification

- Contact the District's Director of Child Nutrition Services and the Executive Director of Student, Family & Community Services & Support.

Procedure

1. The Site Incident Commander will take appropriate actions.
2. The Site Incident Commander will isolate the suspected contaminated food/water to prevent consumption, and will restrict access to the area.
3. The Site Incident Commander will notify local police and the Superintendent's Office.
4. The Site Incident Commander will make a list of all potentially affected students and staff, and will provide the list to responding authorities.
5. The Site Incident Commander will confer with the County Department of Health Services before the resumption of normal operations.
6. The Site Incident Commander will notify parents of the incident, as appropriate.

THREAT OF VIOLENCE

Definition

This procedure should be followed if site personnel receive a threat (other than a bomb threat) that may target an individual, a particular group or the entire school community. Such threats may be received by written note, e-mail communication or phone call. The Site Incident Commander should ensure all threats are properly assessed.

Notification

- Contact Main Office

Procedure

1. The Site Incident Commander will take appropriate actions.
2. The Site Incident Commander will assess the warning signs by evaluating the associated oral, written or electronic threatening communications.
3. If the Site Incident Commander deems the threat to be credible, then contact "911" and the Superintendent's Office.
4. The Site Incident Commander will identify the type of threat and attempt to determine the individual(s) making the threat.
5. If Law Enforcement is present and it is deemed a threat assessment is necessary, the Site Incident Commander will assess the warning signs, risk factors, stabilizing factors and potential precipitating events to arrive at a categorical description of the risk for a particular point in time. There are five categories of risk:
 - Category 1 High violence potential; qualifies for arrest or hospitalization.
 - Category 2 High violence potential; does not qualify for arrest or hospitalization.
 - Category 3 Insufficient evidence for violence potential; sufficient evidence for the repetitive/intentional infliction of emotional distress upon others.
 - Category 4 Insufficient evidence for violence potential; sufficient evidence for the unintentional infliction of emotional distress upon others.
 - Category 5 Insufficient evidence for violence potential; insufficient evidence for emotional distress upon others.
6. In categorizing the risk, the Site Incident Commander will attempt to answer two questions: (1) Is the individual moving on a path towards violent action? (2) Is there evidence to suggest movement from thought to action?
7. As soon as the physical safety of those involved has been insured, attention will turn to meeting the emotional and psychological needs of students and staff. Crisis intervention may be necessary and appropriate.

TSUNAMI RESPONSE

Definition

A tsunami is a series of sea waves most commonly caused by an earthquake beneath the sea floor by submarine volcanic eruptions or an underwater landslide. As the waves enter shallow water, they may rise rapidly and inundate coastal areas with the potential of endangering lives and creating significant property damage. This procedure should be followed if a distant or local event has occurred and generated a tsunami.

Notification

Main Office would be informed of Tsunami Warning via telephone, Emergency Radio, and possibly other means.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. Review the Hazard Analysis Summary at the front of this Plan to see whether or not the site is vulnerable to tsunami.
3. The Site Incident Commander will keep a battery-powered radio tuned to a local radio station for information such as Evacuation notices.
4. If the Site Incident Commander notifies occupants of the need for an Onsite or Offsite Evacuation, staff, students, and visitors will evacuate threatened buildings using prescribed routes or other safe routes to the Onsite or Offsite Evacuation Area.
5. The Evacuation destination should be to a location that is at least 100 feet above sea level. Stay away from coastal and low-lying areas. Waves might continue for several hours and travel several times faster than walking, running or driving.
6. If you receive a directive from an agency other than the Superintendent, you need to notify the Superintendent's Office of the emergency directive.
7. The Site Incident Commander will notify the Superintendent's Office of any Evacuations. A member of the ERT will call the Communications Officer with information on the situation.
8. As appropriate, the Site Incident Commander will activate "SchoolMessenger" as referenced in .
9. The Site Incident Commander will initiate an Offsite Evacuation if warranted by changes in conditions.

UNLAWFUL DEMONSTRATION / WALKOUT

Definition

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

Notification

Upon indication that an unlawful demonstration or walkout is about to begin, personnel should immediately notify the Site Incident Commander.

Procedure

1. The Site Incident Commander will initiate appropriate action.
2. The Site Incident Commander will notify local police (only if violent) and the Superintendent's Office to request assistance and will provide the exact location and nature of emergency.
3. Site Facility Check & Security will immediately proceed to the Main Gate to control ingress and egress. Each person entering or leaving the campus shall be required to sign his/her name, and record address, telephone number and time entered or departed. The Main Gate should not be locked, as a locked gate may create a serious hazard for occupants leaving or attempting to re-enter the campus.

WEAPON ON CAMPUS

Definition

Per Board Policy 5131.7, The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds or buses, or at a school-related or school-sponsored activity away from school, or while going to or coming from school.

Notification

- Contact the Main Office.

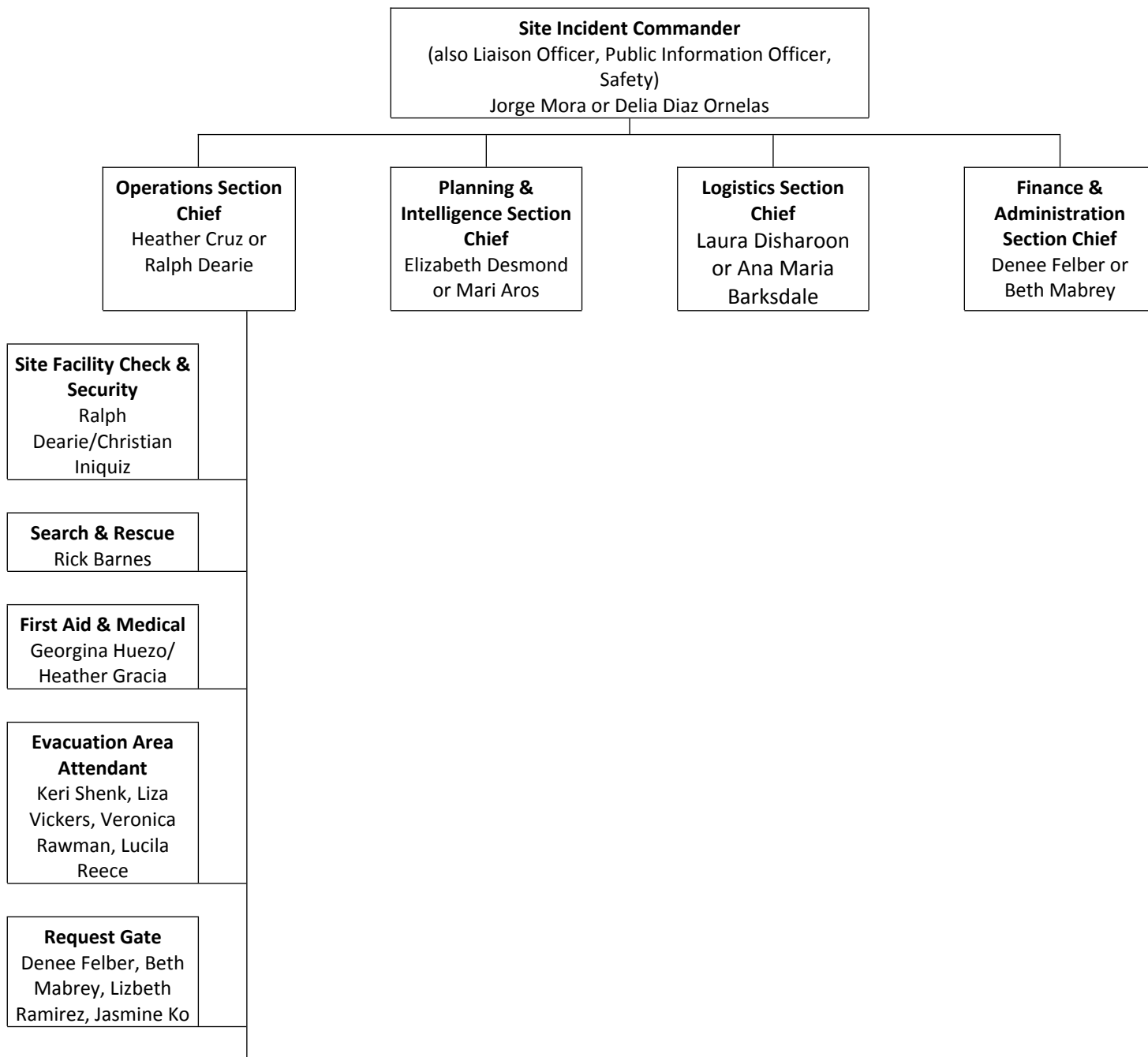
Procedure

1. The Site Incident Commander will initiate appropriate action.
2. Contact "911" and the Superintendent's Office.

SECTION FOUR

Emergency Procedures Plan Roles & Responsibilities

SITE INCIDENT COMMAND TEAM ORGANIZATIONAL CHART



<p>Release Gate Jil Thompson, Jeannie Sandoval, Julie Russell, Esther Hernandez</p>	
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Corky McMillin Elementary School EMERGENCY RESPONSE TEAM ASSIGNMENTS

(This assignment list identifies the names of individuals assigned to positions)

Position	
Site Incident Commander Safety Officer Public Information Officer Liaison Officer	Jorge Mora or Delia Diaz Ornelas
Operations Section Chief	Heather Cruz or Ralph Dearie
Site Facility Check & Security	Ralph Dearie/Christian Inquiz
Search & Rescue: Leader	Rick Barnes
Buddy Team A	A) Einar Lohner B) Christina Hernandez C) Jennifer Morales D) Sarah Whelihan
Buddy Team B	A) Kristin Sullens B) Sean Chumbley C) Shannen McKinney D) Nora Martinez
Sites with more than 500 students must have two additional Teams:	
Buddy Team C	A) Carla Mendoza B) Celina Castillo C) Gloria Weber D) Shelley Chumbley
Buddy Team D	A) B) C) D)
First Aid & Medical: Leader	Georgina Huezo/ Heather Gracia
Buddy Team A	A) Joanne Adamos B) Diana Carson C) Rebecca Del Busto D) Teresa Kinney
Buddy Team B	A) Tricia McGinty B) Jenny Romo C) Patti Guthrie D) Nadia Shimotsu
Sites with more than 500 students must have two additional Teams:	

Buddy Team C	A) Kristin Fink B) Marie Sablan C) Michael Marshall D) Alicia Favela
Buddy Team D	A) B) C) D)
Evacuation Assembly Area	Keri Shenk, Liza Vickers, Veronica Rawman, Lucila Reece
Request Gate	Denee Felber, Beth Mabrey, Lizbeth Ramirez, Jasmine Ko
Release Gate	Jil Thompson, Jeannie Sandoval, Julie Russell, Esther Hernandez
Planning Section Chief	Elizabeth Desmond or Mari Aros
Logistics Section Chief	Laura Disharoon or Ana Maria Barksdale
Finance & Administration Section Chief	Denee Felber or Beth Mabrey

PLEASE NOTE: Names assigned to “Chief” roles may NOT be assigned to other roles.

Section: Command
Position: Site Incident Commander

Jorge Mora or Delia Diaz Ornelas

Reports to: Superintendent (or designee)

Staffing Characteristics: Principal or Site Administrator

Responsibility: The Site Incident Commander is solely responsible for disaster operations and shall remain at the Site Command Post to observe and direct all operations. Ensure the safety of students, staff and others on campus.

Lead by example: your behavior sets the tone for staff and students.

Special Equipment:

- Crisis Response Boxes
- Disaster Container
- Campus map
- Master keys
- Position-Specific forms
- AM/FM radio (battery)
- Site Command Post Tray (pens, etc.)
- Site Emergency Procedures Plan
- Tables & chairs (if Site Command Post is outdoors)
- Megaphones
- Staff rosters (2 sets)
- District Emergency Radio
- Copies of Forms (**Appendix A**)

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Site Emergency Procedures Plan**
- Develop and communicate an Incident Action Plan (**Appendix A**) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Position Assignment Log as positions are staffed.
- Appoint a backup Site Incident Commander in preparation for long-term operations.

During Event:

- Continue to monitor and assess total school situation.
- View site map periodically for damage assessment information and status of Search & Rescue operations.
- Check with Sections Chiefs for periodic updates.
- Reassign personnel as needed.
- Use Emergency Radio to relay information to the District Emergency Operations Center on status of staff, campus as needed.
- Develop and communicate revised incident action plans as needed.
- Authorize release of information.
- Plan and take regular breaks, 5 minutes each hour - away from the Site Command Post.
- Plan regular breaks for all staff and volunteers. **Take care of your caregivers!**
- Release staff as appropriate per District guidelines. By law, during a disaster, all staff become “Disaster Service Workers” and can be deployed by the Superintendent.
- Remain on and in charge of your site until redirected or released by the Superintendent.

After:

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

Section: Command
Position: Safety Officer

Jorge Mora or Delia Diaz Ornelas

Reports to: Site Incident Commander

Staffing Characteristics: These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

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

Special Equipment:

- Hard hat (if available)

Start-Up:

- Assess type and scope of emergency.
- Determine threat to human life and structures.
- **Implement Site Emergency Procedures Plan**
- Develop and communicate an Incident Action Plan (**Appendix A**) with objectives and a time frame to meet those objectives.
- Activate functions (assign positions) as needed.
- Fill in Position Assignment Log as positions are staffed.
- Appoint a backup Site Incident Commander in preparation for long-term operations.

During Event:

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

Section: Command
Position: Public Information Officer

Jorge Mora or Delia Diaz Ornelas

Reports to: Site Incident Commander

Staffing Characteristics: These duties are typically carried out by the Site Incident Commander or the District's Communications Officer. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

Responsibility: Staff, students, parents and the public has the right and need to know important information related to emergencies/disaster at the school site **as soon as it is available.**

The Public Information Officer acts as the official spokesperson for the school site in an emergency situation. If the District's Communications Officer is available, he/she will be the official spokesperson. A school site-based Public Information Officer should only be used if the media is at the campus and the District's Communications Officer is not available or forthcoming.

Special Equipment:

- Battery operated AM/FM radio
- Marking pens
- Scotch tape/masking tape
- Forms: (Appendix A)
 - Public Information Release Worksheet
 - School Accountability Report
- Scissors
- School site map(s) and area map(s):
 - 8-1/2 x 11 handouts
 - Laminated display
- Tape recorder and tapes

Start-Up Activities:

- Determine a possible "news center" site as a media reception area (located away from the Site Command Post and students). Get approval from the Site Incident Commander.
- Consult with District's Communications Officer to coordinate information release.
- Assess situation and obtain statement from the Site Incident Commander. Tape-record, if possible.
- Advise arriving media that the site is preparing a press release and approximate time of its issue.
- Open and maintain a Team Member Log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

During Event:

- Keep up-to-date on the situation.
- Statements must be approved by the Site Incident Commander and should reflect:
 - Reassurance - "Everything's Going To Be OK."
 - Incident or disaster cause and time of origin.
 - Size and scope of the incident.
 - Current situation - condition of school site, Evacuation progress, care being given, injuries, student release location, etc. Do not release any names.
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
 - **Read** statements if possible.
- When answering questions, be complete and truthful, always considering confidentiality and emotional impact. Avoid speculation, bluffing, lying, talking "off the record," arguing, etc. Avoid use of the phrase "no comment."
- **Remind school site staff and volunteers to refer all questions from media or waiting parents to the Public Information Officer.**
- Update information periodically with Site Incident Commander.
- Ensure announcements and other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Section: Command
Position: Liaison Officer

Jorge Mora or Delia Diaz Ornelas

Reports to: Site Incident Commander

Staffing Characteristics: These duties are typically carried out by the Site Incident Commander. A separate position checklist is here in the event the Site Incident Commander needs to assign the duties to another individual.

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

During Event:

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

Section: Operations
Position: Operations Section Chief

Heather Cruz or Ralph Dearie

Reports to: **Site Incident Commander**

Staffing Characteristics: The Operations Chief should be a staff member familiar with the site and be trained in response skills.

Responsibility: The Operations Chief manages the direct response to the disaster, which may include Site Facility Check & Security, Search & Rescue, and First Aid & Medical, as well as functional support units.

Special Equipment:

- Maps: See Crisis Response Box

During Event:

- Assume the duties of all operations positions until staff is available and assigned.
- As staff is assigned, brief them on the situation and supervise their activities, utilizing the position checklists.
- If additional supplies or staff is needed for the Operations Section, notify Logistics. When additional staff arrives, brief them on the situation, and assign them as needed.
- Communicate with Finance & Administration Section Chief as to whether or not there are any “missing”. If it has been determined that there are “missing” occupants, appoint Search & Rescue Team Leader to direct search and rescue operations. Do not initiate search and rescue operations until it has been determined that there are in fact “missing” individuals.
- As information is received from the Operations staff, update the Site Incident Commander.
- Inform the Site Incident Commander regarding tasks and priorities.
- Make sure that Operations staff is following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff as needed.

Section: Operations
Position: Site Facility Check & Security

or

Reports to: Operations Chief

Staffing Characteristics: Custodian or others familiar with the site's facilities.

Responsibility: Primary responsibility is to conduct initial damage assessment. Also controls utilities, and restricts access to unsafe areas. Assists with traffic control for First Responder vehicles, parent pick-up and the media.

Special Equipment:

- Hard hat
- Work gloves
- Whistle
- Master keys
- Bucket or duffel bag with goggles
- Flashlight
- Dust masks
- Yellow caution tape
- Utility shutoff tools — for gas & water (crescent wrench)

Start Up Activities:

- Check condition and take along appropriate tools.

During Event:

- Observe the campus and report any damage by radio to the Site Command Post.
- Lock or open gates and major external doors appropriate for the situation.
- Locate/control/extinguish small fires as necessary.
- Check gas meter and, **if gas is leaking**, shut down gas supply.
- Shut down electricity only if building has clear structural damage or advised to do so by Site Incident Commander.
- Post yellow caution tape around damaged or hazardous areas.
- Verify that campus gates are secured and report same to Site Incident Commander.
- Advise Site Incident Commander of all actions taken for information and proper logging.
- No damage should be repaired prior to full documentation, such as photographs and video evidence, unless the repairs are essential to immediate life-safety.
- Direct traffic of vehicles of parents, First Responders, and media on and off campus as appropriate.

Section: Operations
Position: Search & Rescue Team Leader

or

Reports to: Operations Chief

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief. Search & Rescue operations are focused on finding and rescuing “missing” occupants. **Operations should not begin until it is clear who if any is missing. Otherwise, Search & Rescue Teams could be vulnerable to unnecessary risk and injuries.**

Special Equipment:

- Search & Rescue Team Member Backpacks for Buddy Teams (see Search & Rescue Recommended Supplies – Appendix A)
- Disaster Container

Start Up Activities:

- **Anyone entering damaged buildings and surround areas must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive assumes role of Team Leader and obtains a briefing from the Operations Chief, noting known fires, missing, or other situations requiring response.
- **Each Buddy Team will consist of 2 persons. The following standards are recommended for establishing Search & Rescue Buddy Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 4 Buddy Teams.**

During Event:

- **Buddy system: 2 persons per Buddy Team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash “/” on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash “\” on door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff. .
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: Search & Rescue Team

(for sites with less than 500 students)

- A) Einar Lohner
- B) Christina Hernandez
- C) Jennifer Morales
- D) Sarah Whelihan

- A) Kristin Sullens
- B) Sean Chumbley
- C) Shannen McKinney
- D) Nora Martinez

(additional members for sites with more than 500 students)

- A) Carla Mendoza
- B) Celina Castillo
- C) Gloria Weber
- D) Shelley Chumbley

- A)
- B)
- C)
- D)

Reports to: Search & Rescue Team Leader

Staffing Characteristics: Trained in Search & Rescue

Responsibility: Check the site for damage, rescue victims, establish and direct Search & Rescue Buddy Teams as needed, report campus situation to the Operations Chief.

Special Equipment:

- Search & Rescue Team Member Backpack (see Search & Rescue Recommended Supplies – Appendix A)
- Disaster Container
- Walkie-Talkies for Buddy Teams to communicate with the Team Leader

Start Up Activities:

- **You must be wearing sturdy shoes and long sleeves.**
- Put batteries in flashlight.
- First to arrive temporarily assumes role of Search & Rescue Team Leader and obtains a briefing from the Operations Chief, noting known fires, injuries, or other situations requiring response.
- **Each Buddy Team will consist of 2 persons. The following standards are recommended for establishing Search & Rescue Buddy Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 4 Buddy Teams.**

During Event:

- **Buddy system: 2 persons per Buddy Team.**
 - Take no action that might endanger you. Do not work beyond your expertise. Use appropriate safety gear. Size up the situation first.
 - **Follow all operational and safety procedures.**
- Report gas leaks, fires, or structural damage to the Operations Chief immediately upon discovery. Shut off leaking gas or extinguish fires, if possible.
- Before entering a building, inspect complete exterior of building. Report structural damage to Team Leader. Use yellow caution tape to barricade hazardous areas. **Do not enter severely damaged buildings.**
- If building is safe to enter, search assigned area (following map) using orderly pattern. Check all rooms. Use chalk to mark slash “/” on door when entering room. This indicates a Buddy Team is currently in the room searching. Check under desks and tables. Search visually and vocally. Listen. When leaving each room, mark slash “\” on door to create an “X”. This indicates the room has been searched and the Buddy Team has left. Report by radio to the Operations Chief that the room has been cleared (ex: "Room A-123 is clear")*
- When injured victim is located, Buddy Team transmits location, number, and condition of injured to the Operations Chief who will inform the First Aid & Medical Team Leader. Do not use names of students or staff. .
- Record exact location of damage and triage tally (I=immediate, D=delayed, DEAD=dead). Report information.
- Keep radio communication brief and simple. No codes.

Section: Operations
Position: First Aid & Medical Team Leader

or

Reports to: Operations Chief

Staffing Characteristics: Trained as a leader in providing emergency medical and psychological aid (i.e., School Nurse).

Responsibility: Leads First Aid & Medical Teams in providing emergency medical response, first aid, and psychological or Critical Incident Stress Management (CISM) counseling.

Special Equipment:

- Marking pens
- First aid supplies: stretchers, blankets, vests (if available), quick reference medical guides
- Tables & chairs
- Ground cover/tarps
- Forms: Notice of First Aid Care Provided (Appendix A)
- Medical Treatment Log (Appendix A)

Start Up Activities:

- The following standards are recommended for establishing First Aid & Medical Teams: Sites with less than 500 students = 2 Buddy Teams; Sites with greater than 500 students = 4 Buddy Teams.
- Establish scope of disaster with the Site Incident Commander and determine probability of outside emergency medical support and transport needs.
- Request assistance from the District Crisis Response Team for psychological staff and student needs.
- Activate Buddy Team, as necessary.
- Set up first aid area in a safe place, away from students and parents, with access to emergency vehicles. Obtain equipment/supplies from the container.
- Assess available inventory of supplies and equipment.
- Review safety procedures and assignments with personnel.
- Establish point of entry (“triage”) into treatment area.
- Establish “immediate” and “delayed” treatment areas.
- Set up a separate Psychological First Aid area with staff trained in CISM from the District Crisis Response Team.

During Event:

- Oversee care, treatment, and assessment of patients
- Ensure caregiver and rescuer safety
 - Non-latex gloves for protection from body fluids; replace with new gloves for each new patient.
- Make sure that accurate records are kept.
- Provide personnel response for injuries in remote locations or request Logistics for staffing assistance.
- If needed, request additional personnel from Logistics.
- Brief newly assigned personnel.
- Report deaths immediately to Operations Section Chief.
 - **After pronouncement or determination of death:**
 - **Do not** move the body until directed by Site Incident Commander.
 - **Do not** remove any personal effects from the body. Personal effects must remain with the body **at all times**.
 - As soon as possible, **notify Operations Section Chief**, who will notify the Site Incident Commander, who will attempt to notify law enforcement authorities of the location and, if known, the identity of the body. The law enforcement authorities will notify the Coroner.
 - Keep accurate records and make available to law enforcement and/or the Coroner when requested.
 - Write the following information on two tags:
 - o Date and time found.
 - o Exact location where found.
 - o Name of decedent, if known.
 - o If identified—how, when, by whom.
 - o Name of person filling out tag.
 - o Attach one tag to body.
- If the Coroner's Office will not be able to pick up the body soon, place body in plastic bag(s) and tape securely to prevent unwrapping. Securely attach the second tag to the outside of the bag. Place any additional personal belongings found in a separate container and label as above. Do not attach to the body - store separately near the body.
- Keep Operations Section Chief informed of overall status.
- Stay alert for communicable diseases and isolate appropriately

After:

- Conduct a Critical Incident Stress Debriefing for staff.

Section: Operations
Position: First Aid & Medical Team

(for sites with less than 500 students)

- A) Joanne Adamos
- B) Diana Carson
- C) Rebecca Del Busto
- D) Teresa Kinney

- A) Tricia McGinty
- B) Jenny Romo
- C) Patti Guthrie
- D) Nadia Shimotsu

(for sites with more than 500 students)

- A) Kristin Fink
- B) Marie Sablan
- C) Michael Marshall
- D) Alicia Favela

- A)
- B)
- C)
- D)

Reports to: First Aid & Medical Team Leader

Staffing Characteristics: Trained in First Aid and Critical Incident Stress Management (CISM)

Responsibility: Works with a buddy to administer first-aid and arrange for transport of victims as necessary.

Special Equipment:

- First Aid & Medical Team supplies (see Appendix A)
- Marking pens
- Stretchers, blankets, vests (if available)
- Quick reference medical guides
- Tables, chairs, ground cover/tarps, medication from health office
- Forms: (Appendix A)
 - o Medical Treatment Log
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Obtain and wear personal safety equipment including latex gloves.
- Use approved safety equipment and techniques.
- Check with First Aid & Medical Team Leader for assignment.

During Event:

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

Buddy Teams:

- Deploy Buddy Teams when a victim has been identified. Provide care as appropriate and transport to the Medical Treatment Area.

Triage Entry Area:

- Staffed by the First Aid & Medical Team Leader and Buddy Team members not on deployments.
- Confirms triage tag category (red, yellow, green) and directs to proper treatment area. Should take 30 seconds to assess — no treatment takes place here. Assess, if not tagged.
- Logs victims' names on form and sends forms to the Operations Section Chief as completed. Do not transmit victim names over the radio or walkie-talkie.

Treatment Areas ("Immediate" & "Delayed")

- Completes secondary head-to-toe assessment.
- Records information on triage tag and onsite treatment records.
- Follow categories: Immediate, Delayed, Dead
- When using 2-way radio, do not use names of injured or dead.

After:

- Clean up first aid area. Dispose of hazardous waste safely.
- Assist in the Critical Incident Stress Debriefing for the staff

Section: Operations
Position: Evacuation Assembly Area

- A)
- B)
- C)
- D)

Reports to: Operations Chief

Staffing Characteristics: Trained in managing large groups of students - Associate Principal or Administrative Designee

Responsibility: Ensure the care and safety of all students on campus (except those who are in the Medical Treatment Area).

Special Equipment:

- Ground cover and tarps
- First aid kit, water, food, sanitation supplies
- Student activities: books, games, coloring books, etc.
- Forms: (Appendix A)
 - o Student Accountability Report
 - o Notice of First Aid-Care Provided

Start Up Activities:

- Request additional personnel, if needed.
- If school is evacuating:
 - o Verify that the Evacuation Area and routes to it are safe.
 - o Count or observe the classrooms as they exit, to make sure that all classes evacuate.
 - o Initiate the set-up of portable toilet facilities and hand washing stations.

During Event:

- Monitor the safety and well-being of the students and staff in the Evacuation Area.
- Administer minor first aid as needed.
- Support the Release Gate process by releasing students with appropriate paperwork.
- When necessary, provide water and food to students and staff.
- Make arrangements through the Logistics Section for portable toilets if necessary, ensuring that students and staff wash their hands thoroughly to prevent disease.
- Make arrangements to provide shelter for students and staff.
- Arrange activities and keep students reassured.
- Update records of the number of students and staff in the Evacuation Area (or in the buildings).
- Direct all requests for information to the Public Information Officer.

Section: Operations
Position: Request Gate

- A)
- B)
- C)
- D)

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper processing of reunification requests at the Request Area. Also, process requests from volunteers.

Special Equipment:

- Stapler
- Box(es) of Emergency Cards
- Signs: Parent Request Gate
- Empty file boxes to use as out boxes
- Pens for parents' to complete forms
- Forms: (Appendix A)
 - Student Release Form
 - Volunteer Assignment Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist.
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**
- If volunteers arrive to help, have them report to the Request Area to be registered.

Reunification Procedures:

- Requesting parent or guardian fills out Student Release Form, gives it to staff member, and shows identification.
- Staff verifies identification, pulls Emergency Card from file, and verifies that the requester is listed on the card.
- Staff instructs the requester to proceed to the Release Gate.
- If there are two copies of the Emergency Cards (one at each gate), staff files the Emergency Card in the out box. If there is only one copy, runner takes the card with the Student Release Form, and staff files a blank card with the student's name on it in the out box.

- Runner takes form(s) to the designated classroom.

Note: If a parent or guardian refuses to wait in line, don't argue. Note time with appropriate comments on

If student is with class:

- Runner shows Student Release Form to the teacher
- Teacher marks box, **"Sent with Runner."**
- If appropriate, teacher sends parent copy of Notice of First Aid Care Given Form with the runner.
- Runner walks student(s) to Release Gate.
- Runner hands paperwork to staff at Release Gate.

If student is not with the class:

- Teacher makes appropriate notation on Student Release Form:
 - **"Absent"** if student was never in school that day.
 - **"First Aid"** if student is in Medical Treatment Area.
 - **"Missing"** if student was in school but now cannot be located.
- Runner takes Student Release Form to the Operations Chief.
- Operations Section Chief verifies student location if known and directs runner accordingly.
- **If runner is retrieving multiple students and one or more are missing, walk available students to Release Gate before returning "Missing" forms to the Operations Chief for verification.**

Section: Operations
Position: Release Gate

- A)
- B)
- C)
- D)

Reports to: Operations Chief

Staffing Characteristics: School staff or volunteers

Responsibility: Assure proper reunification of student with parent or authorized adult at the Release Gate.

Special Equipment:

- Stapler
- Pens for parents to sign Student Release Log
- Student Release Log (Appendix A)
- Signs: Release Gate
- Empty file boxes to use for processed Student Release Forms

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Release Gate away from the Request Area.
- Assign volunteers to assist, as needed.

During Event:

- Follow procedures outlined below to ensure the safe reunification of students with their parents or guardians.
- **Refer all requests for information to the District's Communications Officer.**

If student is with class:

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

If student is not with the class:

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

Section: Planning & Intelligence
Position: Planning & Intelligence Section Chief

Elizabeth Desmond or Mari Aros

Reports to: Site Incident Commander
Staffing Characteristics: Resource Teacher
Responsibility: Collection, evaluation, documentation, and use of information about the incident.

Equipment:

- File box(es)
- Dry-erase pens and eraser
- Large site map of campus, laminated or covered with Plexiglas
- Forms: (Appendix A)
- Team Member Activity Log

Start Up Activities:

- Secure area against unauthorized access. Mark gate with sign.
- Set up Request Area inside the fencing at the main student access gate. Use alphabetical grouping signs to organize parent requests.
- Pass Student Release Forms through the fence to the parents or guardians. Assign volunteers to assist.
- Ensure an adequate distance between the Request Area and the Release Gate – 100 feet or more is recommended.

During:

- **Gather information about the incident and post it for use by rest of the ERT**
- Assist the Site Incident Commander in writing Incident Action Plan (**Appendix A**).

Records:

- Maintain time log of the Incident, noting all actions and reports.
- Record content of all radio communication with District Emergency Operations Center (EOC).
- Record verbal communication for basic content.
- Log in all written reports.
 - **Important:** A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records—**they are legal documents.**
- File all reports for reference.

Student and Staff Accounting:

- Report first aid and medical needs to First Aid & Medical Team Leader.
- File forms for reference.
- Track regular and overtime of all staff.

Situation Status Map:

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

Situation Analysis:

- Provide current situation assessments based on analysis of information received.
- Develop situation reports for the Site Command Post to support the action planning process.
- Think ahead and anticipate situations and problems before they occur.

Section: Logistics
Position: Logistics Section Chief

Laura Disharoon or Ana Maria Barksdale

Reports to: **Site Incident Commander**

Staffing Characteristics: Administrative skills

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

Equipment:

- Cargo container or other storage facility with all emergency supplies stored on site.
- Forms: (Appendix A)
- Site Status Report
- Volunteer Assignment List

Start Up Activities:

- Ensure that the Site Command Post and other facilities are setup as needed.

Special Equipment:

- Cargo container or other storage facility and all emergency supplies stored on site

Start-Up Activities

- Set up the Site Command Post (including Crisis Response Boxes and Disaster Container)
- Begin distribution of supplies and equipment as needed.
- Review staff roster and begin call-back, as required.

During Event:

- Maintain security of cargo container, supplies and equipment.
- Distribute supplies and equipment as needed.
- Assist team members in locating appropriate supplies and equipment.
- Set up Staging Area, Sanitation Area, Feeding Area, and other facilities as needed.
- Coordinate with the Site Incident Commander on establishing the need for future work shifts and related staffing needs.
- Coordinate supplies, equipment, and personnel needs with the Site Incident Commander.
- Maintain security of cargo container, supplies and equipment.

After:

- Secure all equipment and supplies.

Section: Finance & Administration
Position: Finance & Administration Section Chief

Denee Felber or Beth Mabrey

Reports to: **Site Incident Commander**

Staffing Characteristics: Familiar with common financial record keeping standards. Office staff.

Responsibility: Most immediate duty is to account for all occupants. This is accomplished by gathering attendance information immediately following the emergency in order to determine who, if any, are missing. Purchasing of all necessary materials, tracking financial records, maintain timekeeping records, and recovering school records following an emergency.

Special Equipment::

During:

- Receive, record, and analyze Student Accounting Forms.
- Check off staff roster. Compute number of students, staff, and others on campus for Situation Analysis. Update periodically.
- **Report missing persons and site damage to Planning & Intelligence Section Chief.**
- Work closely with Planning & Intelligence Section and Logistics Section on purchasing any necessary supplies, equipment, and materials.
- Track financial records. Maintains accurate and complete records of purchases. Most purchases will be made at the District level; however, in emergency situations, it may be necessary for school sites to acquire certain items quickly.
- Manage and analyze timekeeping records for emergency responders.
- Determine process for tracking regular and overtime of staff.
- Ensure that accurate records are kept of all staff members, indicating hours worked.
- If District personnel not normally assigned to the site are working, be sure that records of their hours are kept.
- Determine process for tracking purchases.
- Support Logistics in making any purchases which have been approved by the Site Incident Commander.

After:

- Responsible for managing the recovery of school records and applying for reimbursement following an emergency. Work with Planning & Intelligence Section Chief to gather all pertinent documents and records.

Appendix A

Forms

BIOLOGICAL AND CHEMICAL RELEASE RESPONSE CHECKLIST

School: _____

Address: _____

	Yes	No	Notes
Have staff, students, or other personnel who came in contact with the area of contamination been isolated and quarantined in a safe and separate location and cleaned their hands with soap and water?	<input type="checkbox"/>	<input type="checkbox"/>	
Have unexposed students and staff been evacuated from the area of contamination?	<input type="checkbox"/>	<input type="checkbox"/>	
Have all students and staff been accounted for?	<input type="checkbox"/>	<input type="checkbox"/>	
Has the area of contamination been affixed with conspicuous signs reading: "DO NOT ENTER"?	<input type="checkbox"/>	<input type="checkbox"/>	
Have the doors and windows to the area of contamination been closed and locked?	<input type="checkbox"/>	<input type="checkbox"/>	
Have fans and ventilators serving the area of contamination been turned off?	<input type="checkbox"/>	<input type="checkbox"/>	

Completed by: _____

Date: _____

BOMB THREAT REPORT

School _____

Date Threat Received _____

Time of Call _____

Name of Person Receiving Call _____

I. REPORT BY PERSON RECEIVING CALL

A. Try to obtain the following information, if possible:

Where is the bomb (building, location)? _____

What time is it set to go off? _____

What kind of bomb is it? What does it look like?

Who set the bomb? _____ Why was the bomb set? _____

What is your name? _____ How old are you? _____

B. Evaluate the voice of the caller, and check the appropriate spaces below:

Man Intoxicated Other _____

Woman Speech Impediment _____

Child Age (approximate) Special ethnic Characteristics _____

C. Listen for any background noise. (Check appropriate spaces below, if applicable.)

Music Babies or children Airplane

Cars or trucks Other _____

Typing Machine noise _____

II. REPORT BY PRINCIPAL/ADMINISTRATOR (File copies in principal's office, district office, with local police)

A. The police were called by _____

(Name of person)

Date _____ Time _____

Officer's name responding to call _____

B. Was a search made for the bomb? Yes No If "yes", give details regarding search _____

C. Was an Evacuation conducted? Yes No If "yes", indicate buildings or areas evacuated:

D. Remarks _____

[Send the original of this form to Risk Management and maintain a copy in an emergency document file.]

CHILDREN/ADULTS RELEASED TO PARAMEDICS

School _____ Date _____

	Name	Time	Released to	Destination – Name of Specific Hospital
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				
16				
17				
18				
19				
20				

[Send the original of this form to Risk Management and maintain a copy in an emergency document file.]

CLASSROOM EMERGENCY KITS (BACKPACKS)

Suggested List - Each classroom should have a backpack containing:

1. Quick Reference Guide
2. Student Disaster Information Cards
3. Classroom roster
4. Room number and teacher's name written at least 5" high on an 8 1/2 x 11" piece of cardboard
5. Soft bristle paint brush (1) inch for removing glass fragments
6. Identification vest, sash, hat, cap, or visor for each teacher and instructional aide
7. Safety pins (50)
8. Whistle
9. Activities list (things for children to do while waiting for parents)
10. Self-stick name tags - 1 per child
11. Pencil, pen, small pad of paper
12. Kleenex (small individual packages) - 5
13. First Aid Supplies (put in large zip-lock bag)
 - a. triangular bandages - 5
 - b. assorted size bandaids - 1 box
 - c. instant cold packs - 2
 - d. kling bandages (2") - 4 rolls
 - e. tape (1/2") - 1 roll
 - f. basswood splints (short enough to fit in backpack) - 3
 - g. 4 x 4" gauze pads
 - h. tongue depressors - 10
 - i. sanitary pads (for use as large dressings) - 4
 - j. scissors (small classroom type)
15. Pre-moistened wipes

EMERGENCY DRILLS REPORT

School _____

Date _____

Fire Drills -- Monthly

	Date	Starting Time	Ending Time	Duration	Notes/Comments
September	/ /				
October	/ /				
November	/ /				
December	/ /				
January	/ /				
February	/ /				
March	/ /				
April	/ /				
May	/ /				
June	/ /				
July	/ /				
August	/ /				

Earthquake Drills -- Quarterly

Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				
/ /				
/ /				

Lockdown Drills -- Biannually

Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				

Shelter-In-Place Drills -- Biannually

Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				
/ /				

Bus Evacuation Drill -- Annually

Date	Starting Time	Ending Time	Duration	Notes/Comments
/ /				

Principal's Signature _____

Date _____

INCIDENT ACTION PLAN

Incident Name: _____ Date _____ Time _____

Prepared by: _____ Team Position: _____

INCIDENT OBJECTIVE (What is the objective? i.e., Evacuate or Shelter students)

OPERATIONAL PERIOD (Time period set to achieve current objectives and report back – from beginning date and time to end date and time)

CURRENT OBJECTIVES (Simple, achievable-within- time-frame objectives)

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

-

WEATHER FORECAST FOR OPERATIONAL PERIOD

MEDICAL TREATMENT LOG

School _____

Date _____

Student's Name	Time	Location where found	Triage Status	Suspected Injury	Type of First Aid Provided	DISPOSITION			
						RETURN TO STUDENT AREA	RELEASED TO PARENT	EMERGENCY TRANSPORT	WHERE TRANSPORTED
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						
			<input type="checkbox"/> Delayed <input type="checkbox"/> Immediate						

[Send the original of this form to Risk Management and maintain a copy in an emergency document file.]

NOTICE OF FIRST AID CARE PROVIDED

Date: _____

School: _____

Dear Parent,

Your child, _____, was injured at school and has been given first aid. If you feel further care is necessary, please consult your family physician.

Nature of injury: _____

Destination (if not presently on site): _____

Transporting Entity (if not presently on site): _____

Time of Transport: _____

Additional Information: _____

Released to parent/authorized adult: Yes No

I have been notified of my child's disposition,

SIGNATURE OF PARENT/AUTHORIZED ADULT

SIGNATURE OF SCHOOL REPRESENTATIVE

Note: Keep this form with your school's medical treatment records. Do not send this form home with the student.

PUBLIC INFORMATION WORKSHEET

Check off, fill in, and cross off as appropriate

Site: _____ Date: _____ Time: _____

NOTE: If this is used as a script, read only those items checked. Make no other comments.

(School Name) _____ has just experienced a(n) _____
(name of hazard/disaster)

- The (students/staff/volunteers) [(are being) or (have been)] accounted for.
- No further information is available at this time.
- Emergency medical services are on the way; are on site are not available.
- Local Police are on the way; are on site are not available.
- Fire Department/paramedics are on the way; are on site are not available.
- Communication center(s) (is/are) being set up at _____ to answer questions.
- Communication center(s) for families of students and employee/s (is/are) being set up at _____ to answer questions about individual students and staff and re-unification plans.
- Injuries have been reported at _____ and are being treated at the site by (staff/professional medical responders). (#) _____ reported injured.
- Students have been taken to a safe area, _____, and are with [(classroom teachers/staff) or (_____)].
- (insert # _____) Students/Staff have been taken to the local emergency room for treatment of serious injury.
- Families of injured students/staff should go to the emergency room at _____

 Confirmed deaths have been reported at _____

Names cannot be released until families have been notified.

Structural damage has been reported at the following sites:

 Release restrictions: No Yes

If yes, what? _____

Released to the public as Public Information Release # _____

REQUEST FOR HELP
(POLICE, FIRE, PARAMEDICS)

School: _____
 Address: _____
 Principal: _____

Date: _____
 Time: _____
 Phone: _____

STATUS OF SCHOOL SITE:

How many major injuries? (heavy bleeding, head injuries, etc.)	
How many minor injuries?	
How many dead?	

OTHER TYPES OF RESCUE/HELP NEEDED:

Anyone trapped in buildings?	Yes <input type="checkbox"/>	No <input type="checkbox"/>
If yes, how many? (estimate)		
Are any buildings on fire?	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other Remarks: _____

 Signature of Person Making Request

 Position

SITE STATUS REPORT

TO: _____ FROM: _____

LOCATION: _____

DATE: _____ TIME: _____ Incident Commander: _____

Enter Number:	Absent	Injured	Sent to hospital or medical facility	Dead	Missing	Unaccounted for (away from site)	Released to parents	Being supervised
Students								
Site Staff								

How many buildings at your site are visibly damaged?	Explain the type of damage observed:

STRUCTURAL DAMAGE - check damage/problems and indicate location(s)

Is there a problem with...?		Explanation and/or Location(s)
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Gas leak
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Communications
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Fire
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Electrical
<input type="checkbox"/> Yes	<input type="checkbox"/> No	Water
<input type="checkbox"/> Yes	<input type="checkbox"/> No	other:
<input type="checkbox"/> Yes	<input type="checkbox"/> No	other:

MESSAGE: (include kind of immediate assistance required; can you hold out without assistance? If so, how long?; overall condition of campus, neighborhood & street conditions; outside agencies on campus and actions; names of injured, dead, missing and accounted for ASAP)

STUDENT RELEASE FORM

PLEASE PRINT (List siblings on the same form ONLY if they have the SAME LAST NAME)

_____	1)	_____	_____	_____
Last Name		First Name	Teacher	Room#
	2)	_____	_____	_____
		First Name	Teacher	Room#
	3)	_____	_____	_____
		First Name	Teacher	Room#

_____	_____	
Adult Signature	PRINT Name	
	()	
_____	_____	
Street Address	Home Telephone Number	
	()	
_____	_____	
City	Zip	Cellular Telephone Number

TEACHERS' RESPONSE FOR THE STUDENTS LISTED ABOVE:

Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing
Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing
Name of Student _____	<input type="checkbox"/> Sent with Runner	<input type="checkbox"/> Absent
	<input type="checkbox"/> Sent earlier to First Aid Area	<input type="checkbox"/> Missing

Teachers' comments:

STUDENT RELEASE LOG

School _____

Date _____

	Student's Name	Teacher/Room Number	Release Time	Name of Person Released to	I.D. Verified (Staff Initials)	Signature of Adult Receiving Student
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						

Forward the original to Risk Management and keep a copy in an emergency document file

STUDENT/STAFF ACCOUNTABILITY REPORT

Teacher: _____ Room # _____

1) Number of Students in attendance today: _____

2) Absentees (List students' names)

3) Names of other students missing from this Evacuation Area

Name(s)	Where located:

4) Names of other personnel and/or visitors from your class/department missing from this Evacuation Area

Name(s)	Where located:
<input type="checkbox"/> staff <input type="checkbox"/> visitor	
<input type="checkbox"/> staff <input type="checkbox"/> visitor	
<input type="checkbox"/> staff <input type="checkbox"/> visitor	

5) Names of "walking wounded" in this Evacuation Area

6) List location(s) of any noticeable gas odors or live electrical wires

wire		<input type="checkbox"/> gas odor	<input type="checkbox"/> live electrical
wire		<input type="checkbox"/> gas odor	<input type="checkbox"/> live electrical

7) Additional information on reverse side of this report?

NO

YES

VOLUNTEER ASSIGNMENT LOG

School _____ Date _____

	Volunteer's Name	Address	Time In	Position	Time Out
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

Forward the original to Risk Management and keep a copy in an emergency document file.

EMERGENCY RADIO PROCEDURES

Description:

These are the instructions for using and maintaining the District-issued hand-held two-way Motorola brand Emergency Radio. The Emergency Radio has a battery and comes with a charger. Every school and administrative site has been issued an Emergency Radio and it is kept in the “main office” where it can be monitored at all times. In addition to other holders of the Emergency Radios, the communications are monitored by Transportation Dispatch who staffs a base station from 5:30am- 5:30pm, Monday-Friday.

The Radios must be left in the “on” position and set to “Channel 1”. The Radios should be kept in their chargers, unless in use.

Charging the Emergency Radio:

Place the Emergency Radio in the charger. The charger LED light indicates the various stages of the charging process.

Single GREEN flash	Battery is successfully charging
Flashing RED	Battery is unchargeable or not making proper contact (Remove the battery and use a pencil eraser to clean the four metal contacts on the bottom of the battery. If you need to replace a battery, contact the Transportation Department, x1630.).
Steady RED	Battery is in rapid charge mode.
Flashing YELLOW	Battery is not in rapid charge mode but waiting to be charged.
Flashing GREEN	Battery is 90% (or more) charged.
Steady GREEN	Battery is fully charged.

In the unlikely event phones are not available for an emergency notification to the campus, the Emergency Radio will be used to inform you for dangers or other emergency information. As such, it’s important that the radio be turned on and monitored at all times.



Channel	Users
1	District wide emergency channel
2	Transportation Department Use Only
3	Facilities Department Emergency Use Only
4	Transportation Department Emergency Use Only

For complete details, please read and refer to your Motorola User Guide. Following is an Emergency Radio Quick Reference Guide.

QUICK REFERENCE GUIDE—EMERGENCY RADIO

Operation of the Emergency Radio.

Turn the **ON/OFF** Volume control knob clockwise. If power up is successful, you will hear a Self-Test Pass Tone and see the **LED** light located on top of the radio blink green.

To select a channel, turn the **CHANNEL SELECTOR** knob clockwise or counter clockwise until you reach the desired channel. There are three (3) channel settings, **SELECT CHANNEL ONE (1) FOR COMMUNICATION WITH ESSC**. Channel 1 is the primary channel operated by the District's Transportation Department. After initial contact you may be asked to move to another channel.

Hold the radio in a vertical position; press the **PUSH-TO-TALK (PTT)** button on the side of the radio. **PRESS AND HOLD** this button to talk. Wait three (3) full seconds before you speak, **RELEASE** the button to listen. Speak at a distance of 1 to 2 inches away from your mouth into the microphone located on the front of the radio.

Listen (monitor) before you begin talking on the radio. Please keep radio transmissions **brief** and to the point. Stay calm. You should choose words that are distinct, clear, and convey a definite meaning.

In a natural disaster such as an earthquake, the District's Emergency Operations Center will request Transportation Dispatch to conduct an alphabetical roll call to each school and administrative site for response and updates. Please stand-by patiently and be prepared to respond when you are requested.

If you have an emergency other than a regional disaster and have no access to other communication, use your Emergency Radio to declare your emergency immediately. Identify yourself, i.e. "I have an emergency, this is _____ School". Repeat this twice and wait for a response that directly acknowledges you. Wait 15 seconds before repeating an unanswered call. In an emergency situation all bus units will cease to transmit and clear the airway. This option should be exercised only under extreme circumstances.

Ten Codes

Over the years, public safety dispatchers have developed a semi-standardized Ten Code for speaking on the radio. Although the trend since 9-11 has been to use "plain English", you may observe usage of the Ten Code language on the airways.

Common Ten Codes and language:

10-04 = Acknowledgement, Okay

10-09 = Repeat

Affirmative = Answering Yes

Negative = Answering No

Use of the phonetic alphabet may sometimes be necessary to identify letters with clarity.

A=Alpha, B=Bravo, C=Charlie, D=Delta, E=Echo, F=Foxtrot, G=Gulf, H=Hotel, I=India, J=Juliet, K=Kilo, L=Lima, M=Mike, N=November, O=Oscar, P=Papa, Q=Quebec, R=Romeo, S=Sierra, T=Tango, U=Uniform, V=Victor, W=Water, X=X-ray, Y=Yankee, Z=Zulu

APPENDIX B

SITE-SPECIFIC FUNCTIONAL AND SPECIAL NEEDS EVACUATION PLAN



Evacuation Plan Template

For People with Disabilities and Special Needs



Chula Vista Elementary School District

*In collaboration with
Department of Pupil Services and Special Education*



This template is based on the National Fire Protection Association Emergency Evacuation

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BACKGROUND

This document was developed by the Chula Vista Elementary School District during grant activities resulting from the 2006 Emergency Response & Crisis Management Grant from U.S. Department of Education. The document is adapted from the National Fire Protection Association's *Emergency Evacuation Planning Guide for People with Disabilities*. The NFPA *Guide* was developed with input from the disability community to provide general information on this important topic. In addition to providing information on the five general categories of disabilities (mobility impairments, visual impairments, hearing impairments, speech impairments, and cognitive impairments), the *Guide* outlined the four elements of evacuation information that occupants need: **communication, notification, orientation, accessible and safe routes, and personal assistance**. Also included is a **Personal Emergency Evacuation Planning Checklist** that building services managers and people with disabilities can use to design a personalized evacuation plan.

OVERVIEW

The NFPA *Emergency Evacuation Planning Guide for People with Disabilities* was developed in response to the emphasis that has been placed on the need to properly address the emergency procedure needs of the disability community. The *Guide* addresses the needs, criteria, and minimum information necessary to integrate the proper planning components for the disabled community into a comprehensive evacuation planning strategy. The *Guide* is available to everyone in a free, downloadable format from the NFPA website, www.nfpa.org. Additionally a link is available for users of the *Guide* to provide comments or changes to the *Guide* that should be considered for future versions. It is anticipated that the content will be updated annually or more frequently, as necessary, to recognize new ideas, concepts, and technologies.

While building codes in the United States have continuously improved, containing requirements that reduce damage and injury to people and property by addressing fire sprinklers, fire-resistive construction materials, and structural stability, equally important issues such as energy efficiency, protection of heritage buildings, and accessibility are relatively recent subjects that we've begun to address in codes.

Many newer buildings are constructed as "accessible" or "barrier free" to allow people with disabilities ready access. Equally important is how building occupants with a variety of disabilities are notified of a building emergency, how they respond to a potentially catastrophic event, whether or not appropriate features or systems are provided to assist them during an emergency, and what planning and operational strategies are in place to help ensure "equal egress" during an emergency.

Visual as well as audible fire alarm system components, audible/directional-sounding alarm devices, areas of refuge, stair-descent devices, and other code-based technologies clearly move us in the right direction to address those issues. The *Guide* is a tool to provide assistance to people with disabilities, employers, building owners and managers, and others as they develop emergency evacuation plans that integrate the needs of people with disabilities and that can be used in all buildings, old and new. The *Guide* includes critical information on the operational, planning, and response elements necessary to develop a well-thought-out plan for evacuating a building or taking other appropriate action in the event of an emergency. All people, regardless of circumstances, have some obligation to be prepared to take action during an emergency and to assume responsibility for their own safety.

About NFPA: NFPA has been a worldwide leader in providing fire, electrical, building, and life safety to the public since 1896. The mission of the international nonprofit organization is to reduce the worldwide burden of fire and other hazards on the quality of life by providing and advocating consensus codes and standards, research, training, and education.

SITE EVACUATION PLANS FOR PEOPLE WITH SPECIAL NEEDS AND DISABILITIES

During the 2006 Emergency Response & Crisis Management Grant activities, a course was delivered to the Pupil Services Department of CVESD. The course, Emergency Planning for Special Needs & Disabilities Populations, included introduction to the NFPA Guide. During the course, the attendees were clustered into five (5) groups to allow detailed study of the needs of one modality identified in the NFPA *Guide*. The five (5) groups were asked to “customize” their assigned modality-specific Evacuation Plan.

During the 2010 Readiness and Emergency Management for Schools (REMS) Grant activities, this template was further reviewed and updated by a team of leaders from Pupil Services, the District Emergency Planning Consultant and the REMS Project Coordinator.

The intention of sharing this document is to facilitate the individual school and administrative sites to incorporate these Evacuation Plans into their Site Emergency Procedures Plan and to utilize the ***Personal Emergency Evacuation Planning Checklist*** to check off each step and add the appropriate information specific to the person(s) for whom the plan is being built. School sites must consider the needs of staff, students, and visitors to the school campus when addressing the evacuation needs of all persons with disabilities and special needs.

Once the individual school site’s Evacuation Plan is complete, it should be practiced to be sure that it can be implemented appropriately and to identify any gaps or problems that require refinement so that it works as expected. Copies should be filed in appropriate locations for easy access and given to the administrators, teachers, assistants, co-workers, and friends of the person with the disability; building managers and staff; and municipal departments that may be first responders. School safety plans are submitted annually to the District Office and shall include a current yearly amendment addressing the evacuation needs of all persons at the site with disabilities and special needs.

Enrollments and educational services change annually affecting the locations of all persons on a given site. Depending on programming, space allocations, and grade levels serving students, individuals may be served in multiple buildings, classrooms, or areas of a given school site. School sites need to identify individuals with disabilities, their needs, and their locations at given periods throughout the school day.

The importance of practicing the plan cannot be overemphasized. Practice solidifies everyone’s grasp of the plan, assists others in recognizing the person who may need assistance in an emergency, and brings to light any weaknesses in the plan. The plan should be reviewed and practiced regularly by everyone involved. People who have a service animal should practice the evacuation drills with their service animals.

While mandated drills are essential, everyone should also be prepared for the unexpected. Building management should conduct unannounced as well as announced drills and vary the drills to pose a variety of challenges along designated evacuation routes, such as closed-off corridors/stairs, blocked doors, or unconscious people.

Practice and planning do make a difference. During the 1993 bombing of the World Trade Center, a man with a mobile impairment was working on the 69th floor. With no plan or devices in place, it took over six hours to evacuate him. In the 2001 attack on the World Trade Center, the same man had prepared himself to leave the building using assistance from others plus an evacuation chair he had acquired and stored under his desk. It only took 1 hour and 30 minutes to get him out of the building this second time.

Emergency evacuation plans should be viewed as living documents. With building management staff, everyone should regularly practice, review, revise, and update their plans to reflect changes in technology, personnel, and procedures.

Chapter 1

GENERAL INFORMATION

Most people will, at some time during their lives, have a disability, either temporary or permanent, that will limit their ability to move around inside or outside a building and to easily use the built environment. In fact, more than one in five Americans, ages 15 and over, have some type of disability; problems with walking and lifting are the most common.

The original statistics in the following list are from “Statistical Report: The Status of People with Disabilities,” published in 1994 by the President’s Committee on Employment of People with Disabilities, now the Office of Disability Employment Policy (ODEP). The updated numbers (in parentheses) for 2000 are from the U.S. Census Bureau, and those for 2003 are from the National Center for Health Statistics.

- 48.9 million Americans have one or more disabilities (49.7 million in 2000).
- 32 million Americans are age 65 or over (33.3 million in 2000).
- 3.3 million Americans are age 85 and older, a number that is projected to grow by 100 percent, to over 6 million, by 2010.
- 70 percent of all Americans will, at some time in their lives, have a temporary or permanent disability that makes stair climbing impossible.
- 8,000 people survive traumatic spinal cord injuries each year, returning to homes that are inaccessible.
- 17 million Americans have serious hearing disabilities (32.5 million in 2003).
- 8.1 million Americans have visual disabilities (18.6 million in 2003).
- 27 million Americans have heart disease and subsequent reduced or limited mobility (31.3 million in 2003).

Disabilities manifest themselves in varying degrees, and the functional implications of the variations are important for emergency evacuation. One person may have multiple disabilities, while another may have a disability whose symptoms fluctuate. Everyone needs to have a plan to be able to evacuate a building, regardless of his or her physical condition.

While planning for every situation that may occur in every type of an emergency is impossible, being as prepared as possible is important. One way to accomplish this is to consider the input of various people and entities, from executive management, human resources, and employees with disabilities to first responders and other businesses, occupants, and nearby community members. Involving such people early on will help everyone understand the evacuation plans and the challenges that businesses, building owners and managers, and people with disabilities face. The issues raised in the NFPA *Guide* have helped organizations prepare to address the needs of people with disabilities, as well as others, during an emergency.

The NFPA *Guide* was developed using the five general categories of disabilities recognized in the *Fair Housing Act Design Manual*. It addresses the four elements of “standard” building evacuation information that apply to everyone but that may require modification or augmentation to be of use to people with disabilities. Most accessibility standards and design criteria are based on the needs of people defined by one of the following five general categories:

The Five General Categories of Functional and Special Needs

- Mobility Impairments
- Visual Impairments
- Hearing Impairments
- Speech Impairments
- Cognitive Impairments
- Other Impairments, Emotionality, or Multiple Impairments

The Four Elements of Evacuation Information That People Need

- Notification/Communication (What is the emergency?)
- Orientation (Where is the way out?)
- Accessible and Safe Routes (Can I get out by myself, or do I need help?)
 - Self
 - Self with device
 - Self with assistance
- Personal Assistance (What kind of assistance might I need?)
 - Who
 - What
 - Where
 - When
 - How

GENERAL CATEGORIES OF SPECIAL NEED AND DISABILITY

Mobile Impairments

Wheelchair Users

People with mobility disabilities may use one or more devices, such as canes, crutches, a power-driven or manually operated wheelchair, or a three-wheeled cart or scooter, to maneuver through the environment. People who use such devices have some of the most obvious access/egress (exiting access) problems. Typical problems include maneuvering through narrow spaces, going up or down steep paths, moving over rough or uneven surfaces, using toilet and bathing facilities, reaching and seeing items placed at conventional heights, and negotiating steps or changes in level at the entrance/exit point of a building.

Ambulatory Mobility Disabilities

This subcategory includes people who can walk but with difficulty or who have a disability that affects gait. It also includes people who do not have full use of their arms or hands or who lack coordination. People who use crutches, canes, walkers, braces, artificial limbs, or orthopedic shoes are included in this category. Activities that may be difficult for people with mobility disabilities include walking, climbing steps or slopes, standing for extended periods of time, reaching, and fine finger manipulation.

Generally speaking, if a person cannot physically negotiate, use, or operate some part or element of a standard building egress system, like stairs or the door locks or latches, then that person has a mobility impairment that affects his or her ability to evacuate in an emergency unless alternatives are provided.

Respiratory Impairments

People with respiratory impairments can generally use the components of the egress system but may have difficulty safely evacuating due to dizziness, nausea, breathing difficulties, tightening of the throat, or difficulty concentrating. Such people may require rest breaks while evacuating. They may have respiratory equipment, such as oxygen tanks, which needs to be transported safely with the individual.

Visual Impairments

This category includes people with partial or total vision loss. Some people with a visual disability can distinguish light and dark, sharply contrasting colors, or large print but cannot read small print, negotiate dimly lit spaces, see a full visual field, or tolerate high glare. Many people who are blind depend on their sense of touch and hearing to perceive their environment. For assistance while in transit, walking, or riding, many people with visual impairments use a white cane or have a service animal. Printed communication, available in Braille form, is helpful for individuals who are blind. There is high risk that a person with a visual impairment would miss a visual cue, such as a new obstruction that occurred during the emergency event, that could affect egress.

Generally speaking, if a person cannot use or operate some part or element of a standard building egress system or access displayed information, like signage, because that element or information requires vision in order to be used or understood, then that person has a visual impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

Hearing Impairments

People with partial hearing often use a combination of speech reading, sign language, and hearing aids, which amplify and clarify available sounds. Echo, reverberation, and extraneous background noise can distort hearing aid transmission. People who are deaf or hard of hearing and who rely on lip reading for information must be able to clearly see the face of the person who is speaking. Those who use sign language to communicate may be adversely affected by poor lighting. People who are hard of hearing or deaf may have difficulty understanding oral communication and receiving notification by equipment that is exclusively auditory, such as telephones, fire alarms, and public address systems. There is a risk that a person with a hearing loss or deafness would miss an auditory cue to the location of a dangerous situation, affecting his or her ability to find safe egress.

Generally speaking, if a person cannot receive some or all of the information emitted by a standard building egress system, like a fire alarm horn or voice instructions, then that person has a hearing impairment that could affect his or her ability to evacuate in an emergency unless alternatives are provided.

Speech Impairments

Speech impairments prevent a person from using or accessing information or building features that require the ability to speak clearly for effective communication. Speech impairments can be caused by a wide range of conditions, (dysarthria, apraxia, stuttering, voice output), but all result in some level of loss of the ability to vocalize or to verbally communicate effectively.

The only “standard” building egress systems that may require a person to have the ability to speak in order to evacuate a building are the emergency phone systems in areas of refuge, elevators, or similar locations. These systems need to be assessed in the planning process.

Cognitive Impairments

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use those features.

Cognitive impairments can be caused by a wide range of conditions, including but not limited to developmental disabilities, multiple sclerosis, depression, alcoholism, Alzheimer’s disease, Parkinson disease, traumatic brain injury, chronic fatigue syndrome, stroke, and some psychiatric conditions, but all result in some decreased or impaired level in the ability to process or understand the information received by the senses.

All standard building egress systems require a person to be able to process and understand information in order to safely evacuate a building.

Other Impairments and Multiple Impairments

In addition to people with permanent or long-term disabilities, there are others who have temporary conditions that affect their usual abilities. Broken bones, illness, trauma, or surgery can affect a person's use of the built environment for a short time. Diseases of the heart or lungs, neurological diseases with a resulting lack of coordination, arthritis, and rheumatism can reduce a person's physical stamina or cause pain. Other disabilities include multiple chemical sensitivities and seizure disorders. Reduction in overall ability is also experienced by many people as they age. People of extreme size or weight often need accommodation as well.

Individuals display various response levels to the emotional impact of crisis situations. Some individuals have extreme emotionality and mental health issues (self-regulation, coping with change, accepting directives from others, self-mutilation, aggression), which impair functional responses in a crisis situation. These individuals may receive support services from school site counselors or psychologists. They may have trusting relationships with specific school personnel that enable them to respond appropriately in difficult situations. Behavioral strategies and plans may be in place that will enable the individual to process information, respond to directives, and support the team efforts to keep the individual and others safe. Staff members need to communicate these plans and strategies to trusted administrators, personnel, community, and first responders to ensure safety for all.

It is not uncommon for people to have multiple disabilities. For example, someone could have a combination of visual, speech, and hearing disabilities. Evacuation planning for people with multiple disabilities is essentially the same process as for those with individual disabilities, although it will require more steps to develop and complete more options or alternatives.

SERVICE ANIMALS

Service animals assist people with disabilities in their day-to-day activities. While most people are familiar with guide dogs trained to assist people with visual impairments, service animals can be trained for a variety of tasks, including alerting a person to sounds in the home and workplace, pulling a wheelchair, picking up items, or assisting with balance.

The ADA defines a service animal "as any guide dog, signal dog, or other animal individually trained to provide assistance to a person with a disability." Service animals do not have to be licensed or certified by state or local government. Under the ADA, they are permitted in private facilities that serve the public, including shelters, hospitals, and emergency vehicles; in state and local government facilities; and in the workplace.

Only under the following rare and unusual circumstances can a service animal be excluded from a facility:

- The animal's behavior poses a direct threat to the health or safety of others.
- The animal's presence would result in a fundamental alteration to the nature of a business or a state or local government's program or activity.
- The animal would pose an "undue hardship" for an employer. Such instances would include a service animal that displays vicious behavior toward visitors or co-workers or a service animal that is out of control. Even in those situations, the public facility, state or local government, or employer must give the person with a disability the opportunity to enjoy its goods, services, programs, activities, and/or equal employment opportunities without the service animal (but perhaps with some other accommodation).

A person with a service animal should relay to emergency management personnel his or her specific preferences regarding the evacuation and handling of the animal. Those preferences then need to be put in the person's evacuation plan and shared with the appropriate building and management personnel.



People with service animals should also discuss how they can best be assisted if the service animal becomes hesitant or disoriented during the emergency situation. The procedure should be practiced so that everyone, including the service animal, is comfortable with it.

First responders should be notified of the presence of a service animal and be provided with specific information in the evacuation plan. Extra food and supplies should be kept on hand for the service animal.

STANDARD BUILDING EVACUATION SYSTEMS

A standard building evacuation system has three components:

1. The circulation path
2. The occupant notification system(s)
3. Directions to and through the circulation paths

Circulation Path

A *circulation path* is a continuous and unobstructed way of travel from any point in a building or structure to a public way.

The components of a circulation path include but are not limited to rooms, corridors, doors, stairs, smoke-proof enclosures, horizontal exits, ramps, exit passageways, escalators, moving walkways, fire escape stairs, fire escape ladders, slide escapes, alternating tread devices, areas of refuge, and elevators.

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through the circulation path to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge. (See 7.2.12 of [NFPA 101", Life Safety Code"](#) , for more information.)

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. The person with disabilities must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by other people using a cradle carry, a swing (seat) carry, or an in-chair carry or by a stair descent device. (See 7.2.12 of [NFPA 101", Life Safety Code"](#) , for more information.)

A usable circulation path would also be one that complies with the applicable requirements of ICC/ANSI A117.1, *American National Standard for Accessible and Usable Buildings and Facilities*, for the particular disabilities involved.

Occupant Notification System

The *occupant notification systems* include but are not limited to alarms and public address systems. [NFPA 72](#), [National Fire Alarm Code](#), defines a *notification appliance* as “a fire alarm system component such as a bell, horn, speaker, light, or text display that provides audible, tactile, or visible outputs, or any combination thereof.”

Directions to and through the Usable Circulation Path

Directions to and through the usable circulation path include signage, oral instructions passed from person to person, and instructions, which may be live or automated, broadcast over a public address system.



Personal notification devices, which have recently come onto the market, can be activated in a number of ways, including but not limited to having a building’s alarm system relay information to the device. The information can be displayed in a number of forms and outputs. Because this technology is new to the market, such devices and systems are not discussed here; however, emergency evacuation personnel and people with disabilities may want to investigate them further.

Chapter 2

BUILDING AN EVACUATION PLAN FOR A PERSON WITH A MOBILITY IMPAIRMENT

OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with mobility impairments can hear standard alarms and voice announcements and can see activated visual notification appliances (strobe lights) that warn of danger and the need to evacuate. No additional planning or special accommodations for this function are required, unless the individual has multiple impairments. An individual may have multiple disabilities. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through it to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge.

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. A person with a severe mobility impairment must have the ability to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or others might move the person by using a wheelchair carry on the stairs.



Special Note 1

People with mobility impairments need to know if there is a usable circulation path from the building they are in. If there is not a usable circulation path, then their plans will require alternative routes and methods of evacuation to be put in place.

Which Circulation Paths Are Usable Circulation Paths?

Exits, other than main exterior exit doors that obviously and clearly are identifiable as exits, should be marked by approved signs that are readily visible from any direction of approach in the exit access.

Where not all circulation paths are usable by people with disabilities, the usable circulation path(s) should be clearly identified by the international symbol of accessibility:



Locations of exit signs and directional exit signs are specified by model codes. Usually the signs are placed above exit doors and near the ceiling.

Supplemental directional exit signs may be necessary to clearly delineate the route to the exit. Exit signs and directional exit signs should be located so they are readily visible and should contrast against their surroundings.



Special Note 2

People with mobility impairments should be provided with written directions, a brochure, or a map showing all directional signs to all usable circulation paths. For new employees and other regular users of the facility it may be practical to physically show them the usable circulation paths as well as provide them with written information. In addition, simple floor plans of the building that show the locations of and routes to usable circulation paths should be available and given to visitors with mobility impairments when they enter the building. A large sign could be posted at each building entrance stating the availability of written directions or other materials and where to pick them up. Building security personnel, including those staffing entrance locations, should be trained in all the building evacuation systems for people with disabilities and be able to direct anyone to the nearest usable circulation path.

Which Paths Lead to Usable Circulation Paths?

Any circulation paths that are not usable should include signs directing people to other, usable paths. People with mobility impairments should be provided with written directions, a brochure, or a map showing what those signs look like and where they are.



Special Note 3

Where such directional signs are not in place, people with mobility impairments should be provided with written directions, a brochure, or a map showing the locations of all usable circulation paths.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

Can People with Mobility Impairments Use the Usable Circulation Path by Themselves?

Is There a Direct Exit to Grade (or a Ramp)?

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person using a wheelchair is able to travel unassisted through it to a public way (if elevation differences are involved, there are usable ramps rather than stairs).
- A person using a wheelchair is able to travel unassisted through that portion of the usable circulation path necessary to reach an area of refuge.

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. People with mobility impairments must be able to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator or other evacuation device might be used, or the person might be moved by another person or persons using a cradle carry, a swing (seat) carry, or an in-chair carry. Training, practice, and an understanding of the benefits and risks of each technique for a given person are important aspects of the planning process.

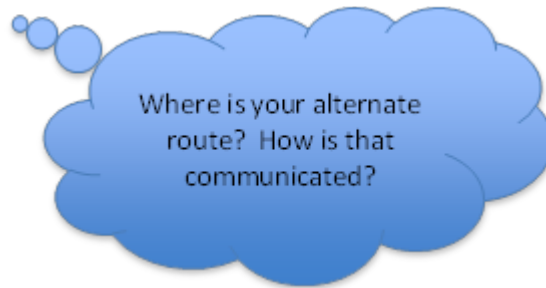


Special Note 4

Not all people using wheelchairs or other assistive devices are capable of navigating a usable circulation path by themselves. It is important to verify that each person using any assistive device can travel unassisted through the usable circulation path to a public way. Those who cannot must have the provision of appropriate assistance detailed in their emergency evacuation plans. Additionally, the plans should provide for evacuation of the device or the availability of an appropriate alternative once the person is outside the building. Otherwise, the person with the mobility impairment will no longer have independent mobility once he or she is out of the emergency situation.

Can the Person with a Mobility Impairment Use Stairs?

Not all people with mobility impairments use wheelchairs. Some mobility impairments prevent a person from using building features that require the use of one's arms, hands, fingers, legs, or feet. People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms. The evacuation plans for these people should address alternative routes, alternative devices, or specific provisions for assistance.



Are There Devices to Help People with Mobility Impairments Evacuate?

Can the Elevators Be Used?

Although elevators can be a component of a usable circulation path, restrictions are imposed on the use of elevators during some types of building emergencies. Elevators typically return to the ground floor when a fire alarm is activated and can be operated after that only by use of a "firefighters" keyed switch. This may not be true in the event of non-fire emergencies requiring an evacuation.

In October 2003, the National Institute of Standards and Technology (NIST) began working with the elevator industry to develop and test more reliable emergency power systems and waterproof components. Under consideration are software and sensing systems that adapt to changing smoke and heat conditions, helping to maintain safe and reliable elevator operation during fire emergencies. Such changes could allow remote operation of elevators during fires, thus freeing fire fighters to assist in other ways during an emergency.

The topic was further examined in March 2004 during the Workshop on the Use of Elevators in Fires and Other Emergencies co-sponsored by the American Society of Mechanical Engineers (ASME International), NIST, the International Code Council (ICC), the National Fire Protection Association (NFPA), the U.S. Access Board, and the International Association of Fire Fighters (IAFF). The workshop provided a forum for brainstorming and formulating recommendations in an effort to improve codes and standards.

The majority of recommendations led to the formation of two new ASME task groups: the Use of Elevators by Firefighters task group and the Use of Elevators for Occupant Egress task group. The project is a collaborative effort of ASME, NIST, ICC, NFPA, IAFF, the U.S. Department of Homeland Security (DHS), and the U.S. Access Board. For more information, visit www.asme.org.



Although Evacu-Chairs are not available, the Nurses Office has a wheelchair and rolling Teacher chairs are also available.

Are Lifts Available?

If available, lifts generally have a short vertical travel distance, usually less than 10 feet, and therefore can be an important part of an evacuation. Lifts should be checked to make sure they have emergency power, can operate if the power goes out, and if so, for how long or how many uses. It is important to know whether the building's emergency power comes on automatically or a switch or control needs to be activated.

What Other Devices Are Available?

Some evacuation devices and methods, including stair-descent devices and the wheelchair carry, require the assistance of others.



IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or Building

People with mobility impairments may be able to go up and down stairs easily but have trouble operating door locks, latches, and other devices due to impairments of their hands or arms can be assisted by anyone. A viable plan to address this situation may be for the person with the disability to be aware that he or she will need to ask someone for assistance with a particular door or a particular device. It is important to remember that not everyone in a building is familiar with all the various circulations paths everywhere in the building and they may have to use an unfamiliar one in the event of an emergency.



Does your site have an individual assigned to occupants with mobility issues?

Specific Person(s) in the Office or Building

- Friend or co-worker
 - Relative
 - Supervisor
 - Building staff
 - Floor safety warden
- First responders
 - Floor safety warden
 - Fire fighter
 - Police officer
 - Emergency medical services: emergency medical technicians (EMTs), paramedics, ambulance personnel

How Many People Are Necessary to Provide Assistance?

One Person

When only one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, an off-site meeting, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a more reliable plan.



Multiple People

When more than one person is necessary to assist a person with a mobile impairment, a practical plan should identify at least twice the number of people required who are willing and able to provide assistance. Common sense tells us that one or more specific people may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of a pool of people who are likely to have different working and traveling schedules provides a more reliable plan.



Has your site identified those willing and able to provide assistance to occupants with mobile impairments?

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how and where the person needs to go to get to the usable circulation path
- Escorting the person to and/or through the usable circulation path
- For students with Autism, are they hypersensitive to noise, light, crowds, touch, etc. that may affect their evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?
- What if any augmentative communication device the student will need to carry with him/her during the evacuation to meet his/her communication needs?
- What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual and verbal warnings of upcoming fire drills, recording of the alarm sound in short burst, and later longer intervals on a recording, social stories about loud noises and fire drills and why it is important not to hide, etc.)
- Does the student IEP and/or BSP Include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

Minor Physical Effort

- Offering an arm to assist the person to/through usable circulation path
- Opening the door(s) in the usable circulation path

Major Physical Effort

- Operating a stair-descent device
- Participating in carrying a wheelchair down the stairs
- Carrying a person down the stairs

Waiting for First Responders

Waiting with the person with the impairment for first responders would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way of predicting how long any given area will remain a safe haven under emergency conditions.

This topic should be discussed in the planning stage. Agreement should be reached regarding how long the person giving assistance is expected to wait for the first responders to arrive. Such discussion is important because waiting too long can endanger more lives. If someone is willing to delay his or her own evacuation to

assist a person with an impairment in an emergency, planning how long that wait might be is wise and reasonable.

Where Will the Person(s) Start Providing Assistance?

From the Location of the Person Requiring Assistance

Does the person providing assistance need to go where the person with the mobility impairment is located at the time the alarm sounds? If so, how will he or she know where the person needing assistance is?

- Face to face
- Phone
- PDA
- E-mail
- Tweet
- Visual
- Other

From a Specific, Predetermined Location

- Entry to stairs
- Other

When Will the Person(s) Provide Assistance?

- Always
- Only when asked
- Other

How Will the Person(s) Providing Assistance Be Contacted?

- Face to face
- Phone
- PDA
- E-mail
- Tweet
- Visual

- Other

Chapter 3

BUILDING AN EVACUATION PLAN FOR A PERSON WITH A VISUAL IMPAIRMENT

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

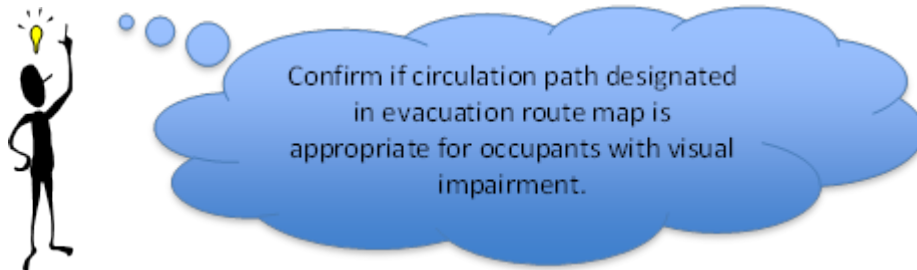
No Special Requirements. People with visual impairments can hear standard building fire alarms and voice announcements over public address systems that warn of a danger or the need to evacuate or that provide instructions, unless the individual has multiple impairments. Please consult the sections that address each area of need. Refer to the IEP and Special Education team for specialized planning.

ORIENTATION/WAY FINDING

Is There a Usable Circulation Path?

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person with disabilities is able to travel unassisted through it to a public way.
- A person with disabilities is able to travel unassisted through that portion of the circulation path necessary to reach an area of refuge.



As well as completing the requirements above, sites should also:

- Locate or identify these paths. For support, you may contact CVESD Orientation/Mobility Consultant (Christine Carlson)
- Put signs up in alternative formats
- Identify all students and staff with visual impairments
- Develop personal evacuation plan

An *area of refuge* is a space that serves as a temporary haven from the effects of a fire or other emergency. A person with a visual impairment must be able to travel from the area of refuge to the public way, although such travel might depend on the assistance of others.



Special Note 5

A person with a visual impairment needs to know if there is a usable circulation path from the building. If there is not a usable circulation path, then the personal emergency evacuation plan for that person will require that alternative routes and methods of evacuation be put in place.

For People with Disabilities, Which Circulation Paths Are Usable, Available, and Closest?

Exits should be marked by tactile signs that are properly located, so a person can readily find them with a visual impairment from any direction of approach to the exit access.

Where not all circulation paths are usable by people with disabilities, the usable paths of circulation should be identified by the tactile international symbol of accessibility:



The location of exit signage and directional signage for those with visual impairments is clearly and strictly specified by codes. The requirements include but are not limited to the type, size, spacing, and color of letters for visual characters and the type, size, location, character height, stroke width, and line spacing of tactile letters or Braille characters.



Special Note 6

It may be practical to physically take new students (yearly) and employees with visual impairments to and through the usable circulation paths and to all locations of directional signage to usable circulation paths. In addition, simple floor plans of the building indicating the location of and routes to usable circulation path should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors with visual impairments when they enter the building so they can find the exits in an emergency. Tactile and Braille signs should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path. Rope should be available to assist the visually impaired.



Ensure that all know the route prior to drills or emergency situations.



Special Note 7

The personal evacuation plan for a person with a visual impairment needs to be prepared and kept in the alternative format preferred by that person, including but not limited to Braille, large type, or tactile characters.

Which Paths Are Usable Circulation Paths?

Tactile directional signs that indicate the location of the nearest usable circulation path should be provided at all circulation paths that are not usable by people with disabilities. It may be practical to physically show new employees with visual impairments where all usable circulation paths are.



Special Note 8

Where tactile directional signs are not in place, it may be practical to physically show new employees with visual impairments where all usable circulation paths are located. Building management should consider installing appropriate visual, tactile, and/or Braille signage in appropriate locations conforming to the code requirements. Installing such signage is generally not expensive. Building owners and managers may be unaware that there is something they can do to facilitate the safe evacuation of people with visual impairments.



ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

Can People with Visual Impairments Use the Circulation Path by Themselves?

A circulation path is considered a *usable circulation path* if it meets one of the following criteria:

- A person with a visual impairment is able to travel unassisted through it to a public way.
- A person with a visual impairment is able to travel unassisted through that portion of the usable circulation path necessary to reach an area of refuge.

An *area of refuge* serves as a temporary haven from the effects of a fire or other emergency. A person with a visual impairment must be able to travel from the area of refuge to the public way, although such travel might depend on the assistance of others. If elevation differences are involved, an elevator might be used, or the person might be led down the stairs.

Will a Person with a Visual Impairment Require Assistance to Use the Circulation Path?

Not all people with visual impairments are capable of navigating a usable circulation path. It is important to verify that a person with a visual impairment can travel unassisted through the exit access, the exit, and the exit discharge to a public way. If he or she cannot, then that person's personal emergency evacuation plan will include a method for providing appropriate assistance.



If person requires assistance, identify student buddy escort, staff aide or teacher, or use of a rope.



Generally only one person is necessary to assist a person with a visual impairment. A practical plan is to identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Anyone in the Office or the Building

People with visual impairments who are able to go up and down stairs easily but simply have trouble finding the way or operating door locks, latches, and other devices can be assisted by anyone. A viable plan may simply be for the person with a visual impairment to be aware that he or she will need to ask someone for assistance.

Specific Person(s) in the Office or the Building

- Friend or co-worker
 - Relative
 - Supervisor
 - Building staff
 - Floor safety warden
- First responders
 - Floor safety warden
 - Fire fighter
 - Police officer
 - Emergency medical services: emergency medical technicians (EMTs), ambulance personnel

What Assistance Will the Person(s) Provide?

Guidance

- Explaining how to get to the usable circulation path
- Escorting the person with the visual impairment to and/or through the circulation path
- For students with behavior disabilities, or Autism, does their IEP and/or BSP include specific procedures

for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation.

- Please note that any assistant for those with visual impairment should be CPI trained.

Minor Physical Effort

- Offering the person an arm or allowing the person to place a hand on your shoulder and assisting the person to/through the circulation path
- Opening doors in the circulation path



Waiting for First Responders

Generally speaking, a person with a visual impairment will not need to wait for first responders. Doing so would likely be a last choice when there is an imminent threat to people in the building. While first responders do their best to get to a site and the particular location of those needing their assistance, there is no way to predict how long any given area will remain a safe haven under emergency conditions.

Where Will the Person(s) Start Providing Assistance?

From the Location of the Person Requiring Assistance

Does the person providing assistance need to go where the person with the visual impairment is located at the time the alarm sounds? If so, how will he or she know where the person needing assistance is?

- Phone
- PDA
- E-mail
- Tweet
- Visual
- Other



In a personal evacuation plan, please identify how the person requiring assistance will be located.

From a Specific, Predetermined Location

- Entry to stairs

- Other

When Will the Person(s) Provide Assistance?

- Always
- Only when asked
- Other

How Will the Person(s) Providing Assistance Be Contacted?

- Face to face
- Phone
- PDA
- E-mail
- Tweet
- Visual
- Other

Chapter 4

BUILDING AN EVACUATION PLAN FOR A PERSON WHO IS HARD OF HEARING OR DEAF

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS



Visual Devices for the Fire Alarm System

People with hearing impairments cannot hear alarms and voice announcements that warn of danger and the need to evacuate. An individual may have multiple disabilities. Please consult the sections that address each area of need. Many codes require new buildings to have flashing strobe lights (visual devices) as part of the standard building alarm system, but because the requirements are not retroactive many buildings don't have them. In addition, strobes are required only on fire alarm systems and simply warn that there may be a fire. Additional information that is provided over voice systems for a specific type of emergency such as threatening weather event, or that directs people to use a specific exit, are unavailable to people with hearing impairments.



Consider different colored signals to represent non-fire or other types of emergencies. Presently, any non-fire emergencies are announced over the PA at

It is extremely important for people with hearing impairments to know what, if any, visual notification systems are in place. They also need to be aware of which emergencies will activate the visual notification system and which emergencies will not. Alternative methods of notification need to be put into the emergency evacuation plans for people with hearing impairments so they can get all the information they need to evacuate in a timely manner.



Review what your site currently has in place with regards to internal notification signals for the different emergencies.

Devices or Methods for Notification of Other Emergencies

The following is a partial list of emergencies that should be considered in the development of alternative warning systems:

- Natural Events
 - Storms (hurricanes, tornadoes, floods, snow, lightning, hail, etc.)
 - Earthquakes (Although a system would provide only a few seconds' notice, it may lessen anxiety and prevent panic.)
- Human-Caused Events (robbery, hostile acts, random violence, etc.)



Special Note 9



Scrolling reader boards are becoming more common and are being applied in creative ways. In emergency situations, they can flash to attract attention and provide information about the type of emergency or situation. The Office will have control over the boards in the classrooms and around campus. Some major entertainment venues use this technology to provide those with hearing impairments with “closed captioning” at every seat, for very little cost. A reversed scrolling reader board is mounted in the back of the room. Guests with hearing impairments are provided with small teleprompter-type screens mounted on small stands. The guests place the stands directly in front of themselves and adjust the screens so they can see the reader board reflected off the screens. The screens are transparent, so they don’t block the view of guests behind the screen users.

If a person with a hearing impairment is likely to be in one location for a significant period of time, such as at a desk in an office, installation of a reader board in the work area might be considered to provide appropriate warning in an emergency.

Personal notification devices are also coming on the market. Such devices can be activated in a number of ways, including having a building’s alarm system relay information to the device. Information can be displayed in a variety of forms and outputs.

E-mail and TTY phone communications are other alternative methods of notification for people with hearing impairments.

Another option is the use of televisions in public and working areas with the closed caption feature turned on. The U.S. Department of Agriculture offices in Washington D.C. use this technology.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Circulation Path Location(s) Necessary?

No Special Requirements. Once properly notified by appropriate visual notification devices of an alarm or special instructions, people with hearing impairments can use any standard means of egress from the building.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with hearing impairments can use any standard means of egress from the building.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors when they enter the building so they can find the exits in an emergency. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. Once notified, people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building.

Elevators are required to have both a telephone and an emergency signaling device. People with hearing or speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, many people with hearing impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance in areas of low or no light where their balance could be affected without visual references. In this event, the functional team should be taught signs or have pictures/pen and paper to communicate with the hearing impaired.



Considerations for Persons with Autism Spectrum Disorder

Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

What if any, augmentative communication device does the student need to carry with him/her during the evacuation to meet his communication needs?

What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

What behavioral supports and rewards are needed to encourage cooperation and compliance?

What personnel will assist in transition and monitoring for student throughout situation?

Chapter 5

BUILDING AN EVACUATION PLAN FOR A PERSON WITH A SPEECH IMPAIRMENT

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with speech impairments can hear standard alarms and voice announcements and can see visual indicators that warn of danger and the need to evacuate. Therefore, no additional planning or special accommodations for this function are required, unless the individual has multiple impairments. Please consult the sections that address each area of need.

ORIENTATION/WAY FINDING

Is Prior Knowledge of the Location of the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress from the building.

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. Once notified, people with speech impairments can use any standard means of egress from the building.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors when they enter the building so they can find the exits in an emergency. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

The only standard building egress system that may require the ability to speak in order to evacuate a building is an emergency phone in an elevator. Elevators are required to have both a telephone and an emergency signaling device. People with speech impairments should be aware of whether the telephone is limited to voice communications and where the emergency signaling device rings — whether it connects or rings inside the building or to an outside line — and who would be responding to it.

IS ASSISTANCE REQUIRED?

No Special Requirements. Once notified, people with speech impairments can read and follow standard exit and directional signs and use any standard means of egress from the building. However, some may need assistance with voice communication devices in an elevator.

Considerations for Persons with Autism Spectrum Disorder

Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Chapter 6

BUILDING AN EVACUATION PLAN FOR A PERSON WITH A COGNITIVE IMPAIRMENT

Cognitive impairments prevent a person from using or accessing building features due to an inability to process or understand the information necessary to use the features. Cognitive impairments are caused by a wide range of conditions, but all result in some decreased level of ability to process or understand information or situations. An individual may have multiple disabilities. Please consult the sections that address each area of need.

All standard building egress systems require the ability to process and understand information in order to safely evacuate.

Possible accommodations for people with cognitive impairments might include the following:

- Providing a picture book of drill procedures
- Color coding fire doors and exit ways
- Implementing a buddy system
- Using a job coach for training

COMMUNICATION/OCCUPANT NOTIFICATION SYSTEMS

No Special Requirements. People with cognitive impairments can hear standard alarms and voice announcements and see visual indicators that warn of danger and the need to evacuate. However, the ability of a person with a cognitive impairment to recognize and understand a fire alarm or other emergency notification systems and what they mean should be verified. If the person does not recognize and understand alarms, then plans for assistance need to be developed.

ORIENTATION/WAY FINDING

Is Identification of Which Means of Egress Are Available/Closest Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use them without assistance, then plans for assistance need to be developed.

Simple floor plans of the building indicating the location of and routes to usable circulation paths should be available in alternative formats such as single-line, high-contrast plans. These plans should be given to visitors when they enter the building so they can find the exits in an emergency. Signs in alternative formats should be posted at the building entrances stating the availability of the floor plans and where to pick them up. Building security personnel, including those staffing the entrances, should be trained in all accessible building evacuation systems and be able to direct anyone to the nearest usable circulation path.

Is Identification of the Path(s) to the Means of Egress Necessary?

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

ACCESSIBLE AND SAFE ROUTES/USE OF THE WAY

No Special Requirements. However, the ability of a person with a cognitive impairment to find and use the exits should be verified. If the person is not able to recognize and use the exits without assistance, then plans for assistance need to be developed.

IS ASSISTANCE REQUIRED?

Who Will Provide the Assistance?

Generally, only one person is necessary to assist a person with a cognitive impairment. A practical plan should identify at least two, ideally more, people who are willing and able to provide assistance. Common sense tells us that a specific person may not be available at any given time due to illness, vacation, off-site meetings, and so on. The identification of multiple people who are likely to have different working and traveling schedules provides a much more reliable plan.

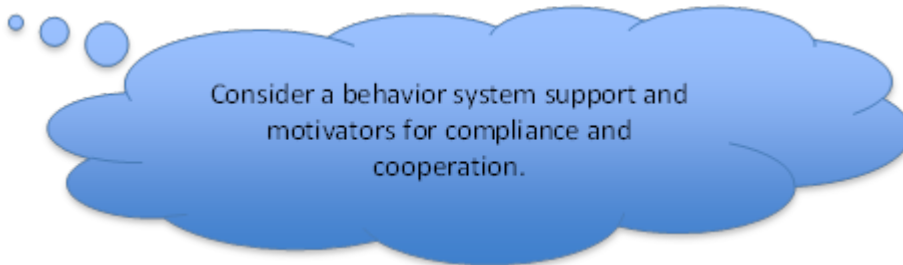
Specific Person(s) in the Office or the Building

- Special training or skills
- Known to the person with cognitive impairments

Anyone in the Office or the Building

What Assistance Will the Person(s) Provide?

- Ensuring that the person with the cognitive impairment is aware of the emergency and understands the need to evacuate the building
- Guidance to and/or through the means of egress



Where Will the Person(s) Start Providing Assistance?

- From the current location of the person needing assistance
- From a specific, predetermined location
 - Entry to stairs
 - Other

When Will the Person(s) Provide Assistance?

- Always
- Only when asked
- Other

How Will the Person(s) Providing Assistance Be Contacted?

- Face to face
- Phone
- PDA
- E-mail
- Tweet
- Visual
- Other

Considerations for Persons with Autism Spectrum Disorder

Is the student hypersensitive to noise, light, crowds, touch, etc. that may affect his evacuation in case of an emergency? What accommodations are needed to mitigate sensory over stimulation during evacuations?

What is any, augmentative communication device the student will need to carry with him/her during the evacuation to meet his communication needs?

What preparation can be provided to the student in advance to help him/her participate in the evacuation? (This can be achieved in preparing for fire/evacuation drills: visual warnings of upcoming fire drills, social stories about fire drills and why it is important not to run and hide, etc).

Does the student IEP and/or BSP include specific procedures for directing/transitioning him/her to a different activity that will need to be implemented during the evacuation?

CLASSROOM/PERSONAL EMERGENCY EVACUATION CHECKLIST

This checklist is also available as an interactive Microsoft Word form at <http://www.nfpa.org/assets/files//PDF/Forms/Chklist.doc>. To personalize the form, download it to your local hard drive, then copy and rename the file for each individual for whom an evacuation plan is needed. The file name will print in the footer of each page, so use short, meaningful file names, for example, MaryEvacPlan.doc. Brief instructions for working with Word tools for forms are available at <http://www.nfpa.org/assets/files//PDF/Forms/HowToUse.pdf>. For advanced instructions, see the Help resources included with Microsoft Word.



Utilize a Classroom Checklist for most students and a Personal Checklist for students with very special different needs.



CLASSROOM/PERSONAL EMERGENCY EVACUATION PLANNING CHECKLIST



Name: _____ Primary Location: _____

Building (home, office, etc.): _____ Primary Phone: _____

Address: _____ Cell Phone: _____

Floor: _____ E-mail: _____

Service Animal: Yes No

COMMUNICATION/OCCUPANT NOTIFICATION

Type of Emergency Method or Device for Notification

Fire: _____

Earthquake: _____

Flood: _____

Storm: _____

Attack: _____

Other (specify): _____

	YES	NO	N/A	Comments
Are there emergency notification devices (alarms, etc.) appropriate for this person?				
Does this person know the location of each emergency notification device/system and understand its meaning/function?				
Does this person know how to sound the alert for emergencies (manual pull box alarms, public address systems, radio, telephones)?				

If telephones are used to report emergencies, are emergency numbers posted near telephones, on employee notice boards, or in other conspicuous locations?				
Is there a way for a person with a hearing or speech impairment to report an emergency?				
If the communication system also serves as an alarm system, do all emergency messages have priority over all non-emergency messages?				
Is there a unique signal (sound, light, header) to indicate an emergency message?				

ORIENTATION/WAY FINDING

	YES	NO	N/A	Comments
Is there a usable way out?				
Where is it? (List all and indicate nearest.)				
Where is the established outside meeting place?				
How do you communicate the circulation path to individuals with functional and special needs?				
Is the usable circulation path clearly marked to show the route to leave the building or to relocate to some other space within the building in an emergency?				
If a person exiting a doorway or turning a corner could inadvertently be directed into the path of a moving vehicle, is a safeguarding device with a warning sign in place?				
If the stairs in the circulation path lead anywhere but out of the building, are doors, partitions, or other effective means used to show the correct route out of the building?				
Do doors used to connect any room to a circulation path have proper maneuvering clearances?				
Can the doors be easily unlatched?				
Do exterior circulation paths (balcony, porch, gallery, roof) meet the preceding four requirements?				
Does the exterior circulation path have guardrails to protect open sides of walking surfaces?				
Is the exterior circulation path smooth, solid, and a substantially level travel surface?				
Does the exterior circulation path <i>not</i> branch off and head away from the public way?				
Is each exit marked with a clearly visible sign reading "EXIT" in all forms (visual, tactile, Braille)?				

Is every doorway or passage that might be mistaken for an exit marked "NOT AN EXIT" or with an indication of its actual use in all forms (visual, tactile, Braille)?				
Are signs posted and arranged along circulation paths to adequately show how to get to the nearest exit?				
Do the signs clearly indicate the direction of travel in all forms (visual, tactile, Braille)?				
Do brightly lit signs, displays, or objects in or near the line of vision <i>not</i> obstruct or distract attention from exit signs, particularly for people with low vision?				

ACCESSIBLE AND SAFE ROUTE/USE OF THE WAY

	YES	NO	N/A	Comments
Are circulation paths always free of obstructions, including furniture and equipment, so everyone can safely exit the building during an emergency?				
Are people <i>not</i> required to travel through a room that can be locked, such as a restroom?				
Do all interior doors, other than fire doors, readily open from the inside without keys, tools, or special knowledge and require less than 5 pounds of force to unlatch and set the door in motion?				
Are exit signs <i>not</i> obstructed or concealed in any way, particularly for people with vision impairments who need to find and feel the sign?				
Are exit doors kept free of items that obscure the visibility of exit signs or that may hide visual, tactile, or Braille signage?				
Is the emergency escape path clear of obstacles caused by construction or repair ?				
Does the circulation path maintain a clear height of 6 feet 8 inches at all points?				
Do objects that stick out into the circulation path, such as ceiling fans and wall cabinets, <i>not</i> reduce the minimum height and width of the circulation path?				
Are usable circulation paths at least 32 inches wide for any segment less than 24 inches in length and 36 inches for all segments 24 inches or longer?				
Is each usable circulation path a permanent part of the facility?				
If the circulation path is not substantially level, are occupants provided with appropriate stairs or a ramp?				
Do building circulation paths lead to a public way, that is:				
Directly outside or to a street or walkway?				
To an area of refuge and from there to a public way?				
To an open space with access to the outside?				

To streets, walkways, or open spaces large enough to accommodate all building occupants likely to use the exit?

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TYPE OF ASSISTANCE NEEDED

	YES	NO	N/A	Comments
Can the person evacuate himself or herself with a device or aid?				
What is the specific device or aid?				
Where is the device or aid located?				
Does the person need assistance to evacuate?				
What does the assistant(s) need to do?				
Does the assistant(s) need any training? (i.e. CPI)				
Has the training been completed?				
Has the assistant been made aware of the student's sensory needs (if applicable) to develop an awareness of any particular accommodations that he/she may need during the evacuation.				
Where will the assistant(s) meet the person requiring assistance?				
When will the person requiring assistance contact the assistant(s)?				

Number of Assistants Needed

How many assistants are needed? _____

How will the assistant(s) be contacted in an emergency? _____

Name	Phone	Cell Phone	E-mail
Assistant 1			
Assistant 2			
Assistant 3			
Assistant 4			
Assistant 5			
Assistant 6			

SERVICE ANIMAL

	YES	NO	Comments
Has the person discussed with emergency management personnel his or her preferences with regard to evacuation and handling of the service animal?			
Has the person thought about under what circumstances a decision may have to be made about leaving the service animal behind?			
What is the best way to assist the service animal if it becomes hesitant or disoriented?			
Do first responders have a copy of the detailed information for the service animal?			
Where are extra food and supplies kept for the service animal?			