Emergency Operations Plan

Redwoods Community College District

IMReady™

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Assumptions (Read Me First)

This Emergency Operations Plan (EOP) is designed to be reader-friendly and avoids, as much as possible, technical jargon. However, you will better understand this plan and be equipped to manage incidents and crisis events by taking some preliminary, on-line courses. These courses are expected of you, if you are identified as a member of our District's Emergency Operations team.

If you have never taken any Federal Emergency Management Administration (FEMA) courses or if it has been several years, you will need to register for a Student Identification Number (SID) at: https://cdp.dhs.gov/femasid. The SID will be necessary for all FEMA Independent Study (IS) course registrations and in order to take the exam for each class – retain the ID for our records.

The courses you are expected to take, as a minimum, are as follows:

- IS-100.C: Introduction to the Incident Command System

    o https://training.fema.gov/is/courseoverview.aspx?code=IS-100.c

- IS-200.C: Basic Incident Command System for Initial Response

    o https://training.fema.gov/is/courseoverview.aspx?code=IS-200.c

- IS-700.B: An Introduction to the National Incident Management System

    o https://training.fema.gov/IS/courseOverview.aspx?code=IS-700.b

There are many other online or in-person courses you could take, and these would only enhance your understanding of our plan and the methodology used both in California, and nationwide, for managing incidents.

Format of this Plan

This plan follows current best practices and is formatted into three sections, as identified below (Figure 1). They are, the *"Basic Plan,"* the *"Functional Annex,"* and the *"Hazard/Threat Annex."*

Figure 1

The **Basic Plan** section of the school EOP provides an overview of the school's approach to emergency operations. Although the Basic Plan section guides the development of the more operationally oriented annexes, its primary audiences consist of the school, local emergency officials, and the community (as appropriate). The elements listed in this section should meet the needs of these audiences while providing a solid foundation for the development of supporting annexes.

The **Functional Annexes** section details the goals, objectives, and courses of action of functions (e.g., evacuation,

communications, and recovery) that apply across multiple threats or hazards. Functional annexes set forth how the school manages a function before, during, and after an emergency.

The **Threat and Hazard-Specific Annexes** section specifies the goals, objectives, and courses of action that a school will follow to address a particular type of threat or hazard (e.g., hurricane, active assailant). Threat and hazard-specific annexes, like functional annexes, set forth how the school manages a function before, during, and after an emergency. *(Excerpted from the Guide for Developing High-Quality School Emergency Operations Plans; copyright 2013.)*

Promulgation

Dr. Keith Flamer
President
Redwoods Community College District

The primary role of government is to provide for the welfare of its citizens. The welfare and safety of citizens is never more threatened than during disasters. The goal of emergency management is to ensure that mitigation, preparedness, response, and recovery actions exist so that public welfare and safety is preserved.

The Redwoods Community College District Emergency Operations Plan provides a comprehensive framework for District-wide emergency management. It addresses the roles and responsibilities of government organizations and provides a link to local, State, Federal, and private organizations and resources that may be activated to address disasters and emergencies in Redwoods Community College District.

The Redwoods Community College District Emergency Operations Plan ensures consistency with current policy guidance and describes the interrelationship with other levels of government. The plan will continue to evolve, responding to lessons learned from actual disaster and emergency experiences, ongoing planning efforts, training and exercise activities, and Federal guidance.

Therefore, in recognition of the emergency management responsibilities of the Redwoods Community College District and with the authority vested in me as the President/Superintendent of Redwoods Community College District, I hereby promulgate the Redwoods CCD Emergency Operations Plan.

Date   May 27, 2024

DocuSigned by:

Keith Flamer

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Dr. Keith Flamer
President
Redwoods Community College District

Collaborative Planning Team

This Emergency Operations Plan was developed under the leadership of a collaborative planning team. Representatives whose signatures appear below are standing members of that team.

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Chief, CRPD
Redwoods Community College Police

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Director of Marketing and
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Redwoods Community College District

Approval and Implementation
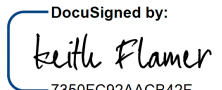
This plan supersedes the existing Redwoods CCD Emergency Operations Plan.

The transfer of management authority for actions during an incident is done through the execution of a written delegation of authority from a District to the incident commander. This procedure facilitates the transition between incident management levels. The delegation of authority is a part of the briefing package provided to an incoming incident management team. It should contain both the delegation of authority and specific limitations to that authority.

The Redwoods Community College District Emergency Operations Plan delegates the President/Superintendent's authority to specific individuals in the event that he or she is unavailable. The chain of succession in a major emergency or disaster is as follows:

1. Vice President of Administrative Services- Julia Morrison
2. Vice President of Student Services- Crystal Morse
3. Director of Human Resources- Alia Dunphy

Date   May 27, 2024

DocuSigned by:

Keith Flamer

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Dr. Keith Flamer
President
Redwoods Community College District

Record of Changes

Change #	Date	Part Affected	Date Posted	Who Posted

Record of Distribution

Plan #	Office/Department	Representative	Signature
01	AP Keenan – IMReady	Eric Olson	DocuSigned by: Eric Olson 4F198E477B0E40E…
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Basic Plan

Purpose

The primary purpose of the Emergency Operations Plan (EOP) is to define roles and responsibilities at the site of incidence and between the site of incidence and District Office Administration. The EOP establishes the minimum requirements for campus and site plans throughout our District. This Plan meets State of California Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) requirements.

A "Multi-Hazard" approach is used as recommended by the Governor's Office of Emergency Services (Cal OES). Multi-Hazard emergency management focuses on similar responses for similar incidents. This makes our job easier because we do not have to use voluminous plans for figuring out what we are going to do. It is based on easy-to-remember instructions and ensures that all students, employees, and visitors (constituents) know what to do at any given time for any given incident.

If you are reading this Emergency Operations Plan for the first time, please don't be overwhelmed by the notion that you have to know everything there is to know about emergency or incident management. Our expectation is that you will discover how to use this plan by understanding its format and scope. We work with our community and governmental organizations that have a responsibility in the school emergency operations plan to provide a cohesive, coordinated response to certain incidents.

Our primary objective will always be to protect the lives and welfare of students, employees, and visitors in the event of a disaster or emergency condition. We will provide shelter, evacuate, relocate, or redirect our students, employees, and visitors, when necessary, in order to protect lives and welfare. We will continue or reconvene instruction as soon as is prudently possible. We will strive to protect and preserve District property.

Objectives

- To protect the lives and welfare of students, employees, and visitors (constituents) in the event of a disaster or emergency condition.
- To shelter, evacuate, relocate, or redirect our students, employees, and visitors (constituents), when necessary, to protect lives and welfare.
- To continue or reconvene instruction as soon as is safely and prudently possible.
- To protect and preserve District property.

Scope

SEMS AND NIMS

The Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS) are both very similar and utilize a standardized Incident Command System (ICS). They are considered transitional organizational structures that are used during an emergency or disaster. They remain in effect until school operations return to normal (pre-incident) conditions. This transitional organizational structure is based upon five principal activities performed at all emergency incidents. These are:

- Command/Management - knowing who is in charge
- Operations - personnel to respond to the emergency
- Planning/Intel - getting the facts straight and planning for the future
- Logistics - providing needed supplies and equipment
- Finance/Admin - accounting and record keeping

The Incident Command System (ICS) organization allows for a modular and rapid expansion to meet the needs imposed by the scale of the emergency. An Incident Commander (IC) may implement the Site Plan for a site-specific event. The Superintendent will activate the District Emergency Operations Center, when necessary, typically for larger, multi-site events. Delegation utilizing the Incident Command System (ICS) is from the top down and modular in nature so that only needed positions are filled. Ideally, no position directly supervises more than five subordinates.

When making assignments using this system it may be decided, due to the size of the site, that additional teams are needed, such as Search and Rescue. Additional teams can be assigned to cover this function. If, during a major disaster or crisis, all work for a particular function has been completed, those employees can be reassigned to different functions.

ICS can be used during any emergency at a school and is particularly useful for any kind of incident involving multiple campus sites or outside agency involvement because of the standardized organization and terminology. ICS provides clear authority, direction, control, coordination and communication during and following any emergency.

Emergency Management Phases

The phases of an emergency or disaster situation are commonly placed into the following categories:

Preparedness

Includes plans or preparations made to save lives and to help response and rescue operations. Preparedness activities take place before an emergency occurs.

Response

Includes actions taken to save lives and prevent further property damage in an emergency situation. Response is putting our preparedness plans into action. Response activities take place during an emergency.

Recovery

Includes actions taken to return to a normal or an even safer situation following an emergency. Recovery activities take place after an emergency.

Prevention/Mitigation

Includes any activities that prevent an emergency, reduce the chance of an emergency happening, or reduce the damaging effects of unavoidable emergencies. Mitigation activities take place before and after emergencies.

The majority of Preparedness, Prevention, and Mitigation activities generally occur before an incident, although these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and Recovery activities can begin during an incident and occur after an incident. To help avoid confusion over terms and allow for ease of reference, this guide uses "before," "during," and "after." Collaboration between campus and community partners ensures the coordination of efforts and the integration of emergency management plans.

Situation Overview and Hazard Analysis

Our District recognizes that it may respond to critical incidents or emergencies that occur within our jurisdiction. We are responsible for having an Emergency Operations Plan that addresses those risks which may occur and are within the scope of the District's ability to respond.

In order to provide a framework for our District's response to potential risks, we have conducted a Hazard/Threat Assessment (HTAS) and included the HTAS report at the beginning of the Hazard/Threat Annex. We have provided our plans for each identified risk in our Hazard/Threat Annex. Our District relies upon the emergency responders in our community for services and support if the District is unable to address them internally. Those emergency response agencies include:

1) Humboldt County Sheriff's Office
2) Humboldt Bay Fire Department
3) Eureka Police Department
4) California Highway Patrol
5) Crescent City Police Department
6) Crescent Fire Protection District
7) Del Norte Sheriff's Office
8) Del Norte Ambulance
9) Reach Medical Air Services/Cal-Ore Life Flight
10) Hoopa Valley Fire Department
11) K'ima:w Medical Center/Ambulance Service

Our District utilizes the California Standardized Emergency Management System (SEMS), which fully complies, and in some cases exceeds the requirements of the National Incident Management System. SEMS is required by law in the State of California and utilizes a management tool called the Incident Command System (ICS) for managing emergencies and critical incidents that occur in California. More information on these items can be found in the Training and Exercises portion of the Basic Plan.

General Characteristics

Location

College of the Redwoods is part of the 116-college California Community College System. The Redwoods Community College District features excellent general education, career technical education and community education classes and programs.

The Eureka main campus is located at 7531 Tompkins Hill Road, 5 miles south of Eureka. The college also features the Del Norte Education Center in Crescent City, the Klamath-Trinity Instructional Site in Hoopa and the Eureka Downtown Instructional Site for Adult and Community Education programs.

District Boundary Map

Redwoods Community College District Current Trustee Areas

PLANWEST PARTNERS, INC.

Map Date
1/20/2022
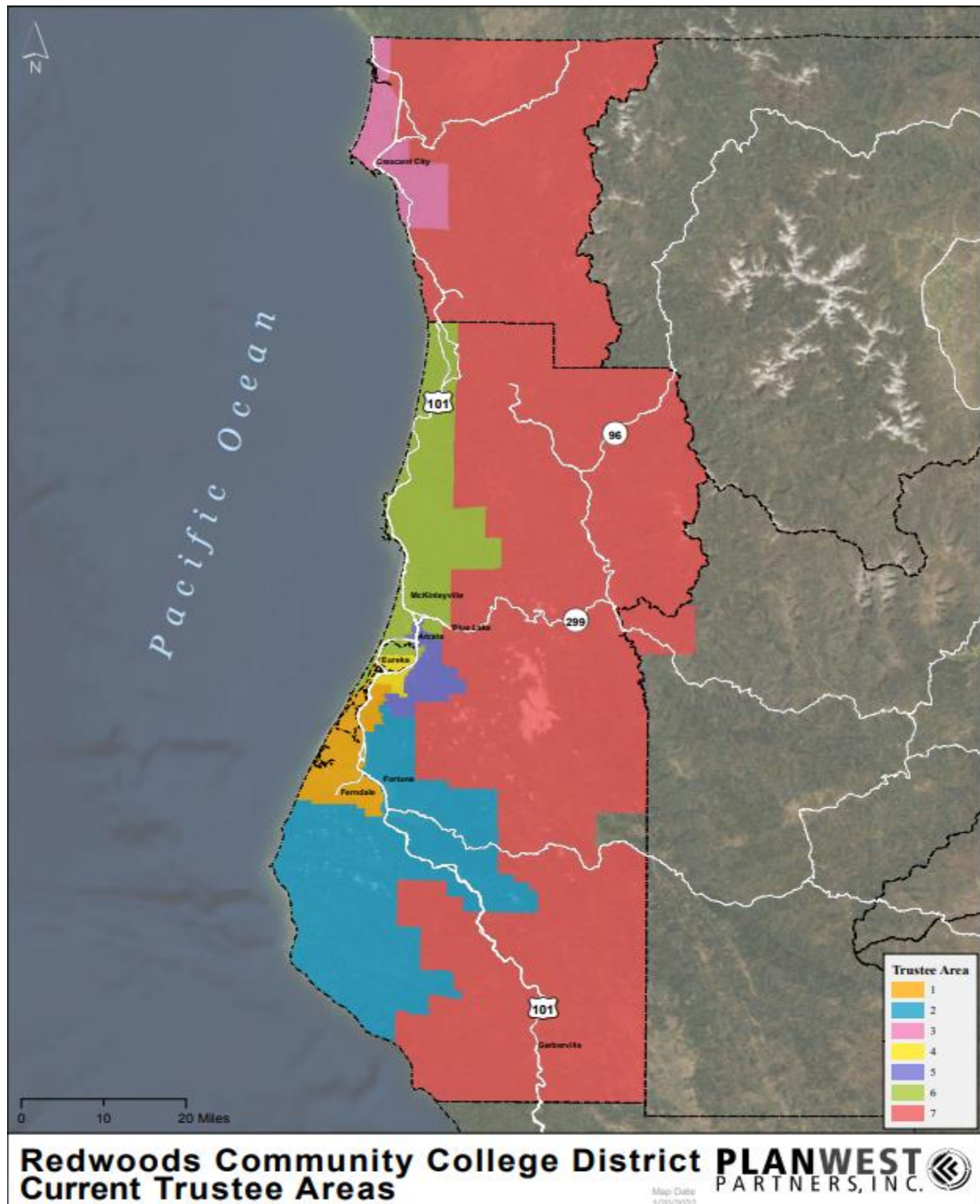
Facilities

This plan is intended to account for incidents and emergencies occurring throughout the District's facilities, including:

District Support Facilities

District Office
7351 Tompkins Hill Rd
Eureka, CA 95501

College Campuses and Instructional Sites

College of the Redwoods
Eureka Main Campus
7351 Tompkins Hill Rd, Eureka, CA 95501
(707) 476-4100

Eureka Downtown Site
525 D Street, Eureka, CA 95501
(707) 476-4500

Del Norte Education Center
883 W. Washington Blvd., Crescent City, CA 95531
(707) 465-2300

Klamath-Trinity Instructional Site
PO Box 529
65 Orchard St
Hoopa, CA 95546
(530) 625-4821

Site Characteristics

District Office

General Population

Current occupancy is approximately 582 staff.

Building Information

The primary campus site is located at 7351 Tompkins Hill Road, near the City of Eureka, in the County of Humboldt. The main site contains all administrative offices that are not located on satellite sites and is comprised of approximately 30 permanent or semi-permanent buildings. There are also instructional sites located in downtown Eureka, Del Norte and Klamath Trinity/Hoopa Valley Reservation.

General Information

With towering redwoods across the campus and a redwood forest as a backdrop, College of the Redwoods (CR) has one of the most stunning campuses in the country. Located in Humboldt, Del Norte, and the Western edge of Trinity Counties, bordered by the Pacific Ocean, and home to powerful rivers, lakes, and impressive wildlife. The area is also world renowned for its state and national parks.

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are maintained under separate cover. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

District Office – Area Map

District Office – Site Map

CR COLLEGE OF THE REDWOODS
Eureka Campus Map | Spring 2024

BUILDING LEGEND

1	Science (SC)
2	CR Café
3	Humanities (HU)
4	Redwood Business Complex-B (RBC-B) CR Resource Center
5	Redwood Business Complex-A (RBC-A) Campus Safety
6	Learning Resource Center (LRC) Library, Academic Support Center (ASC) Bookstore, EOPS/CARE, Writing Center, Math Lab, Multicultural & Equity Center
7	Applied Technology (AT) Health Occupations (HO)
8	Academy of the Redwoods Office (AR-O)
9	Greenhouse (GH)
10	Academy of the Redwoods Classroom (AR-C)
11	Del Norte Residence Hall (DH)
12	Mendocino Residence Hall (MH) ASCR Office, Basic Needs Center
13	Student Services/Administration (SS/AD) Admissions, Business Office, CRPD, Financial Aid, Counseling & Advising, DSPS, TRiO, Veterans Resource Center, plus additional student services
14	Performing Arts Theater (TH)
15	Physical Education (PE)
16	Field House (FH)
17	Child Development Center (CDC)
18	Future Field House
19	Creative Arts (CA)
20	Future Physical Education
21	Administration of Justice (AJ) Public Safety Training Center, CRPD
22	Maintenance/Grounds (MN)
23	Warehouse/Mailroom (WH)
24	Firing Range

KEY TO SYMBOLS

- Accessible Parking
- Bus Stop
- Courtesy Phones
- Parking Permit Dispensers
- Mother's Room
- Restrooms - Gender Neutral*
- Restrooms with Changing Tables*
- Current Building
- Future Construction

*Please note, more restrooms are available on campus. Markers to indicate unique features.

Eureka/Main Campus

General Population

Enrollment is approximately 5000 students. These students are supported by a committed staff and faculty consisting of approximately:

Count	Occupation
9	Administrators
7	Board of Trustees
139	Classified Staff
8	Confidential Staff
32	Management
265	Associate Faculty Members
63	Faculty Members

Special Needs Population

Students, staff, and faculty that require additional assistance during an incident are notified of emergency procedures in course syllabi and evacuation materials. Staff members that have been trained and assigned to each building on campus, in cooperation with emergency response personnel, will assist the special needs population during drills, exercises, and incidents.

Building Information

The Eureka campus is located on a 165-acre lot and includes 30 buildings, 2 athletic fields, and 8 parking lots.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are maintained under separate cover. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

Eureka Main Campus – Area Map

Eureka Main Campus – Site Map
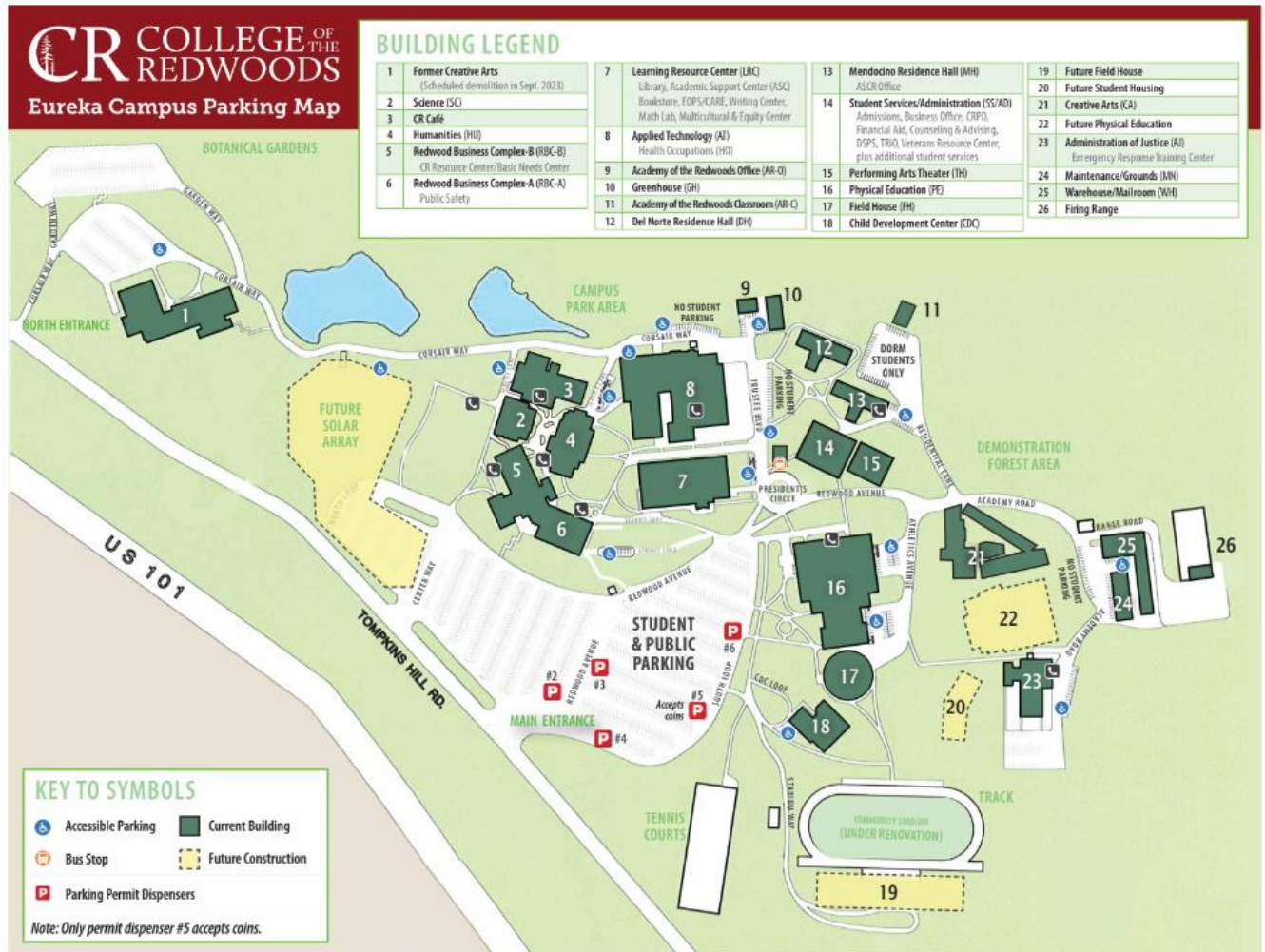
Del Norte Education Center

General Population

Enrollment is approximately 500 students. These students are supported by a committed staff and faculty consisting of approximately:

Count	Occupation
2	Administrators
16	Classified staff
28	Associate Faculty Members
13	Faculty Members

Building Information

The Del Norte site is located on a 230,000 square foot lot and includes 9 buildings, and 2 parking lots.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are maintained under separate cover. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

Del Norte Campus – Area Map

Del Norte Campus – Site Map

Eureka Downtown Site

General Population

Enrollment is approximately 400 students. These students are supported by a committed staff and faculty consisting of approximately:

Count	Occupation
1	Administrators
3	Classified staff
6	Associate Faculty

Building Information

The Eureka Downtown site is located on a 20,658 square foot lot and includes 1 building, and 1 parking lot. CR leased space includes Suites B and C as noted on the map.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are maintained under separate cover. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

Eureka Downtown Site – Area Map
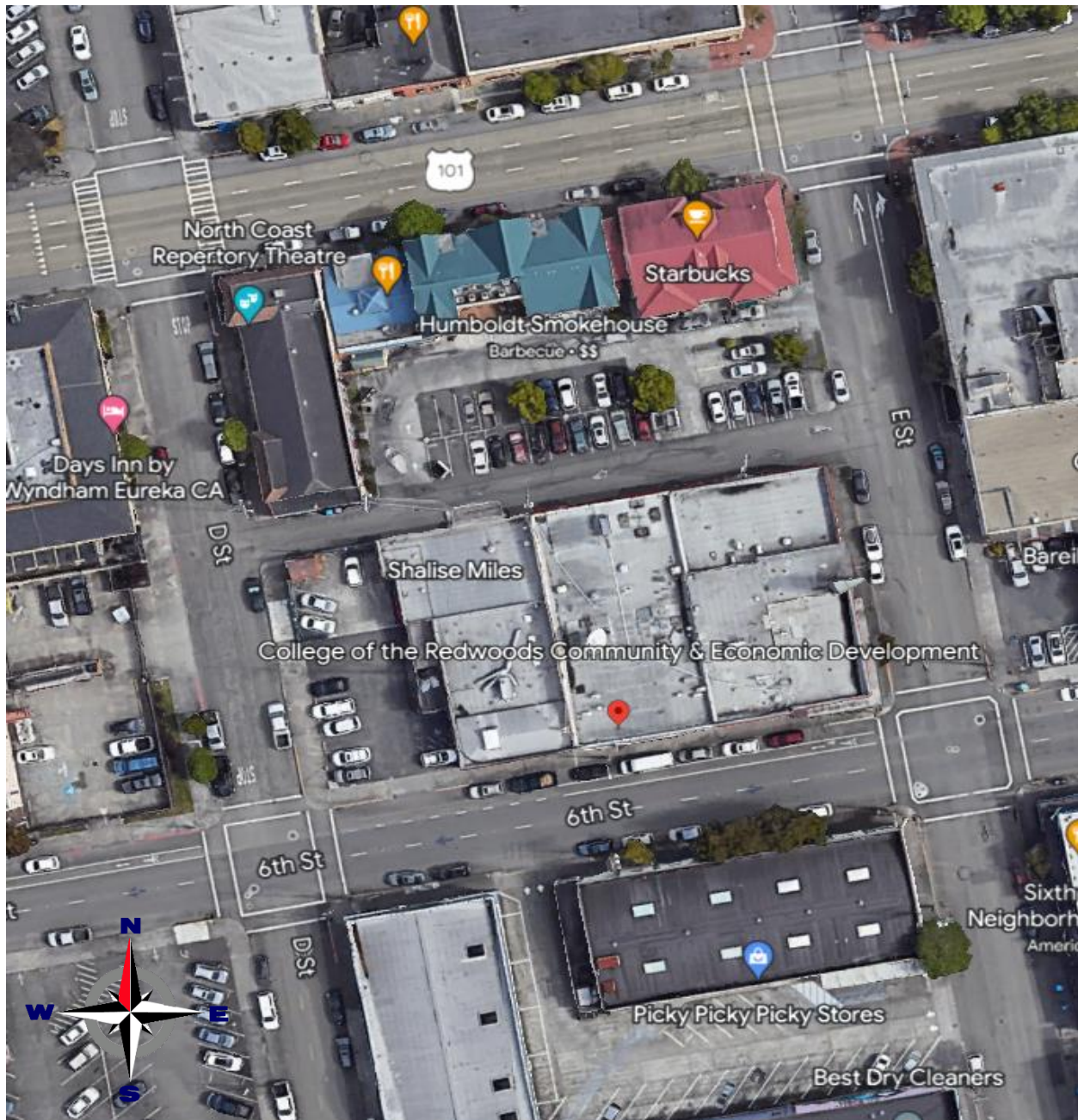
Eureka Downtown Site – Site Map

Exhibit A
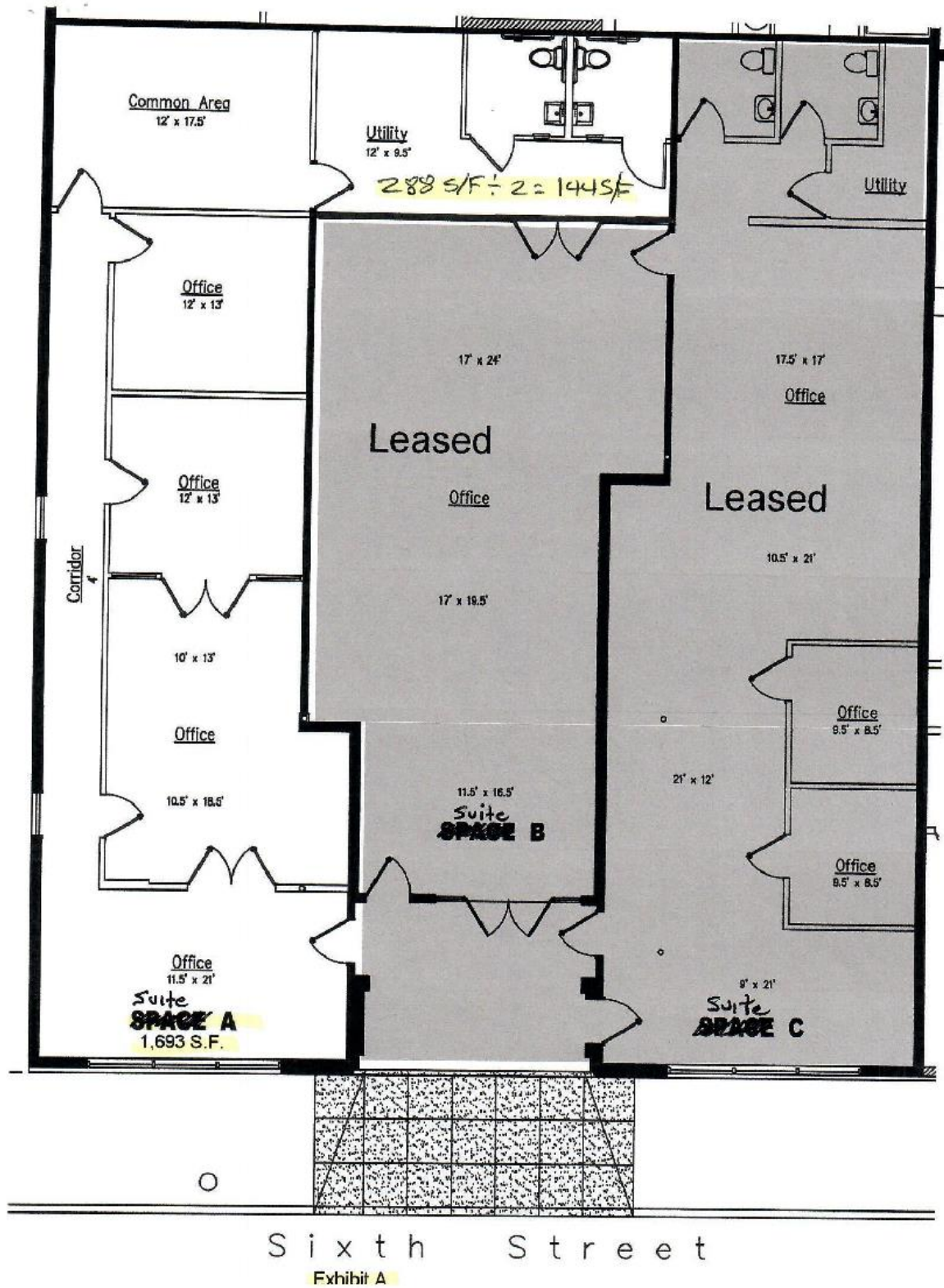
Klamath-Trinity Instructional Site

General Population

Enrollment is approximately 200 students. These students are supported by a committed staff and faculty consisting of approximately:

Count	Occupation
1	Management
2	Classified Staff
9	Associate Faculty

Building Information

The Klamath-Trinity Instructional site is located on a 1-acre lot and includes 1 building, and 1 parking lot.

General Information

Maps of the buildings annotated with evacuation routes, shelter locations, fire alarm pull stations, fire hydrants, fire extinguishers, first aid kits, hazardous materials storage, and utility shutoffs are maintained under separate cover. Incident Commanders will distribute instructions and locations for shutting off utilities in case of an emergency.

Klamath-Trinity Instructional Site – Area Map

Planning Assumptions

Effective prediction and warning systems have been established that make it possible to anticipate certain disaster situations that may occur throughout the District or the general area beyond the District's boundaries.

It is assumed that any of the disaster contingencies could individually, or in combination, cause a grave emergency situation within the District. It is also assumed that these contingencies will vary in scope and intensity, from an area in which the devastation is isolated and limited, to one that is wide-ranging and extremely devastated. For this reason, planning efforts are made as general as possible so that great latitude is available in their application, considering they could occur in several locations simultaneously.

Initial actions to mitigate the effects of emergency situations or potential disaster conditions will be conducted as soon as possible by the District.

Assistance to the District by response organizations from local area cities as well as Humboldt and Del Norte County, is expected to supplement the efforts of the District in an efficient, effective, and coordinated response when District officials determine their own resources to be insufficient.

The California Office of Emergency Services, Coastal Region Operational Area, Mutual Aid Region II will supplement, not substitute for, relief provided by local jurisdictions.

It is the responsibility of officials under this plan to save lives, protect property, relieve human suffering, sustain survivors, repair essential facilities, restore services, and protect the environment.

Concept of Operations

The Superintendent of the Redwoods CCD has the authority to activate this plan, or in the absence of the Superintendent, another District manager who has been pre-designated in the Approval and Implementation section, has the authority to activate this plan. The nature of some responses taken by the District may be limited, based upon the scope of the incident. This is because the agencies responsible for resolving the most serious incidents are police, fire, emergency medical, emergency management, and utilities personnel. The District's primary responsibility is to protect students and staff.

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

In view of the District's susceptibility and vulnerability to natural, technological, and national security emergencies; continuing emphasis is placed on:

- Emergency planning
- Protecting life (highest priority), property, and the environment
- Training of all personnel on their emergency response duties
- District-wide emergency response awareness and education
- Meeting the immediate emergency needs of students, faculty, staff, and guests, which include rescue, medical care, food, and shelter
- Ensuring the adequacy and availability of sufficient resources to cope with such emergencies
- Mitigating hazards that pose a threat to life, property, and the environment

Concepts presented consider the full spectrum of emergency responses to a hazardous condition. Some emergencies, preceded by a buildup period, may provide advance warning, while other emergencies occur with little or no advance warning. In either event, all available elements of the District's emergency management organization must respond promptly and effectively to minimize the damages caused to life, property, and operations.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by function
- An overview of who does what in the Incident Command System (ICS)

The District may not be able to manage all the aspects associated with an incident without assistance. The District relies on other key personnel to perform tasks that will ensure the safety of students and staff during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or critical incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Local staff may be required to remain on site to assist in an incident. If the Emergency Operations Plan is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Roles And Responsibilities

Roles and responsibilities exist at three levels – the **"Senior Executive and Policy Group"** which consists of the Superintendent and the Board of Trustees (Superintendent is the Board of Trustees point of connection to the District). The second is the **District Emergency Operations Center (DEOC)** and is typically staffed with upper and middle management. The third is the **"School Site"** level which would include all the operations and facilities of each school or District site.

*For a visual representation of these roles and responsibilities refer to "Figure 1. Incident Management Team Overview" located in the **Direction, Control, and Coordination** section of the Basic Plan.*

I – Senior Executive and Policy Group

When an Incident affects more than one site, or the site's ability to respond appropriately, the Superintendent may decide to activate the District Emergency Operations Center (DEOC). The Superintendent's decision includes the response level and activations necessary to appropriately staff the District Emergency Operation Center (DEOC) in response to the Incident. The Superintendent may delegate or reassign responsibilities to others to remain free to operate at a Cabinet or Policy/Coordination Group level and maintain communication with other agencies, and/or the public.

Overarching Priorities

- Life Safety: Ensure the safety and security of District students, staff, volunteers, and visitors, including first responders, support personnel, and the general population.
- Unity of Effort: Coordinate and prioritize activities across all organizations involved in the response, to achieve common objectives.
- Incident Stabilization: Establish leadership to stabilize the incident and reduce future impacts.
- Protect Property and Environment: Protect infrastructure assets, systems, and networks, whether physical or virtual.
- Recovery: Reestablish educational services and help the community return to a new normal.

Essential Responsibilities

- Ensure the continuity of government.
- Activate specific legal authorities (disaster declarations, evacuations, states of emergency, and other protective actions).
- Coordinate with the PIO/Joint Information Center (JIC) to keep the media and public informed.
- Request assistance through the DEOC director.
- Resolve any resource allocation conflicts.
- Coordinate with other elected officials and senior executives, including local, county, state and Federal offices, legislative delegations, and other dignitaries, to implement protective actions and ensure constituents' safety and welfare.
- Request and authorize release and approval of funding.
- Initiate Continuity of Operations (COOP) plan or Continuity of Government (COG) plan as required.
- Coordinate with all Incident Commanders (ICs) if multiple on-scene events occur.

Cabinet Members

- Take direction from Superintendent and act as a liaison between administration and staff.

II – District Emergency Operations Center (DEOC)

- Gathers and analyzes incident information.
- Provides situational assessments during an incident.
- Receives questions and concerns.

DEOC Director

The DEOC Director, under the direction of the Superintendent shall have the primary responsibility for supporting and maintaining all communication and coordination for the District in an emergency or disaster.

- Coordinates the District Crisis Response Team.
- Establishes an office communications center and assigns office personnel to duties in the emergency headquarters, or at specific facilities.
- Maintains communication and provides direction to individual school sites and appropriate office staff.
- Ensures a prearranged communication system is in place between the District office and the affected sites in the event the regular telephone system is disrupted by the conditions of the disaster or emergency.

Public Information Officer (PIO)

Acts as the designated spokesperson for all disaster/emergency-related information in coordination with the DEOC Director and the Superintendent. Additional coordination may be necessary with incident commanders and City/County Offices of Emergency Services. The press should be handled by the PIO exclusively and permitted to approach staff and students only after it has been determined this contact will not cause any adverse effects.

The duties of the PIO may include preparation of press releases, communication with all outside agencies, establishment of on-site rumor control/information post, and other related duties:

- Determine, according to direction from the IC, any limits on information release.
- Develop accurate, accessible, and timely information for use in press/media briefings.
- Obtain DEOC Director's approval of news releases.
- Conduct periodic media briefings.
- Arrange for tours and other interviews or briefings that may be required.
- Monitor and forward media information that may be useful to incident planning.
- Maintain current information, summaries, and/or displays on the incident.
- Make information about the incident available to incident personnel.
- Participate in planning meetings.

This section establishes the operational organization that will be relied on to manage the incident and includes:

- A list of the kinds of tasks to be performed by position and organization.
- An overview of who does what.

Maintenance Staff

The maintenance staff will procure, distribute, and account for supplies, equipment, and other resources as needed. Maintenance personnel will be sent to District sites as needed, in order of

highest to lowest priority. Maintenance staff will manage utilities at District sites as necessary, ensuring all gas, water, and electricity are shut off or provided under safe conditions.

- Maintain tool inventory for emergency use
- Check utility systems and appliances for damage
- Shut off the main power and/or gas, if necessary
- Ensure back-up generators are working properly
- Fire control (Extinguish small fires before they get out of control)
- Coordinate entrance and exits of emergency personnel and vehicles
- Seal off and indicate areas where hazardous materials have been spilled
- Other

Executive Assistants

- Assist Superintendent as directed
- Establish and coordinate Communication Center

District Office Personnel

Superintendent will assign staff (usually the Senior Executive Assistant and an additional assistant) to coordinate and operate the Communication Center.

- Materials/Equipment
- Emergency Operations Plan
- Student rosters
- Emergency cards
- Office equipment such as tables, chairs, phones, battery-operated radio, two-way radio, bullhorn, copy machine, general office supplies

Other District Personnel

Perform duties as directed by their supervisors. In the event any District site personnel are in transit within the District when an emergency occurs (e.g., an earthquake), they are to report to the nearest District site as soon as it is safe to do so and report their location to their supervisors. (California Government Code, Ch.8, IV, Title 1)

III – Campus Site

The on-site administrator typically assumes the role of Incident Commander (IC) in SEMS/NIMS, manages incidents at the site level based upon this Plan and relevant Incident Action Plans. The Incident Commander (IC) establishes a Command Post (CP) at the site and remains at the Command Post (CP) to direct and coordinate activities on behalf of the Site. The Incident Commander (IC) liaises with appropriate emergency and disaster service agencies responding to the Incident.

Incident Commander(s)

The role of an Incident Commander may only be transferred or discontinued under the authority of this plan when the incident has been deemed stabilized or inactive by the Superintendent or his designee. The Incident Commander may delegate that authority to a qualified individual following a transfer of command responsibility.

The Incident Commander's responsibilities include:

- Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.
- Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
- Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.
- Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.
- Work with emergency services personnel (depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.).
- Keep the Superintendent or his/her designee and other officials informed of the situation.
- Prepare the Incident Action Plan (IAP)

    o Can work alone in establishing the incident management objectives or can include the input of the command staff.
    o IAP reflects overall priorities and supporting activities for a designated period, for each incident.

Faculty and Staff

Faculty and Staff shall be responsible for the supervision of students and shall remain with students unless directed otherwise. Responsibilities include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders; according to established incident management procedures.
- Give appropriate action command during an incident.
- Report missing students to the Incident Commander or designee.
- Execute assignments as directed by the Incident Commander or ICS supervisor.
- Obtain first aid services for injured students from persons trained in first aid; arrange for first aid for those unable to be moved.

- Render first aid if necessary.

Behavior Intervention Team (BIT)

Behavior Intervention Team members aid with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.
- Direct students according to established incident management protocols
- Render first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

Designated Executive Assistant

Acts as medical/health coordinator allocate medical care and supplies as needed, maintain casualty reports, and in the case, of a major disaster, works in coordination with the Public Health Services.

- Distributes first aid supplies as necessary
- Works with emergency medical personnel
- Organize first aid and medical supplies

Custodians/Maintenance Personnel

Responsibilities include:

- Survey and report building damage to the Incident Commander or Operations Section Chief.
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep Incident Commander or designee informed of the condition of the site.

Support Staff

Responsibilities include:

- Answer phones and assist in receiving and providing consistent information to callers.
- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Incident Commander or ICS Supervisor.
- Aid the Incident Commander.
- Monitor radio emergency broadcasts.

● Assist with health incidents as needed, acting as messengers, etc.

Direction, Control, and Coordination

The District uses the Incident Command System as identified in the Authorities and References section of this plan.

In the event of a major disaster, there is no guarantee emergency medical, or fire personnel will be able to immediately respond to school sites. Therefore, the school staff must be prepared to ensure the care and safety of students during the first several hours after a major disaster without outside assistance. It is critical to determine who does what, where, and how before such a disaster occurs.

Incident Command System (ICS)

To provide for the effective direction, control, and coordination of an incident, either single site or multi-incidents, the College EOP will be activated including the implementation of the Incident Command System (ICS).

The Incident Commander is delegated the authority to direct tactical on-scene operations until a coordinated incident management framework can be established with local authorities. The Policy Group is responsible for providing the Incident Commander with strategic guidance, information analysis, and needed resources.

Figure 1. Incident Management Team Overview

Provides strategic guidance and resource support

Senior Executive (Superintendent)

Policy Group (School Board)

Establishes incident objectives and directs all response actions

Incident Command (IC or EOC Director)

Public Information Officer

Liaison Officer

Safety Officer

Operations Section

Planning/Intel Section

Logistics Section

Finance/Admin Section

Implements all response/tactical actions to achieve the incident objectives

Activated, only as needed, to support the incident response directed by the Operations Section.

Figure 2. Incident Management Team Detail
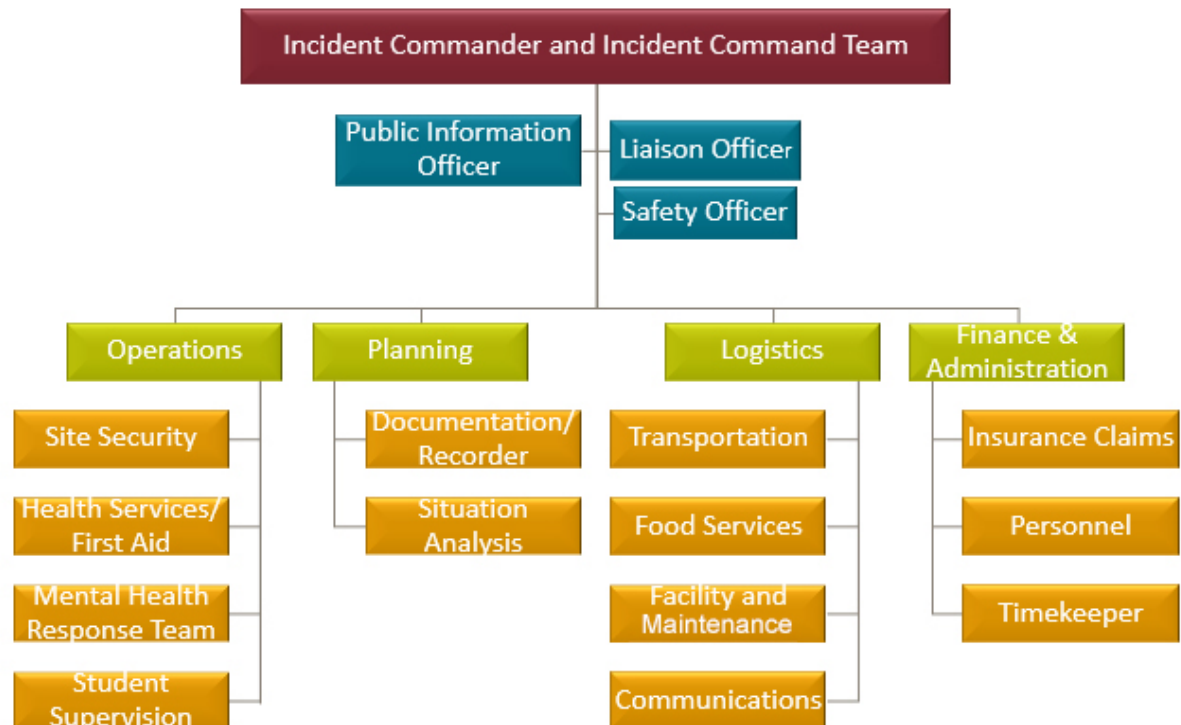
ICS Functional Areas

The ICS is organized into the following functional areas:

Command Staff:

Directs the incident management activities using strategic guidance provided by the Policy Group.

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).
- Coordinate media relations and information dissemination with the President/Superintendent.
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises.
- Document all activities.

Operations Section:

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

Specific responsibilities include:

- Analyze District staffing to develop and implement an incident action plan.
- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by Incident Commander and assist in securing facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students and staff.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.
- Document all activities.

Planning Section:

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map of related events), assist with ongoing planning efforts, and maintain incident time log.
- Document all activities.

Logistics Section:

Supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution; coordinating personnel; assembling and deploying volunteer teams; and facilitating communication among incident responders. This function may involve a major role in an extended incident.

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities.

Finance/Administration Section:

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.
- Develop a system to monitor and track expenses and financial losses and secure all records.

This section may not be established onsite at the incident. Rather, the school and school District management offices may assume responsibility for these functions.

Working with Policy Group

In complex incidents, a Policy Group will be convened at the District emergency operations center.

The role of the Policy Group is to:

- Support the Superintendent or designee in policy level decision making
- Provide policy and strategic guidance
- Help ensure that adequate resources are available
- Identify and resolve issues common to all organizations
- Keep elected officials and other executives informed of the situation and decisions
- Provide information, both internally and externally through the Joint Information Center

The President/Superintendent and Incident Commander will keep the Policy/Coordination Group informed.

Community Emergency Operations Plan (EOP)

The District maintains an Emergency Operations Plan (EOP) to address hazards and incidents. The School Site EOP has been developed to fit into the larger District EOP in the case of a large-scale incident. The District's EOP stands alone from other agency EOPs but follows the SEMS using the Incident Command System.

Coordination with First Responders

An important component of the School Site EOP is a set of interagency agreements with various county agencies to aid timely communication. These agreements help coordinate services between the agencies and the school.

Various agencies and services include county governmental agencies such as mental health, law enforcement, and fire departments. The agreements specify the type of communication and services provided by one agency to another. The agreements also make school personnel available beyond the school setting in an incident or traumatic event taking place in the community.

If a school incident is within the authority of the first-responder community, command will be transferred upon the arrival of qualified first responders. A transfer of command briefing shall occur. The school Incident Commander may be integrated into the Incident Command structure or assume a role within a Unified Command structure.

Information Collection, Analysis, and Dissemination

It is very important to have access to information before, during, and following a major emergency or incident. The following information resources have been identified by the District as relevant to the Emergency Operations Plan:

Fire Conditions

- California Department of Forestry and Fire Protection (Cal Fire-Humboldt County)

  o 831-637-4475
  o http://www.fire.ca.gov/ (select resources)

- Humboldt Bay Fire Department

  o Dispatch: 707-441-4000

Road Conditions

- California Department of Transportation (Caltrans)
  o 916-654-2852
  o https://www.dot.ca.gov/

Seismic Conditions

- United States Geological Survey (USGS)
  o 888-275-8747
  o https://earthquake.usgs.gov/

Tsunami Conditions

- Del Norte Community Alert System - Register
  o https://member.everbridge.net/index/892807736723128#/signup
- Humboldt Alert – Register
  o https://member.everbridge.net/index/453003085616405#/signup
- NOAA / National Weather Service – U.S. Tsunami Warning System

  o https://ntwc.ncep.noaa.gov/

Weather Conditions

- National Weather Service (NWS)
    - Get the app for your smartphone, or
    - Visit our area NWS website http://www.weather.gov/(sto/) , or
    - Radio

This information may be obtained by a central source and distributed via intranet or other methods, such as phone or email. Should there be a loss of electrical power to the District the back-up method will be the use of portable, self-generating or solar powered devices to obtain the necessary information.

Training and Exercises

The District understands the importance of training, drills, and exercises in planning for and managing an incident. To ensure that District personnel and community first responders are aware of their duties and responsibilities under the Emergency Operations Plan and incorporate best practices, the following training, drill, and exercise actions will occur.

See District Emergency Drill Schedule for current academic year. Records are maintained at each site.

Administration, Finance, And Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the District will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents. All pre-negotiated agreements and contracts are included in the District Business Office.

A listing of those contracts is provided, below. Please coordinate any emergency purchases with Maintenance and Operations Manager. In his/her absence please contact the Director of Administrative Services:

- Pierson's Hardware – General hardware vendor
- Staples Office Supplies – Office supply and furniture vendor
- COSTCO – General Merchandise
- Woods Pest Control
- Piner Glass
- Mendes Supply
- Advanced Security Systems
- Recology
- Steve's Septic Service
- Wayne Maples Plumbing
- CR Combustion
- North Coast Flooring
- United Rentals
- Schmidbauer Lumber
- Scotty's Cutters Edge
- Sunbelt Rentals
- Napa Auto Parts
- Grainger
- Eureka Oxygen

Recordkeeping

- Administrative Controls
  The District is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local and state fiscal policies and standard cost accounting procedures.
- Activity Logs
  The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

  o Activation or deactivation of incident facilities
  o Significant changes in the incident situation
  o Major commitments of resources or requests for additional resources from external sources
  o Issuance of protective action recommendations to the staff and students
  o Evacuations
  o Casualties
  o Containment or termination of the incident

Incident Costs

- The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.
- Incident Costs
  The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

  o Personnel costs, especially overtime costs
  o Equipment operations costs
  o Costs for leased or rented equipment
  o Costs for contract services to support incident management operations
  o Costs of specialized supplies expended for incident management operations.

These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files, as well as property and tax records.

The principle causes of damage to records are fire and water; therefore, essential records should be protected accordingly. If records are compiled and saved in digital format, a hard copy of vital records is recommended in case of loss of power, internet, etc.

Plan Development and Maintenance

Before a crisis occurs, proactive planning is essential. The Emergency Operations Plan is a living document that guides our planning. Therefore, please note the following suggestions:

- Maintain a current copy of the school map with an evacuation plan, and identify the location of fire extinguishers, utility shut offs, first aid supplies, and fire alarm switches.

Review all emergency procedures with school site employees.

After-action debriefs should be conducted:

- During training and exercise of the plan
- When incidents occur

This debrief should include what worked and what needs to be improved in the plan. We will utilize this information to update the EOP as needed.

Authorities and References

Authorities

Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988, Public Law 93-288, as amended
- Homeland Security Presidential Policy Directive #5, February 28, 2003
- Homeland Security Presidential Policy Directive #8, March 30, 2011

State

- California Government Code, 8550 - 8668, California Emergency Services Act,
- California Government Code, 3100 – Disaster Service Workers
- California Code of Regulations, Title 19– Standardized Emergency Management System Regulations
- Education Code 39140-39159, The California Field Act of 1933
- Education Code 32280-32289, Emergency Operations Plans
- Education Code 35295 – 35297, The Katz Bill
- Executive Order S-2-05, National Incident Management System Integration into the State of California

References

Federal

- FEMA, "CPG 101: Developing and Maintaining Emergency Operations Plans", November 2010
- U.S. Department of Education "Guide for Developing High-Quality School Emergency Operations Plans", 2013.
- U.S. Department of Homeland Security, "National Response Framework", 2008

State

- OES: "SEMS Guidelines", 2009
- OES, "California Implementation Guidelines for the National Incident Management System", April 2006

Emergency management officials and emergency responders engaging with schools are familiar with this terminology. These mission areas generally align with the three timeframes associated with an incident: before, during, and after.

Functional Annex

Accounting for all Persons

Attendance Records

College of the Redwoods does not maintain manual attendance records. A schedule of classes with time, location, faculty assigned, and class rosters is maintained by Admissions and Records at the Eureka campus for the Eureka Campus, Del Norte branch campus, Klamath-Trinity Instructional Site, and Adult and Community Education site. This includes identification of minors on each class roster. A roster of all minors on campus is compiled for each location and maintained in the Admissions and Records office at the Eureka campus.   Building Leads should be assigned and have a copy of the building map, number of employees assigned to each department in building, and classes or events occurring in building with approximate max number of persons on site each. If there are contractors or contracted service workers on-site in a controlled location (such as fenced areas under construction) the employer of record should be advised to consider keeping their own records of employee locations.

Academy of the Redwoods (AR) maintains manual daily attendance for students in AR courses. Juniors and Seniors at AR may also attend CR classes, but a copy of complete student schedule is maintained by the administrative office for AR.

Crisis or Incident Accounting

- In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees (only one needs to have control of records at a time – additional staff are only for backup) who will have responsibility as scribes to collect all site attendance records from the administrative office.   These records may include all scheduled class meetings, locations, primary faculty for class and class rosters, as well as event calendars and event leads.
- These records are to be provided to the on-site incident commander upon request. It is the scribe's responsibility to maintain and protect these records.
- In cases where students, staff, or visitors cannot be located, the name and description of the person(s) will be provided to Search and Rescue teams for more specific search. All records of searches and tracking of people on-site will be recorded in appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All staff will report as soon as is possible to their predesignated assembly areas. Premade signs may be used and maintained in assembly kits to assist in identifying specific assembly areas and will be held so as to be easily identified. Assembly area facilitators will distribute/record the attendance of all individuals in their assembly area.

For shelter-in-place or any evacuation, either on-site or off-site, attendance will be taken at any assembly areas and a comparison made to the attendance logs as follows:

- Class Rosters (CR) or Student Daily Attendance (AR)
- Site Map with Employee Counts
- Event calendar with participant number

Student Release

Student release for minors attending College of the Redwoods and Academy of the Redwoods students will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Attendance records for AR students will be checked and recorded as students leave the site. Minors compiled roster will be annotated as students leave the site.

Communications

Purpose

The Communications Annex ensures the availability and coordinated use of our communications systems for the dissemination of disaster information, for the exchange of information between decision-makers, and for the coordination of communications with local response agencies.

Scope

When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements. This includes the interface between our District and other agencies and outside organizations, such as local, state, and federal government, private nonprofit organizations, and business/industry. Immediately report communications degradation, interruption, or failure by alternate means (e.g., cell phone) to the Communications Officer and/or the District's Emergency Operations Center (EOC) if activated.

Activation

The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. The local emergency communications plan will include:

- Channel designations
- Contingency communications procedures
- Training in back-up communications equipment

Key Tasks/Responsibilities

- Develop a local communications plan.
- Establish and maintain liaison with local response agencies, state agencies, commercial communications companies, and amateur radio organizations.
- Support communications equipment (radio, computer, fax, etc.) as needed.
- Provide communications capability.
- Maintain equipment inventory.
- Designate a centrally located area (usually main office) easily identified by staff, media, and the public.
- Predetermine an alternate location in case the primary location is inaccessible.
- Establish communication with staff.
- Maintain telephone and radio communication with emergency services.
- Post rumor control and information on the internet and in an area accessible to our students and the community.
- Record emergency related incidents.

- Maintain communication with staff by whatever means available (SMS text messaging, audio alarm warning system, intercom, bullhorn, canned air horn, two-way radio, e-mail, written notices).

Internal Communications

Staff will be notified when an incident occurs and kept informed as additional information becomes available and as plans for management of the situation evolve. The following practices will be utilized to disseminate information internally when appropriate:

Alert Notifications (SMS Texting)

In most cases our alert notification system will be used to activate and communicate within our emergency management system (following our Emergency Operations Plan). It may also be used to activate and manage our Emergency Operations Center (EOC).

Telephone Tree

A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at their primary work location. The tree originates with the senior site official, who contacts the members of the Incident Management Team. Team members then, in turn, will contact groups of staff identified on their call list.

Staff Meetings

As appropriate, updated information about an incident will be presented at regularly scheduled staff meetings. In some cases, special staff meetings may be called as incident evolution requires. Staff will also have the opportunity to address any misinformation or rumors. Any new procedures or temporary changes will also be reviewed at this time.

Communication With the District Administrative Office

The Incident Commander will use the designated countywide Emergency Radio Network to notify the site administrator of our District's status/needs. The site administrator will notify the District office. The District office will notify the County Office of the status of all of the District's sites. He/she will designate staff member(s) to monitor all communications.

Activation

Concept of Operations

- The senior executive (or designee) determines whether to activate this annex based upon information from initial staff reports and local authorities. When activated, the Communications annex coordinates and supports emergency response/recovery telecommunications requirements.

- Immediately report communications degradation, interruption, or failure by alternate means (e.g., cell phone) to our District's Emergency Operations Center (EOC) if activated or the Communications Officer.
- The local emergency communications plan will include channel designations, contingency communications procedures, and training in back-up communications equipment.

Continuity of Operations (COOP)

General

Continuity of Operations planning is a program that ensures continued performance of essential functions across a full range of potential emergencies, be they natural or man-made, when a significant interruption of operations occurs following a severe disaster or tragedy.

A COOP provides guidance and establishes responsibilities and procedures to ensure that essential functions are maintained. COOP is not the same as an Emergency Operations Plan or a Recovery Plan, but rather supplements it, in the event normal facility or human resources are not available.

A COOP provides a continuity infrastructure that through careful planning ensures:

- Emergency delegation of authority and an orderly line of succession, as necessary.
- Safekeeping of essential personnel, resources, facilities, and vital records.
- Emergency acquisition of resources necessary for business resumption.
- The capability to perform critical functions remotely until resumption of normal operations.

A District's COOP plan should allow for its implementation anytime, with or without warning, during normal and after-hours operations; providing full operational capability for essential functions no later than 12 hours after activation; and sustain essential functions for up to 30 days.

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are procedures in place to maintain or rapidly resume essential operations within the District after an incident that results in disruption of normal activities or services to the District. Failure to maintain these critical services would significantly affect the operations and/or service mission of the District in an adverse way.

Scope

It is the responsibility of the District's officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery process.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential operations, business, and physical services, when interrupted for an extended period of time following an incident.

Responsibilities

Designated District Staff, in conjunction with the affected administrator(s) and staff, will perform the essential functions as follows:

Senior Executive/Site Administrator

- Determine when to close District, and/or send students/staff to alternate locations.
- Disseminate information internally to students and staff.

- Communicate with family, media, and the larger community.
- Identify a line of succession, including who is responsible for restoring which business functions for the District.
- Ensure systems are in place for rapid contract execution after an incident.
- Identify relocation areas for site and administrative operations.
- Create a system for registering students (off site or into alternative locations).
- Brief and train staff regarding their additional responsibilities.
- Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations.
- Identify strategies to continue operations (e.g., using the Internet, providing alternatives to operational contingencies).
- Work with local and state government officials to determine when it is safe for students and staff to return to the District's buildings and grounds.
- Manage the restoration of the District's buildings and grounds (e.g., debris removal, repairing, repainting, and/or landscaping).
- Collaborate with private and public-sector service providers and contractors.

Administrative Services, District Staff

- Maintain inventory.
- Maintain essential records (and copies of records) including the District's insurance policy.
- Ensure redundancy of records is kept at a different physical location.
- Secure District's equipment and materials in advance.
- Restore administrative and recordkeeping functions such as payroll, accounting, and personnel records.
- Retrieve, collect, and maintain personnel data.
- Provide accounts payable and cash management services.

Administrative Support Staff

- Establish necessary support services for students and staff.
- Implement additional response and recovery activities according to established protocols.
- Collaborate with public and private providers.

Food Services Worker

- Determine how food services will resume.
- Support staff and volunteers as much as possible.

Transportation

- Provide emergency transportation services as needed.
- Assess and implement alternative transportation services that may be necessitated.

Evacuation

General

Evacuation is one means of protecting the staff, students and visitors from the effects of a hazard through the orderly movement of person(s) away from the hazard. The type and magnitude of the emergency will dictate the scale of an evacuation (i.e., evacuation area).

Concept of Operations

Evacuation orders are generally given by the following:

- Local Police
- Environmental Health & Safety
- Facilities Services
- Administrator, director, or building supervisor
- Fire Department with jurisdiction
- Any person identifying a hazard and by activating the fire alarm system via a fire alarm pull station

Evacuation Procedures

- Evacuation will be initiated by means of the fire alarm system. Whenever the alarm is sounded all occupants of all buildings are to initiate the evacuation procedure.
- Take the Incident Action packet/binder which has a current class list and a red/green 8½ x 11 card. (red on one side and green on the other side)
- Close all doors and windows. (DO NOT LOCK DOORS)
- Follow the safest evacuation route to the assembly or safe dispersal area.
- Students should remain 30 – 50 feet away from any building.
- Students are to remain in groups, until the all-clear signal is given.

On-Site Evacuation

- The Incident Commander or designee activates fire alarm.
- All staff follow the Evacuation Procedures identified above.
- Once assembled, building occupants remain in their designated assembly or safe dispersal area until further instructions are given.
- Reentry is only authorized after it is determined that conditions and buildings are deemed safe by appropriate incident management staff.

Off-Site Evacuation

If it is determined that the buildings and area are not safe for occupation and that the On-Site Evacuation locations are also at risk, the appropriate incident management staff will initiate an Off-Site Evacuation.

- The Incident Commander or designee determines safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
- Staff members secure the student roster when leaving the building and take attendance once group is assembled in pre-designated safe location.
- Once assembled off-site, staff members and students stay in place until further instructions are given.
- In the event clearance is received from appropriate agencies, Incident Commander may authorize students and staff to return to buildings.

Evacuating Students with Disabilities

Procedures and actions regarding the special needs' population should cover the evacuation, transportation and medical needs of students who will require extreme special handling in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for students with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure of student(s) with disabilities:

- Review all paths of travel and potential obstacles.
- Know the facility, grounds, paths, exits and potential obstacles.
- Determine the primary and secondary paths of exit to be used during emergencies.
- Individuals with mobility impairments will need a smooth, solid, level walking surface, an exit that avoids barriers such as stairs, narrow doors and elevators and guardrails that protect open sides of the path.
- Compile and distribute evacuation route information to be used during emergency operations.
- Include alternative evacuation route information, should the primary route be inaccessible due to damage or danger.
- Install appropriate signage and visual alarms.
- Place evacuation information indicating primary and secondary exits in all offices, rooms, multipurpose rooms, hallways/corridors, lobbies, bathrooms and cafeterias. For passages and doorways that might be mistaken for an exit, place visible signs that proclaim, "NOT AN EXIT".
- Place emergency notification devices appropriate for each student.
- Post signage with the name and location of each area so that the students will know exactly where they are, in order to comply with ADA (Americans with Disabilities Act) Accessibility.

Buildings and Facilities Signage Requirements

- Approximately 60 inches above the floor.
- In a location that is not obscured in normal operation such as a swinging door.

- In all primary function areas.

Preparation and Planning

- Identify the students and staff with special needs and the type of assistance they will require in an emergency.
- Allow visitors to self-identify on a sign-in log if they have special evacuation needs.
- Discuss evacuation issues with the staff members and caretakers of students with special needs, including individuals, who may be temporarily disabled (i.e., a student with a broken leg).
- Train staff in general evacuation procedures.
- Review the areas of rescue, primary exits, evacuation techniques, and the locations and operation of emergency equipment.
- Provide in-depth training to those designated to evacuate students with special needs.
- Train the staff for proper lifting techniques when lifting a person for evacuation.
- Anyone can assist a student with a visual impairment.
- Check on each special needs student to assure they are accounted for during an evacuation.
- Review the plan with emergency response personnel, including local police, fire and emergency medical technicians.
- Identify "areas of rescue" in our site for students to wait for evacuation assistance from emergency personnel.
- Before operations begin in the Fall, walk around the site with first responders so that they are familiar with the primary exits and all areas of rescue; these areas must meet specifications for fire resistance and ventilation.
- Ask the responders to conduct a special drill explaining how they will support the students and staff with special needs during an emergency.
- Complete all contracts and Memorandums of Understanding with key emergency support providers.
- Ensure that sufficient transportation capacity exists with transportation providers, partner agencies, and suppliers to effectively meet the demand in an emergency.
- Identify transportation contracts through the District in case of an emergency; Emergency response for special needs requires special vans and special equipment.
- Specify who will do what to address these transportation needs.
- Develop a list of District-owned vehicles, staff vehicles that are available and make prior arrangements for their use in the event of an emergency.
- Review the evacuation plan with students and staff to be familiar with the process and identify any problems.
- Practice implementation of special duck and cover actions by students with able-bodied partners.
- Students should be aware that evacuation by themselves may be difficult or impossible because of obstacles in their path or because electric dependent machines may not function (i.e., elevator).
- Special pre-planned assistance must be provided and reviewed regularly.

Lockdown (Deny Entry or Closing)

General

A District or school site lock down is necessary when the threat of violence or gunfire is identified or directed by law enforcement, and it is necessary to prevent the perpetrator(s) from entering occupied areas. During lock down, students are to remain in rooms or designated locations at all times.

Instructions

If a lock down situation is required, the Site Administrator will make an announcement on the Informacast system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE AN EMERGENCY SITUATION. STAFF ARE TO LOCK ROOM DOORS UNTIL NOTIFIED BY AN ADMINISTRATOR OR LAW ENFORCEMENT. STUDENTS AND STAFF ARE TO PROCEED TO THE NEAREST ROOM OR BUILDING. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

- If inside, staff should instruct students to lie on the floor, move away from doors and remain in the center of the room out of the line of fire, lock the doors (if possible), and close any shades or blinds if it appears safe to do so. Students and staff who are physically unable to lie on the ground should move away from doors and windows.
- If outside, students should proceed to their rooms if it is safe to do so. If it is not safe, staff must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
- District staff and students must remain in their room or secured area until further instructions are provided by the Site Administrator or law enforcement.
- Landline phones should not be used. District staff should use cell phones and speak quietly.
- All site entrances and exits must be locked, and no visitors other than appropriate law enforcement or emergency personnel are to be allowed on the site.

Public, Medical, and Mental Health

General

Establishment of public, medical, and mental health procedures, will assist the District in preparing for, responding to, and recovering from an incident that affects the health and safety of students, staff, and family. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden their capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents such as disease outbreaks, bioterrorism, and natural disasters with local, State, and Federal Public Health agencies.
- Coordinate with local, State, and Federal Public Health agencies on information sharing protocols.
- Develop procedures for reporting information to local, State, and Federal Public Health agencies.
- Contact local Public Health agency to determine notification procedures for students, staff, and public, if necessary.
- Send out any required notification to students, staff and public as required.
- Establish a dedicated contact phone number for questions and concerns.
- Coordinate with local, State, and Federal Public Health agencies, for assistance with managing large scale incidents or incidents beyond the District's resources.

Medical Health

Procedures

- Designate District Medical Manager and/or other key personnel as the individual(s) responsible for coordinating incidents involving students or staff injuries or illnesses
- Provide CPR/First Aid/AED to all staff designated to work in medical capacity
- Establish a triage area for injured students and staff
- Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals)
- Keep a record of students and staff that are transported off-site for treatment.
- Coordinate with local Emergency Medical Services (EMS) agencies for assistance with large scale incidents or incidents beyond the District's resources.

Mental Health

Procedures

- Designate crisis counselors and/or other key personnel as the individual(s) responsible for coordinating incidents with local, State, and Federal Mental Health agencies.
- Activate crisis counselors during the incident to begin identifying students and staff that require assistance.
- Keep a log of individuals counseled or that require counseling following the incident.
- Notify students, and staff of counseling services available.
- Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the 's resources.

Psychological First Aid for Schools (PFA-S)

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an "all-hazards "approach with clear communication channels. We have also learned that preparing school administrators, faculty, staff and school partnering agencies before a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning. (excerpted from Psychological First Aid for Schools, Field Operations Guide, 2nd Edition)

Field Operations Guide (FOG)

We use the PFA-S FOG as-needed, to prepare and respond to critical incidents affecting the mental health of our students.
https://www.nctsn.org/resources/psychological-first-aid-schools-pfa-s-field-operations-guide
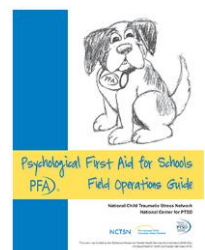
Campus Safety and Security

Purpose

The Campus Safety and Security Annex integrates State public safety and security capabilities and resources to support the full range of incident management activities.

Scope

The Campus Safety and Security Annex provides a mechanism for coordinating and providing support to local law enforcement authorities to include non-investigative/non-criminal law enforcement, Campus safety, and security capabilities and resources during incidents. The Campus Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and Campus safety, in both pre-incident and post-incident situations. The Public Safety and Security Annex generally is activated in situations requiring extensive assistance to provide Campus safety and security.

Key Tasks/Responsibilities of CRPD

Coordinate Campus safety and security support (including personnel and equipment) to any affected department/agency during preparation for, response to, and/or recovery from any real or potential incident.

- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Private Security Companies

Coordinate critical information dissemination regarding Campus safety/security through mass warning/notification.

- County Sheriff's Office
- Police Department
- Dispatch
- County Emergency Management
- Facilitate multi-function public safety activities such as evacuation, traffic, looting, and riot control
- County Sheriff's Office
- Police Department
- Other Law Enforcement Agencies
- Fire/EMS

Concept of Operations

- The College Police Department has the primary responsibility for campus safety and security and are the first line of response and support in these functional areas, utilizing the Incident Command System on-scene
    - o In larger-scale incidents, additional resources should first be obtained through the activation of mutual aid agreements with neighboring jurisdictions and/or State authorities, which may require the management of incident operations through a Unified Command structure.

- Through the Campus Safety and Security Annex, outside resources supplement local resources when requested or required, as appropriate, and are integrated into the incident command structure using National Incident Management System principles and protocols
- The Campus Safety and Security Annex activities should not be confused with the activities described in the Terrorism Incident Annex or other criminal investigative law enforcement activities.
    - o As the lead law enforcement official in the United States, the Attorney General, generally acting through the Federal Bureau of Investigation (FBI), maintains the lead for criminal investigations of terrorist acts or terrorist threats by individuals or groups inside the United States.

- The Campus Safety and Security Annex is activated when campus safety and security capabilities and resources are needed to support incident operations.
    - o This includes threat or pre-incident as well as post-incident situations.

- When activated, the primary agencies assess public safety and security needs, and respond to requests for resources and planning/technical assistance from county agencies.
- The Campus Safety and Security Annex manages support by coordinating the implementation of authorities related to campus safety and security and protection of property, including critical infrastructure, and security resources and technologies and other assistance to support incident management operations and security capabilities and resources are needed to support incident operations.
    - o This includes threat or pre-incident as well as post-incident situations.

- The Campus Safety and Security Annex maintains close coordination with Federal, State, and local officials to determine public safety and security support requirements and to jointly determine resource priorities.
    - o The primary agencies maintain communications with supporting agencies to determine capabilities, assess the availability of resources, and track resources that have been deployed.

Recovery

General

When a disaster occurs, it is all too easy to get consumed by the urgent activities and emotions surrounding the event. That is understandable but don't allow the intensity of the incident to distract you from some extremely important actions you should be taking. Keep in mind that no financial assistance will occur until there is a declared disaster by the State and the Federal governments.

Tracking time and material (supplies and equipment specifically used for the disaster) should happen always, regardless of disaster declarations. There is no guarantee that we will get our expenses reimbursed. We are at the mercy of the State and Federal governments. In most cases, however, **labor and materials specific to the disaster response** get reimbursed. Losses already covered by our insurance are typically NOT reimbursed. For example, if an employee is injured our Workers' Compensation would cover the injured employee. If a building was damaged and our insurance does not cover that specific cause of loss, there may be a chance it is reimbursable.

Before – Action Items

- Establish relationships and contact information from our county Operational Area and Coordinating Council (OACC).
- Create and maintain a current contact list with this information and other contact information essential to the Finance/Administration Section of our ICS structure.
- Train and practice the Start-up, Operation of, and the Closure of this ICS Section.
- Modify and update our Emergency Operations Plan as necessary.

During – Action Items

- Within the very first moments of an incident, begin tracking every employee's and volunteer's time spent on the incident. (Be alert to any announcements from local or State government regarding "Public Assistance" requests or meetings.) Use the form designed for that purpose, the Activity Log (ICS 214). If not readily available, make sure each person is tracking the following:
    - Incident name
    - Date
    - Worker's name
    - Log each major activity and track start and end times
    - Don't be concerned with tracking too much – that can be sorted out after the event
    - This information will need to be transferred onto the Activity Log (ICS 214) before we can apply for Public Assistance funding (this is what they call the State and Federal reimbursement program)

- Keep track of ANY disaster-related expenditures for supplies or equipment. It is best to retain copies of priced-out receipts and invoices for possible State and Federal reimbursement. For example, if our facilities may be used as a shelter and we are required to provide custodial services specific to the shelter, toilet paper, paper towels, cleaning material and chemicals would all likely be reimbursable. If our facility were being used as a medical care facility and the HVAC system required filters different than what we would normally use, the cost of the filters (and the labor to change them) are likely reimbursable.
- Establish the Recovery Unit in the Finance/Administration Section of our Emergency Operations Center (EOC).

  o Have all sites or units collect information on their ability to sustain operations.
  o Develop staffing pattern for the Recovery Unit.
  o Collect information on damages, duration and impact from the following:

     ▪ Utility Providers
     ▪ Social, medical and health services
     ▪ Transportation routes and services
     ▪ Debris issues
     ▪ County Government Operations
     ▪ Private sector retail and wholesale providers
     ▪ Others

  o Develop initial short term and long-term recovery objectives.
  o Refer to hazard/threat-specific annexes for information.
  o Develop information for the PIO on the recovery process and progress.
  o Develop a plan to assign personnel to sustain the recovery effort
  o Coordinate with the OACC, other local jurisdictions and the State on their recovery efforts.

- While it is best if we already have an established relationship with our county Operational Area Coordinating Council (OACC) contact, we need to identify that individual and the means of communicating with them. We will want them to know who at our District will serve as the contact for emergency incidents. This will serve a couple of purposes:

  o It will keep our District "in the loop" and better informed when an incident affecting our District occurs.
  o It will alert us to any notice of "Public Assistance" informational meetings to learn about getting Federal and State reimbursement for disaster related District activity.

- If our county's OACC is overwhelmed with an incident, we should reach out directly to our Emergency Services Coordinator at the Governor's Office of Emergency Services Region Operational Area.

  o Ask them to put the District on the list for notification of "Public Assistance" informational meetings.
  o There are forms that will be exchanged between our District and the OACC or the California Governor's Office of Emergency Services (they act as our liaison with FEMA).

- If our employees and volunteers remain under our direction and control, we are responsible for any costs associated with their activities. Should they perform work that they would not normally do, and it is attributable to the disaster we will likely be able to reimburse the labor. Management costs are typically NOT reimbursable.
- If our employees and volunteers, or our facilities, are tasked outside of our District we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District have agreed, in writing. Make sure we understand when and if risk transfer occurs as it should be clear in these documents. These documents should identify, specifically, what is "covered" and by "whom." Examples of other agency usage of our facility might include the Fire Department using our facility as a command center for the incident.
- Local hospitals may be "at-capacity" and need our facility to provide some form of medical or health services. In these cases, (like the case of sheltering) a written request for use of our facilities should be on file or requested prior to allowing the agency to use them. These documents should specify what they will and will not cover in terms of costs related to using the facility. Typically, if an outside agency damages the property or they cause a liability exposure, they are responsible for coverage.
- When in doubt, ask for help.

After – Action Items

- Begin closing the Recovery Unit

  - Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate staff with specific checkup or due dates.
  - Make sure all Activity Logs and equipment/supply records have been assembled and recorded into the request for Public Assistance from Cal OES and FEMA.

- Conduct an After-Action debrief within the Finance/Administration Section and include that in the main incident After-Action debrief held by the District.
- Review our EOP and include any lessons learned or altered actions into the plan for update and redistribution to the emergency management team.
- Participate in and debriefings provided by our ICS team and close the Recovery Unit.

Resources

- [Activity Log (ICS 214)](#)
- [Cal OES Regional Operations](#)
- Form [Cal OES 126](#) – Project Application, California Disaster Assistance Act Program
- Form [Cal OES 130](#) – Designation Of Applicant's Agent Resolution For Non-State Agencies
- Form [Cal OES 89](#) – Project Assurances For Federal Assistance – Construction Programs
- Form [FEMA 009-0-49 9/16](#) – Request For Public Assistance

All links should be verified at least annually and updated. In some cases, expired forms will not be accepted.

Shelter-in-Place

General

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

Description of Action

If an emergency occurs that requires students and staff to Shelter-in-Place, the Site Administrator will make an announcement on the PA system. If the PA system is not available, the Site Administrator will use other means of communication (e.g., sending messengers to deliver instructions). The Site Administrator should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of an announcement to be made by the Site Administrator:

"YOUR ATTENTION PLEASE. WE HAVE RECEIVED INFORMATION REGARDING A HAZARD IN THE COMMUNITY. WE ARE INSTITUTING SHELTER-IN-PLACE PROCEDURES. PLEASE REMAIN INSIDE THE BUILDING AWAY FROM OUTSIDE AIR WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND STAFF THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

- If inside, staff should keep students in their rooms until further instructions are given.
- If outside, students must proceed to their rooms if it is safe to do so.

  - If it is determined to be unsafe, staff should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium).
  - Staff and students who were exposed to outside air should congregate in indoor locations away from individuals who were not exposed to outside air.
  - Anyone who is exhibiting symptoms must be treated.

- Staff is responsible for securing individual rooms and for completing the following procedures as needed:

  - Shut down the room/building HVAC (Heating Ventilation and Air Conditioning) system.
  - Turn off local fans in the area.
  - Close and lock doors and windows.

If necessary, seal gaps under doors and windows with wet towels or duct tape, seal vents with aluminum foil or plastic wrap, and turn off sources of ignition, such as pilot lights

Situational Awareness

In the U.S., every public agency is expected to address situational awareness and personnel security. Situational Awareness is the ability to identify, process, and comprehend the critical information about an incident. More simply, it is knowing what is going on around us.

Overview

Situational Awareness requires continuous monitoring of relevant sources of information regarding actual incidents and developing hazards. A common core function of Emergency Operations Centers (EOC) is gaining, maintaining, and sharing Situational Awareness and developing a Situational Picture (SitPic) that is shared between the Incident ICS, EOC, JIS, and field staff participants in the incident.

In the early stages of activation, the EOC will obtain Situational Awareness. This is important because accurate, timely information will enable more informed, effective decision-making. An excellent tool for developing and maintaining this condition is the OODA loop.

OODA Loop

The OODA loop is the cycle: observe–orient–decide–act, developed by military strategist and United States Air Force Colonel John Boyd in the 1960s. Boyd applied the concept to the combat operations process, often at the operational level during military campaigns. It is now also often applied to understand commercial operations and learning processes.

The OODA loop has become an important concept in emergency management. According to Boyd, decision-making occurs in a recurring cycle of observe–orient–decide–act. An entity (whether an individual or an organization) that can process this cycle quickly, observing and reacting to unfolding events more rapidly than an "opponent," can thereby "get inside" the opponent's decision cycle and gain the advantage.

- **Observe** – Sensing yourself and the world around you
- **Orient** – What you believe: a complex set of filters of genetic heritage, cultural predispositions, personal experience, and knowledge
- **Decide** – A review of alternative courses of action and the selection of the preferred course as a hypothesis to be tested.
- **Act** – Testing the decision chosen for implementation.

Every employee is a critical link to situational awareness. This annex addresses the expectations of this District in establishing and maintaining a vital communication and informational internal network. Whether you are in an office environment, inside a building, in the field, or at home, what you observe and absorb are invaluable to our District.

Prepare

The following list includes the minimum expectations for every employee:

- Review and familiarize yourself with the District's Emergency Operations Plan (EOP).
- Prepare a "Go-Bag" for yourself with a 3-day supply of food and water.

    o See the "Go-Bag" guide for help in assembling and stocking.

- Keep a copy of the District's *Critical Incident* Field Operations Guide (FOG) with you at all times during work hours.

Field Protocol

Before, during, and after critical incidents there are some basic steps you should take to improve your situation and help others in need:

- If you are operating a vehicle or other equipment, stop your activity as soon as is safely possible (If driving, follow safe driving practices and get maneuver your vehicle without endangering your own or the safety of others).
- Assess the situation using the OODA loop and take appropriate action.
- Follow our District's Communication protocols as outlined in the EOP.
- If you are unable to proceed to your primary location (starting and ending shift worksite) find out if you can return to an alternate site.
- If returning to any of these sites proves unreasonable, proceed to the nearest public facility (police or fire station, hospital, local government office) and notify our District of your exact location.
- Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:

    o Time, Date, and Location of Critical Incident
    o Your condition (unaffected, injured, etc.) and the condition of your equipment
    o Describe the type of incident such as fire, hazmat, earthquake, etc.
    o Provide details on estimate impact in your area (how much loss or damage)

Disaster Service Worker

As a California public employee, you may be called upon to work as a Disaster Service Worker (DSW) in the event of an emergency. The information contained in the Disaster Service Worker website will help you understand your role and obligations as a disaster service worker, and what to do in an emergency (California Government Code Section 3100-3109).

Special Needs Population

Planning Needs and Assumptions

For individuals with special needs, physical environments become a great deal more hostile and difficult to deal with during and after an emergency. The ability to get to accessible exits and personal items may be reduced. Communication may be impeded at a time when clear and rapid communication is crucial to safety and survival.

To comply with statutes involving students with special needs, individuals responsible for evacuation and emergency operation plans, notification protocols, shelter identification, emergency medical care and other emergency response and recovery programs must:

- Have sound working knowledge of the accessibility and nondiscrimination requirements applicable under Federal disability rights laws.
- Know the special needs demographics of the attending students on site.
- Involve students with different types of disabilities and staff in identifying the communication and transportation needs, accommodations, support systems, equipment, services, and supplies that they will need during an emergency.
- Consider emergency accommodations for those with temporary disabilities
- Identify existing resources within the site and local community that meet the special needs of these students.
- Develop new community partners and resources, as needed.
- Inform family members (if appropriate) about the efforts to keep students safe.
- Identify medical needs and make an appropriate plan.
- Determine transportation needs, special vans, and buses for students.
- Identify any necessary tools such as personal response plans, evacuation equipment or visual aids.
- Include local responders and establish a relationship with individual students with disabilities and staff.

Hazard/Threat Annex

Hazard-Threat Assessment

A representative number of participants were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is a very important part of updating our Emergency Operations Plan.

This survey was designed to help us prioritize possible threats or hazards we may face. It covers many possible scenarios but is not exhaustive in nature. The survey information generated is invaluable in helping our Emergency Operations Plan Collaborative Planning Team identify the hazards and threats most likely to impact us.

The Collaborative Planning team has selected the following Hazards/Threats to be included in this annex:

- Active Assailant
- Bomb Threat or Explosion
- Civil Disobedience or Disturbance
- Cyber Threat or Attack
- Earthquake
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Flood
- Hazardous Materials Incident
- Infectious Disease
- Landslides and Debris Flow
- Power and Utility Failure
- Severe Weather
- Transportation Incident (Air, Sea, Land)
- Tsunami

HTAS Report

Hazard	[SCORE]	Probability	[SCORE]	Magnitude	[SCORE]	Warning	[SCORE]	Duration	Risk Priority
Fire-Structural	3.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.0	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	11.8
Tsunami	3.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.9
Active Assailant	3.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.6
Dam and Levee Failure	2.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.1
Earthquake	2.3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.7
Transportation Incident (Air, Sea, Land)	2.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.7	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.3
Fire-Forest, Wildfire, or Uban Interface	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.2	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.1
Extreme Heat and Unhealthy Air Quality	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.9
Civil Disobedience or Disturbance	1.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.6
Severe Weather	2.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.6	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.2	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.6
Cyber Threat or Attack	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.5
Flood	3.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.5	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.0	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.4
Bomb Threat or Explosion	2.6	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.5	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.4
Landslides and Debris Flow	2.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.3	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.4
Power and Utility Failure	2.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.0	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.1
Infectious Disease	1.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.0	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.6
Hazardous Materials Incident	1.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	1.6	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.5	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.3
Volcanic Eruption	1.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.5	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.8	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	6.2
Top 3 Concerns		Active Assailant		Earthquake		Cyber Threat or Attack			

Active Assailant

General

An Active Assailant is an individual actively engaged in the killing or attempting to kill people in a confined and populated area. In most cases, active assailants use firearms(s) and there is no pattern or method to their selection of victims.

Active Assailant situations are unpredictable and evolve quickly. Typically, the immediate deployment of law enforcement is required to stop the attack and mitigate harm to victims.

Because active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene, individuals must be prepared both mentally and physically to deal with an active assailant situation.

Good Practice for Coping

- Be aware of your environment and any possible dangers.
- Take note of the two nearest exits in any facility you visit.
- If you are in an office, stay there and secure the door.
- If you are in a hallway, get into a room and secure the door.
- As a last resort, attempt to take the active assailant down. When the assailant is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her/they/them.
- Call 911 when it is safe to do so.

Any time there is a significant security concern, we will make every reasonable attempt to immediately increase security on site. At the same time emergency personnel are responding to the emergency, public safety officials will communicate the hazard to the community via all available and appropriate means.

If you receive an official emergency communication notifying you of a hazardous situation where you must take immediate action to protect yourself, stay as calm as possible and follow these procedures. Only you will be able to determine the safest course of action that should be taken.

If a security threat is imminent or occurring, our personnel will take all reasonable and appropriate actions to minimize the hazard to the District's students and staff. If the perpetrator(s) is known, Incident Command will immediately deactivate the incident site's ID card(s) to prevent the individual(s) from entering a building/room equipped with card access. For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible. The nature of the threat may make it unsafe for incident personnel to move from door-to-door, thus preventing these locations from being quickly secured.

If you become aware of an active assailant situation, immediately notify Police at 911. Information to provide to law enforcement or 911 operators:

- Location of the active assailant.

- Number of assailants.
- Identity of the assailant(s), if known.
- Physical description of assailant(s).
- Number and type of weapons held by the assailant(s).
- Number of potential victims at the location.

Responding to an Active Assailant/Physical Threat

If you are in a situation where your safety is in question and you are at risk of harm from another person, you must quickly determine the most reasonable way to protect your own life.

Run (evacuate)

If there is an accessible escape path, attempt to evacuate the building/area. Be sure to:

- Have an escape route and plan in mind.
- Evacuate regardless of whether others agree to follow.
- Leave your belongings behind.
- Help others escape, if possible.
- Prevent individuals from entering an area where the active assailant may be.
- Keep your hands visible, to prevent confusion to law enforcement.
- Follow the instructions of law enforcement personnel.
- Do not attempt to move wounded people.
- Notify Police when you are safe.

Hide (lockdown)

If evacuation is not possible, find a place to hide where the active assailant is less likely to find you. Your hiding place should:

- Be out of the active assailant's view.
- Provide protection if shots are fired in your direction (i.e., a room with a closed and locked door).
- Not trap you or restrict your options for movement.
- Remember Cover vs. Concealment.
- Spread out to reduce target area.
- To prevent an active assailant from entering your hiding place:
    o Lock the door, if possible.
    o Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
    o Cover any windows or openings that have a direct line of sight into a hallway.

If the active assailant is nearby:

- Lock the door, if possible.
- Close windows, shades and curtains.
- Silence all cell phone and other electronic devices.

- Turn off any source of noise (i.e., radios, televisions, etc.).
- Hide behind large items (i.e., cabinets, desks).
- Remain silent.
- Do not sound the fire alarm.

    o A fire alarm would signal the occupants to evacuate the building and thus place them in potential harm as they attempted to exit.

- Notify Police when it is safe to do so.

Fight

If running and hiding are not possible:

- Remain calm.
- Notify Police, if possible, to alert hem of the active assailant's location.
- If you cannot speak, leave the line open and allow the dispatcher to listen.

As a last resort, and only when your life is in imminent danger, attempt to disrupt and/or incapacitate the active assailant by:

- Acting as aggressively as possible against him/her.
- Throwing items and improvising weapons.
- Yelling.
- Committing to your actions.

Law enforcement's purpose is to stop the active assailant as soon as possible. Officers will proceed directly to the area in which the last shots were heard.

- Officers usually arrive in teams of four.
- Officers may wear regular patrol uniforms or external bulletproof vests, Kevlar helmets, and other tactical equipment.
- Officers may be armed with rifles, shotguns, handguns.
- Officers may use pepper spray or tear gas to control the situation.
- Officers may shout commands and may push individuals to the ground for their safety.

The first officers to arrive to the scene will not stop to help injured persons. Expect rescue teams comprised of additional officers and emergency medical personnel to follow the initial officers. These rescue teams will treat and remove any injured persons. They may also call upon able-bodied individuals to assist in removing the wounded from the premises.

While law enforcement personnel are still assessing the situation, uniformed security and/or police officers will move through the entire area to ensure the threat is over. For the safety of you and the officers, you may be handcuffed until the incident details are fully known.

How to react when law enforcement arrives:

- Remain calm and follow officers' instructions.
- Put down any items in your hands (i.e., cell phones, bags, jackets).
- Immediately raise hands and spread fingers.

- Always keep hands visible.
- Avoid making quick movements toward officers such as holding on to them for safety.
- Avoid pointing, screaming and/or yelling.
- Do not stop to ask officers for help or direction when evacuating, just proceed in the direction from which officers are entering the premises.

Once you have reached a safe location or an assembly point, you will likely be held in that area by law enforcement until the situation is under control, and all witnesses have been identified and questioned. Do not leave until law enforcement authorities have instructed you to do so.

To best prepare for an active assailant/physical threat situation, local law enforcement can educate and train students on this plan. Training and exercises will prepare us to effectively respond and help minimize loss of life.

Components of Training Exercises

Preparedness

- Educate students through workshops, seminars, lectures, and any other opportunity to teach about the hazards of an active assailant/physical threat and ways each person can potentially react to such a situation
- Supplement in-person instructional elements with additional information to reinforce the training
    - Such material may be distributed in a variety of ways, including but not limited to web pages, social media, printed literature, radio/TV, etc.

Prevention

- Foster a respectful school community.
- Be aware of indications of violence and take remedial actions accordingly (i.e., If you see something, say something).
- Recognizing indicators for potential violence by an individual:
    - Increased use of alcohol and/or illegal drugs.
    - Unexplained increase in absenteeism; vague physical complaints.
    - Noticeable decrease in attention to appearance and hygiene.
    - Depression/withdrawal.
    - Resistance and overreaction to changes in policy and procedures.
    - Repeated violations of District policies.
    - Increased severe mood swings.
    - Noticeably unstable, emotional responses.
    - Explosive outbursts of anger or rage without provocation.
    - Suicidal; comments about "putting things in order".
    - Behavior, which is suspect of paranoia, ("everybody is against me").
    - Increasingly talks of personal problems.
    - Talk of severe financial problems.

- o Talk of previous incidents of violence.
- o Empathy with individuals committing violence.
- o Increase in unsolicited comments about firearms, other dangerous weapons, and violent crimes.

Bomb Threat or Explosion

General

A Bomb Threat may result from the discovery of a suspicious package on or near District property or receipt of a threatening phone call that may indicate the risk of an explosion.

In the event that the District receives a bomb threat by telephone, follow the Bomb Threat Checklist on the next page to document information about the threat. Keep the caller on the telephone as long as possible and listen carefully to all information the caller provides. Make a note of any voice characteristics, accents, or background noises and complete the Bomb Threat Report as soon as possible.

Person Receiving Threat by Telephone

- Listen. Do not interrupt caller.
- Keep the caller on the line with statements such as "I am sorry, I did not understand you. What did you say?".
- Alert someone else by prearranged signal to notify the telephone company to trace the call while the caller is on the line.
- Notify senior executive immediately after completing the call.
- Print out and utilize the "Bomb Threat Procedures and Checklist – DHS" (Figure 1).

Person Receiving Threat by Mail

- Note the manner in which the threat was delivered, where it was found and who found it.
- Limit handling of item by immediately placing it in an envelope so that fingerprints may be detected. Written threats should be turned over to law enforcement.
- Caution students against picking up or touching any strange objects or packages.
- Notify Senior Executive or designee.

Incident Command Actions

- Call 911.
- If the caller is still on the phone, contact the phone company to trace the call. Tell the telephone operator the name of the District, name of caller, and phone number on which the bomb threat came in. This must be done quickly since the call cannot be traced once the caller has hung up.
- Instruct students to turn off any pagers, cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Determine whether to evacuate the threatened building and adjoining buildings.
- If the suspected bomb is in a corridor, modify evacuation routes to bypass the unsafe area.
- Use the intercom, personal notification by designated persons, or the PA system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school site, use the fire alarm.
- Notify the Senior Executive of the situation.
- Direct a search team to look for suspicious packages, boxes or foreign objects.
- Do not return to the threatened building until it has been inspected and determined safe by proper authorities.
- Avoid publicizing the threat any more than necessary.

Search Team Actions

- Use a systematic, rapid, and thorough approach to search the building and surrounding areas.
- Check the school site work areas, public areas (foyers, offices, bathrooms and stairwells), unlocked closets, exterior areas (shrubbery, trash cans, debris boxes), and power sources (computer rooms, gas valves, electric panels, telephone panels).
- If suspicious item is found, make no attempt to investigate or examine object.

Staff Actions

- Evacuate students as quickly as possible, using primary or alternate routes.
- Upon arrival at the designated safe site, take attendance. Notify Incident Command of any missing students.
- Do not return to the building until emergency response officials determine.

Bomb Threat Procedures and Checklist – DHS

(Figure 1)

BOMB THREAT PROCEDURES

This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with the first responders and other stakeholders.

Most bomb threats are received by phone. Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist on the reverse of this card.

If a bomb threat is received by phone:
1. Remain calm. Keep the caller on the line for as long as possible. DO NOT HANG UP, even if the caller does.
2. Listen carefully. Be polite and show interest.
3. Try to keep the caller talking to learn more information.
4. If possible, write a note to a colleague to call the authorities or, as soon as the caller hangs up, immediately notify them yourself.
5. If your phone has a display, copy the number and/or letters on the window display.
6. Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
7. Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities immediately with information and await instructions.

If a bomb threat is received by handwritten note:
- Call _____
- Handle note as minimally as possible.

If a bomb threat is received by e-mail:
- Call _____
- Do not delete the message.

Signs of a suspicious package:

- No return address
- Excessive postage
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

- Poorly handwritten
- Misspelled words
- Incorrect titles
- Foreign postage
- Restrictive notes

* Refer to your local bomb threat emergency response plan for evacuation criteria

DO NOT:
- Use two-way radios or cellular phone. Radio signals have the potential to detonate a bomb.
- Touch or move a suspicious package.

WHO TO CONTACT (Select One)

- **911**
- **Follow your local guidelines**

For more information about this form contact the DHS Office for Bombing Prevention at OBP@dhs.gov

Homeland Security   2014

BOMB THREAT CHECKLIST

DATE: TIME:

TIME CALLER   PHONE NUMBER WHERE
HUNG UP: CALL RECEIVED:

Ask Caller:

- Where is the bomb located?
(building, floor, room, etc.)

- When will it go off?

- What does it look like?

- What kind of bomb is it?

- What will make it explode?

- Did you place the bomb?   Yes   No

- Why?

- What is your name?

Exact Words of Threat:

Information About Caller:

- Where is the caller located? (background/level of noise)

- Estimated age:

- Is voice familiar? If so, who does it sound like?

- Other points:

Caller's Voice	Background Sounds	Threat Language
☐ **Female**	☐ Animal noises	☐ Incoherent
☐ **Male**	☐ House noises	☐ Message read
☐ Accent	☐ Kitchen noises	☐ Taped message
☐ Angry	☐ Street noises	☐ Irrational
☐ Calm	☐ Booth	☐ Profane
☐ Clearing throat	☐ PA system	☐ Well-spoken
☐ Coughing	☐ Conversation	
☐ Cracking voice	☐ Music	
☐ Crying	☐ Motor	
☐ Deep	☐ Clear	
☐ Deep breathing	☐ Static	
☐ Disguised	☐ Office machinery	
☐ Distinct	☐ Factory machinery	
☐ Excited	☐ Local	
☐ Laughter	☐ Long Distance	
☐ Lisp		
☐ Loud	**Other Information:**	
☐ Nasal		
☐ Normal		
☐ Ragged		
☐ Rapid		
☐ Raspy		
☐ Slow		
☐ Slurred		
☐ Soft		
☐ Stutter		

Civil Disobedience or Disturbance

Classrooms are often the first setting in which students learn what it means to be civically engaged; and when students choose to use demonstrations and protests as a tool for civic engagement, school buildin7gs, grounds, and communities are often selected as the setting. The response of students across the country to the February 14, 2018, active shooter situation at Marjory Stoneman Douglas High School in Parkland, Florida, has drawn attention to one type of student demonstration and protest in particular—school walkouts—and the need for education agencies to prepare and respond.

Civil disobedience or rioting typically occurs when a large gathering of students become out of control and participate in violent or non-violent activities. Keeping the majority of students not involved in this type of illegal activity isolated and away from activity is imperative in bringing these actions under control.

Procedure:

- Upon witnessing civil disobedience of this nature, staff takes steps to calm and control situation and attempt to isolate those involved from each other.
- If the gathering of students becomes too large or difficult to control, other staff should attempt to calm and control those students not involved and get them on their way to class or off campus.
- While doing this, attempt to locate and identify witnesses who may provide information for Administrators and/or Police.
- Staff immediately notifies Administrator and/or Police Officer via two-way radio or phone
- School Administrator and/or Police Officer assesses situation and calls Police Department for additional officers. Continued assessment is necessary for deployment of additional officers to respond and possible assistance from other agencies. District personnel and/or officers on scene will **call 911**.
- School Administrator initiates appropriate Response Actions, which may include Secure School Perimeter, Shelter-In-Place, Lock Down, Evacuate Building or Off-Site Evacuation.
- Secure all gates and entrances to the campus.
- Only authorized personnel are to be allowed in or out of the site.
- Notify appropriate District Personnel for additional supervision assistance as needed.

Cyber Threat or Attack

Purpose

Understanding the risks and motivations behind cyber threats or attacks is crucial in establishing and implementing this Cyber Threat or Attack annex. Technology continues to improve and develop at an amazing pace and with that advancement comes the challenges of protecting what we collect and manage using that technology.

Common criminals as well as hostile foreign actors have a couple of primary motivations when it comes to attacking your organization's cyber space. Both money and operational disruption are at the top of that list. For some hackers, they thrive on finding ways to access your information and then sell it or threaten to disclose it asking for a "ransom," while freezing up your means of storing, accessing, or distributing information.

This annex will focus on the incident management perspective and address what to do before, during, and after an incident, following current best practices. These practices fall under the general category of cyber security.

Situation and Assumptions

Think of the cyber world as you would your own facilities. You provide appropriate fencing to ensure the security of those within its boundaries. The more access points you provide the more difficult it becomes to keep that site secure and safe. The cyber world is really the same way. Years ago, we may have had only a handful of access points to our local area network. As technology improved, we added access. As we added access, we provided more entry points for those who would seek our harm.

We are making some basic assumptions about systems and practices we should have in place:

- Installed and using modern firewall and antivirus software
- Conducting regular antivirus scanning
- Configured firewalls to prevent ransomware
- Keeping operating systems patches up to date
- Completing critical patching as expeditiously as possible
- Conducting employee cyber security awareness training including current best practices
- Keeping individual sites segregated
- Keeping user groups segregated (staff and student users segregated)
- Keeping privilege access management limited
- Using multi-factor authentication
- Implemented and using strong password policy
- Using off-site back up
- Providing email filtering to prevent spam reaching employees

Organization and Assignment of Responsibilities

Our IT department will have leadership over all aspects of our technology equipment and network spaces. They are the core of our Cyber Security Incident Response Team.

It is the responsibility of our Information Technology (IT) professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices introduced by our IT professionals.

Glossary of Terms

Cyber Security Incident Response Team (CSIRT)

A group of experts that assesses, documents and responds to a cyber incident so that a network can not only recover quickly, but also avoid future incidents.

Denial-of-service attack

A denial-of-service attack floods systems, servers, or networks with traffic to exhaust resources and bandwidth. As a result, the system is unable to fulfill legitimate requests. Attackers can also use multiple compromised devices to launch this attack. This is known as a distributed-denial-of-service (DDoS) attack.

DNS Tunneling

DNS tunneling utilizes the DNS protocol to communicate non-DNS traffic over port 53. It sends HTTP and other protocol traffic over DNS. There are various, legitimate reasons to utilize DNS tunneling. However, there are also malicious reasons to use DNS Tunneling VPN services. They can be used to disguise outbound traffic as DNS, concealing data that is typically shared through an internet connection. For malicious use, DNS requests are manipulated to exfiltrate data from a compromised system to the attacker's infrastructure. It can also be used for command-and-control callbacks from the attacker's infrastructure to a compromised system.

Malware

Malware is a term used to describe malicious software, including spyware, ransomware, viruses, and worms. Malware breaches a network through a vulnerability, typically when a user clicks a dangerous link or email attachment that then installs risky software. Once inside the system, malware can do the following:

- Blocks access to key components of the network (ransomware).
- Installs malware or additional harmful software.
- Covertly obtains information by transmitting data from the hard drive (spyware).
- Disrupts certain components and renders the system inoperable.

Man-in-the-middle attack

Man-in-the-middle (MitM) attacks, also known as eavesdropping attacks, occur when attackers insert themselves into a two-party transaction. Once the attackers interrupt the traffic, they can filter and steal data.

Two common points of entry for MitM attacks:

- On unsecure public Wi-Fi, attackers can insert themselves between a visitor's device and the network. Without knowing, the visitor passes all information through the attacker.
- Once malware has breached a device, an attacker can install software to process all of the victim's information.

Phishing

Phishing is the practice of sending fraudulent communications that appear to come from a reputable source, usually through email. The goal is to steal sensitive data like credit card and login information or to install malware on the victim's machine. Phishing is an increasingly common cyberthreat.

SQL injection

A Structured Query Language (SQL) injection occurs when an attacker inserts malicious code into a server that uses SQL and forces the server to reveal information it normally would not. An attacker could carry out a SQL injection simply by submitting malicious code into a vulnerable website search box. Learn how to defend against SQL injection attacks.

Zero-day exploit

A zero-day exploit hits after a network vulnerability is announced but before a patch or solution is implemented. Attackers target the disclosed vulnerability during this window of time. Zero-day vulnerability threat detection requires constant awareness.

Incident Command Actions

Maintaining a best practices approach to cyber security requires us to keep up to date on current trends and threats in the cyber world. Most of what we know comes from internet service providers who share this information to help us be better prepared.

Our cybersecurity response process recommendations by the SANS Institute, as defined in its [Incident Handler's Handbook](#).

Before

Preparation

- Define, develop, and implement an Information Security policy and procedures that addresses current and possible future risks to cyber information handing and protection.

- Conduct regular and periodic training for our staff to ensure they have the tools they need to preserve our cyber security. This may include hands-on virtual, or email tests and scenarios designed to reinforce safe cyber practices and protect our digital/cyber footprint.
- Perform regular security assessments and intrusion testing.
- Provide a trained staff Cybersecurity Incident Response Team (CSIRT).

During

Identification

- Monitor IT systems and detect deviations from normal operations and see if they represent. actual security incidents.
- Establish type and severity.
- Log actions and responses.
- Collect evidence.

Containment

- Isolate impacted system(s).
- Implement temporary workarounds to maintain operations.

Eradication

- Identify the root cause.
- Remove malicious software from all affected systems.
- Take action to prevent root cause from recurring.

Caution

COMMON MISSTEPS

Common missteps an organization can make when first responding

- Mitigating the affected systems before responders can protect and recover data
- Touching adversary infrastructure (Pinging, NSlookup, Browsing, etc.)
- Preemptively blocking adversary infrastructure
- Preemptive credential resets
- Failure to preserve or collect log data that could be critical to identifying access to the compromised systems
- Communicating over the same network as the incident response is being conducted (ensure all communications are held out-of-band)
- Only fixing the symptoms, not the root cause

After

Recovery

- Bring affected systems back online.
- Test, verify, and monitor affected systems to ensure they are operating normally.

After-Action Report

- Finalized incident documentation.
- Perform a retrospective of the incident to determine what was effective and what was not to identify lessons learned.
- Modify and update this annex and any policy or procedure identified as insufficient or failed in the after-action debrief and report.

Authorities and References

State

Cal OES - California Cybersecurity Integration Center

- https://www.caloes.ca.gov/cal-oes-divisions/law-enforcement/california-cybersecurity-integration-center

Federal

Department of Homeland Security - Cybersecurity and Infrastructure Security Agency (CISA)

- https://www.cisa.gov/

National Institute of Standards and Technology (NIST) – Cybersecurity

- https://www.nist.gov/cybersecurity

Earthquake

Duck, Cover, and Hold

This action is used to protect students and staff from flying or falling debris. Upon the first indication of an earthquake, staff should direct students to **Duck, Cover, and Hold.**

The following announcement will be made on the Informacast System:

> "ATTENTION PLEASE. DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Note: If the PA system is not available, use other means of communication, i.e., send messengers to deliver instructions, email, etc.

Description of Action

If inside

- Drop to knees.
- Get under desk and remain facing away from windows.
- Clasp both hands behind neck.
- Bury face in arms.
- Make body as small as possible.
- Close eyes and cover ears with forearms.

If outside

- Drop to knees.
- Clasp both hands behind neck.
- Bury face in arms.
- Make body as small as possible.
- Close eyes and cover ears with forearms.
- Avoid glass and falling objects.

Procedures

- Avoid glass and falling objects. Move away from windows, heavy suspended light fixtures, and other overhead hazards.
- When the shaking stops, the Incident Commander will issue the All-Clear Response.
- Use prescribed routes and proceed directly to the Assembly Area.
- The Incident Commander to direct the Security Team to post guards a safe distance away from building entrances to prevent access.
- Warn all personnel to avoid touching fallen electrical wires.
- First Aid Team will check for injuries and provide appropriate first aid.

- The Incident Commander will direct the Facility Team to turn off water, gas, and electrical and to alert appropriate utility company of damages, if appropriate.
- If the area appears safe, the Search and Rescue team will be cleared by the Incident Commander to make an initial inspection of the District's buildings, if needed.
- The Incident Commander will contact the Superintendent to determine if additional actions are deemed necessary.

During Non-Operating Hours

- The Incident Commander and Identified Maintenance/Facilities Personnel will assess damages to determine needed corrective actions. For apparent damages, contact the Superintendent to determine if the District should be closed.
- If the District must be closed, notify staff and students as identified in District Closure Response Procedure.

Fire - Structural

The following procedure addresses the necessary actions that should be taken if a fire is discovered in or on the District's facilities. A timely response to this situation is critical to prevent injuries and further property damage.

Procedure

> **NOTE** – There are cases during Active Assailant incidents where the assailant may trigger the fire alarm. This is done as a means to induce students and staff to evacuate which may provide the assailant with more "targets." Modified responses to a fire alarm should be discussed with your local fire and law enforcement jurisdictions to coordinate best practices for your district.

- If a fire is discovered on site, the administrative staff will immediately signal the fire alarm and direct students out of the building.

  o The Incident Commander will call 911 and provide the location and nature of the incident.

- The Incident Commander will immediately initiate the Off-Site Evacuation Procedures.

  o Staff and students will evacuate buildings using pre-designated routes or other safe routes and convene at the Assembly Area.

- Site staff members must bring their student rosters and take attendance at the Assembly Area to account for all students.

  o Staff will notify the Incident Commander of any missing students.

- If safe to do so, staff will use fire extinguishers to suppress the fire until the local fire department arrives.

  o All fires, regardless of size, which are extinguished by site personnel, require a call to the responding Fire Department to indicate "the fire is out".

- The Incident Commander will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- The Incident Commander will notify the Senior Executive of the fire. The Senior Executive should work with the Public Information Officer.
- Outreach and Communication to disseminate information.

  o If necessary, the Incident Commander will notify appropriate Transportation official to request transportation for student and staff evacuation.

Any affected areas will not be reopened until the Fire Department, or the appropriate agency provides clearance and the Incident Commander issues authorization to do so. For fires during non-school hours, the Incident Commander and the Senior Executive will determine if the school site opens the following day.

Fire – Forest, Wildfire, or Urban Interface

General

Fires can happen in almost any place, at any time, in almost any condition or circumstance as long as there is fuel, oxygen, and heat. While District's are required to have regularly scheduled fire drills by California law it is easy to overlook the risks associated with poor housekeeping, excessive and dried wildland shrubs and trees close to the District sites and many other factors. The damage caused by fire is real and serious, but the potential hazard of smoke can sometimes be even worse.

Fire in Surrounding Area

The following procedure addresses actions that should be taken in the event that a fire is discovered in an area nearby District grounds. The initiated response actions should take into consideration the location and size of the fire, its proximity to the District site, and the likelihood that the fire may affect the District.

Incident Command Actions

Before

- Review and update the "Recovery" Annex located in your Functional Annex following current State and Federal "Best Practices" guidelines.
- Locate and participate in CSTI's course, "Recovery From Disasters: The Local Community Role (G-205).
- Identify and include your "whole community" in strengthening your Pre-Disaster Recovery framework.

During

- Call 911 if you see a fire or flames.
- Activate and follow your Emergency Operations Plan.
- Use your internal Emergency Management Alert System to communicate with staff, and students.
- Always follow instructions from your local emergency agencies (Fire and Law Enforcement).
- If trapped, call 911 and give your location, but be aware that emergency response could be delayed or impossible. Turn of HVAC and natural gas. Turn on lights to help rescuers find you if you have power. Fill sinks and tubs with water and keep windows and doors unlocked.
- Ensure you have a representative designated to be in contact with Cal OES (may be specific to your region) and your local EOC.
- You might consider predesignating a representative to be an active member of the Recovery task force.

- If your site is a designated shelter or evacuation point, follow the instructions of the organization or agency that is managing the site (i.e.: American Red Cross).
- Follow the Cal/OSHA Protection from Wildfire Smoke regulation, Title 8, Section 5141.1 for use of N95 respirators. https://www.dir.ca.gov/title8/5141_1.html. and you can find resources on wildfire smoke safety in this Cal/OSHA link. https://www.dir.ca.gov/dosh/Worker-Health-and-Safety-in-Wildfire-Regions.html.
- Monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm .
- Listen to EAS, NOAA Weather Radio, or local alerting systems for current emergency information and instructions.
- If you are not ordered to evacuate but smoky conditions exist, stay inside in a safe location or go to a location where smoke levels are lower, if possible.
- Avoid vigorous activities outdoors and if traveling in a vehicle in the areas affected, close windows and make sure air is on recirculate mode.

After

- Continue to follow your EOP Recovery Annex
- Listen to authorities to find out when it is safe to return and whether water is safe to drink.
- Avoid hot ash, charred trees, smoldering debris, and live embers. The ground may contain heat pockets that can burn you or spark another fire. Consider the danger to pets and livestock.
- Avoid downed power lines.
- Send text messages or use social media to reach out to family and friends. Phone systems are often busy following a disaster. Make calls only in emergencies.
- For those that are part of the damage assessment team, ensure training on personal protective equipment (PPE) use is conducted.
- Continue to monitor the Air Quality Index (AQI) at www.airnow.gov and enter the zip code of the location where you will be working. The current AQI is also available from the U.S. Forest Service at https://tools.airfire.org/ or a local air district, which can be located at www.arb.ca.gov/capcoa/dismap.htm.
- Contact your insurance company/insurance pool/JPA for assistance.
- Document everything you do related to the fire. For more details on this process, refer to the IMReady FEMA document.
- Wildfires dramatically change landscape and ground conditions, which can lead to increased risk of flooding due to heavy rains, flash flooding and mudflows. Flood risk remains significantly higher until vegetation is restored — up to 5 years after a wildfire.
- Be prepared to provide emotional and wellbeing services and resources for students and staff.   Mental and physical fatigue are common in these situations.
- https://www.cdc.gov/disasters/wildfires/afterfire.html and https://emergency.cdc.gov/coping/index.asp and www.NCTSN.org.

- Any responsible person who observes a fire in the area outside of the District should immediately call 911 and notify the Incident Commander.
- The Incident Commander will initiate the appropriate Immediate Response Actions, which may include Shelter-in-Place, On-Site Evacuation, or Off-Site Evacuation.
- The Incident Commander will call 911 (to verify – good redundancy) and provide the location and nature of the incident.
- The Incident Commander will act to prevent students from approaching the fire and keep routes open for emergency vehicles.
- The Incident Commander will work with responding emergency personnel to determine if District grounds are threatened by the fire, smoke, or other hazardous conditions.
- If the Incident Commander issues the On-Site Evacuation procedure, staff and students will evacuate the affected building(s) using pre-designated routes or other safe routes and convene at the Assembly Area.
- All District staff members must bring their student rosters and take attendance at the Assembly Area to account for all students. Staff will notify the Incident Commander of any missing students.
- The Incident Commander should monitor local radio stations for emergency information.
- The Incident Commander will notify the Senior Executive of the emergency situation.

  o The office of the Senior Executive should work with the Office of Public Information and Communication to disseminate information.

- If necessary, the Incident Commander will notify the appropriate Transportation official to request transportation for staff and student evacuation.
- The Incident Commander will initiate Off-Site Evacuation procedures, as described in the Evacuation Annex, if warranted by changes in conditions.

Flood

General

Flooding is a natural feature of the climate, topography, and hydrology, of Humboldt County and its surrounding areas. Flooding predominates throughout the winter and early spring due to rainy weather. Flooding could threaten the safety of students and staff whenever storm water or other sources of water threaten to inundate the grounds or building. Flooding may occur if a water pipe breaks, or prolonged rainfall causes urban streams to rise. Flooding may also occur as a result of damage to water distribution systems such as failure of a dam or levee.

Scope

The annex outlines additional responsibilities and duties as well as procedures for staff responding to a flood near or on center grounds.

Core Functions

The City Office of Emergency Management, the National Weather Service, and other Federal cooperative agencies have an extensive river and weather monitoring system and provide flood watch and warning information to the center community via radio, television, Internet, and telephone. In the event of a flood, the Incident Commander, or director, will activate the EOP and implement the Incident Command System.

Incident Command System

The community's siren acts as a warning system to notify staff and students in case of imminent or confirmed flooding, including that due to dam failure. If there is a loss of power, a compressed air horn or megaphone and two-way radios will serve as backup alerting/communication devices.

Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of a flood include the following:

- Evacuation
- Reverse Evacuation
- Relocation
- Reunification
- Access and Functional Needs Population
- Continuity of Operations (COOP)
- Psychological Healing
- Mass Care

Activating the District Emergency Operations Center (EOC)

The Incident Commander will determine the need to activate the District's EOC and transfer incident command responsibilities when first responders arrive. The following actions described are before responders arrive on the scene.

Incident Command Actions

- Issue stand-by instruction.
- Determine if evacuation is required.
- Notify local law enforcement of intent to evacuate, the location of the safe evacuation site, and the route to be taken to that site.
- Ensure that all students have been evacuated.
- Issue directed transportation instruction if students will be evacuated to a safer location by means of buses and cars.
- Ensure that staff and students do not return to the building until proper authorities have determined that it is safe to do so.
- Determine whether the center will be closed or remain open.
- Document all actions taken.
- Follow the District's Emergency Operations Plan.

Office/Support Staff Actions

- Monitor radio and Internet for flood information and report any developments to the Incident Commander.
- Review procedures with staff as needed.
- Disseminate information about the incident and follow-up actions such as relocation site.
- Notify relocation centers and determine an alternate relocation center, if needed, if primary and secondary centers would also be flooded.
- Take appropriate action to safeguard property.
- Document all actions taken.

Staff Actions

- Execute evacuation procedures when instructed.
- Take the roster and emergency kits. Take attendance before leaving the site.
- Remain with students throughout the evacuation process.
- Upon arrival at the safe site, take attendance. Report any missing or injured students.
- Do not return to the building until it has been inspected and determined safe by proper authorities.
- Document all actions taken.

Hazardous Materials Incident (HazMat)

Goals

- Store all hazardous materials on site to prevent spills or releases.
- Keep students away from spills or releases of hazardous materials.
- Clean up spill/release of hazardous materials and properly dispose of resulting hazardous waste.

Objectives

- Provide training on proper storage of hazardous materials to all staff that handle them.
- Establish evacuation or shelter in place procedures for keeping students away from spills or releases of hazardous materials.
- Have trained staff or licensed clean up company remediate spill/release of hazardous materials.

General

A Hazardous Materials Incident covers a fairly broad area and can be quite complex. For planning purposes, we will consider hazardous materials as any chemical-based substance which, when released inadvertently, can cause harm to the environment and injury or possibly death to humans.

On-Site HazMat Incident

- Notify Incident Commander.
- Follow Evacuation Procedures.
- Call 911.
- Incident Commander will notify the Senior Executive.
- Incident Commander should have the following available for the fire department upon their arrival:
  - Location and type of hazardous material, if known (locate Safety Data Sheet and provide to responders).
  - Knowledge of anyone remaining in the building.
  - Floor plans and internal systems information.

Off-Site HazMat Incident

Upon notification by authorities of a hazardous material accident which could affect the District, the Incident Commander will ensure:

- HVAC power is Shut off.
- Communication to staff that all windows and doors must remain closed until further notice.
- Senior Executive staff has been notified.

- Communication with emergency responders is maintained.

Infectious Disease

Purpose

The purpose of the Infectious Disease annex is to help equip our organization to be ready for the unexpected – before, during, and after an infectious disease outbreak. **This annex does note replace the required Injury and Illness Prevention Program (IIPP) or other health and safety orders relevant to California Occupational Safety and Health Administration (Cal OSHA) or California Department of Public Health (CDPH)requirements**.

Infectious diseases occur, often with little or no warning. Essentials that need to be considered include the following:

- EOPs may have to be activated with community partners if there is an infectious disease outbreak.
- Rapid evolution and dissemination of information about an infectious disease incident will likely require activation of the Communication Annex.
- Extensive absences may cause normal operations to close for days or weeks, calling for the activation of the Continuity of Operations (COOP) Annex.
- Depending on the disease, there may potentially be some deaths in the community; and,
- If handled poorly, community trust in our organization is likely to be shaken.

Disease Sources

Infectious diseases are illnesses that are transmitted from one person to another through various routes. These infectious diseases can be viral, bacterial, or fungal. Some of the more common infectious diseases that may affect us are:

- Gastroenteritis; norovirus; influenza; chicken pox; and hand, foot, and mouth, which are all caused by a *viral infection*,
- *Bacterial infections* that can cause E. Coli, MRSA, and strep throat, and
- *Fungal infections*, like ringworm.

Influenza, one of the most common infectious diseases, is a highly contagious viral disease. Pandemic influenza differs from both seasonal influenza (flu) and avian influenza in the following aspects:

- It is a rare global outbreak which can affect populations around the world.
- It is caused by a new influenza virus to which people do not have immunity.
- Depending upon the specific virus, it can cause more severe illness than regular flu.

Influenza can affect young healthy people more so than older, sick people. The Department of Health and Human Services will take the lead in mobilizing a local response to pandemic influenza. Public health alerts will be reported to our organization and the community. Individual rooms, hallways or, if necessary, entire sites may be closed temporarily to contain spread of the virus.

While influenza is the most common infectious disease there are others that can greatly affect our operations, including reduction in work force size to levels that make it difficult to fulfill organizational or operational mission objectives. The "**Historical Information**" section of this annex identifies some of the major infectious diseases that have affected us in the near past.

Rate of Spread

Infectious diseases may be categorized according to the rate at which they infect the population. The U.S. Centers for Disease Control and Prevention (CDC) categorizes the rate at which diseases are spread as a continuum from smallest to largest: case, outbreak, epidemic, and pandemic.

Case

A case is defined as *an individual* with the disease.

Outbreak

An outbreak is defined as a *localized*, as opposed to a generalized, epidemic. This term is also used synonymously with epidemic, and is sometimes the preferred word, as it may prevent sensationalism associated with the word epidemic.

Epidemic

An epidemic is defined as the *occurrence of more cases of disease than expected* in a given area or among a specific group of people over a period.

Pandemic

A pandemic is defined as an *epidemic occurring over a very wide area* (several countries or continents) and usually affecting a large proportion of the population.

Situation and Assumptions

The World Health Organization (WHO) provides an influenza pandemic alert system, with a scale ranging from Phase 1 (a low risk of a flu pandemic) to Phase 6 (a full-blown pandemic). See Figure 1, below.

Phase 1:   A virus in animals has caused no known infections in humans.

Phase 2:   An animal flu virus has caused infection in humans.

Phase 3:   Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.

Phase 4:   The risk for a pandemic is greatly increased but not certain.

Phase 5:   Spread of disease between humans is occurring in more than one country of one WHO region.

Phase 6:   Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

Figure 1: Infectious Disease Phases (WHO)

Concept of Operations

We monitor the following levels of activation for our EOP and Emergency Operations Center:

Level 3 (lowest level):

This level implies that, with modest augmentation, the lead agency or program can address the primary needs of the response. In the United States, many small natural disasters or environmental responses fall into this activation level.

Level 2 (intermediate level):

This level implies substantial augmentation is required for the lead agency or program to meet response requirements.

Level 1 (highest level):

This level requires an agency wide response and often includes domestic and international partners. As an example, there have been five Level 1 activations since 2005: Hurricane Katrina (2005), influenza A (H1N1) pandemic (2009–10), Ebola virus disease outbreak (2014–2016), Zika virus outbreak (2016–2017), and Coronavirus Disease 2019 (2019-present).

Continuity of Operations (Annex Specific)

Important Notice

Occupational Health and Safety standards impose additional requirements on employers to protect employees from airborne infectious diseases like COVID-19 and pathogens transmitted by aerosols. Under section 3203 of California's general industry safety regulations, employers must establish, implement, and maintain an effective Injury and Illness Prevention Program (IIPP) to protect employees from workplace hazards. Employers are required to determine if the infectious disease is a hazard in their workplace. If it is a workplace hazard, then employers must implement infection control measures, including applicable and relevant recommendations from federal, state and local guidelines. It is the employer's responsibility to maintain a current and relevant IIPP.

All staff are to be informed regarding protective actions and/or modifications related to this plan. Messaging and risk communications during an emerging infectious disease or pandemic will be conducted by our Emergency Operations Center. Guidance and instructions on established infection control measures such as social distancing, personnel protective equipment and telework polices are provided by our Emergency Operations Center to assist in limiting the spread of influenza at the primary and alternate worksites.

Within the workplace, social distancing measures could take the form of:

- Modifying the frequency and type of face-to-face employee encounters (e.g., placing moratoriums on handshaking, substituting teleconferences for face-to-face meetings, staggering breaks, posting infection control guidelines);
- Establishing flexible work hours or worksite, (e.g., telecommuting);
- Promoting social distancing between employees and those with whom they interact to maintain six-feet spatial separation between individuals; and
- Implementing strategies that request and enable employees with influenza to stay home at the first sign of symptoms.

Frequent, daily contact is important to keep our employees informed about developments in our response, impacts on the workforce, and to reassure employees that we are continuing to function as usual.

When necessary, our planners and pandemic response teams will include deliberate methods to measure, monitor, and adjust actions to changing conditions and improved protection strategies.

- Implement a formal worker and workplace protection strategy with metrics for assessing worker conformance and workplace cleanliness.
- Monitor and periodically test protection methods.
- Track and implement changes in approved or recommended protection measures.
- Pre-position material and equipment onsite.
- Ensure essential personnel are at the primary worksite.
- Reaffirm that essential suppliers have their material and personnel on-hand and can respond, and support as planned.

- Coordinate with local public health and emergency response points of contact to ensure open, adequate communications.

Organization and Assignment of Responsibilities

We utilize the Standardized Emergency Management System (SEMS) which incorporates the Incident Command System (ICS) as the method of managing a crisis or event until operations return to "normal." This includes activation, when necessary, of incident command posts and the activation of our EOC.

Plan Development

- During the health crisis it is vital that we capture lessons learned and alternative practices to our operations as they occur.
- Maintain a central depository for this information to use it following the crisis to update this annex and our EOP in general.
- It is our intent to review our EOP and annexes at least annually and update as necessary to maintain a best-practices EOP.
- We will share this annex periodically with our Health partners to ensure it has captured the most current trends and practices.

Authorities and References

In the United States, the responsibility for public health rests primarily with city or county and state public health agencies. All states and many large counties and cities have their own public health departments. Although many public health investigations are conducted with local resources, a city, county, or state health department can request field epidemiologic or laboratory assistance from the next higher-level public health agency in response to a large or complex outbreak or problem that requires additional staff, expertise, or other resources.

In the United States, the Centers for Disease Control and Prevention (CDC) is the highest-level public health agency. Federal prisons, military bases, and tribal reservations have their own independent health systems but also can request assistance from CDC. Globally, countries can request assistance for field investigations from the World Health Organization, which coordinates with its members for needed resources. The Centers for Disease Control and Prevention (cdc.gov) contains the most current and relevant information on specific exposures and the appropriate practices and protocols.

Incident Command Actions

Before

One of the best things to do prior to an infectious disease incident is to identify, collect, and maintain current and relevant contact information of organizations and agencies that will be important to our ongoing operations. These should include local, state, and federal public health jurisdictions such as:

- Your local health department contact

- (Searchable database https://www.naccho.org/membership/lhd-directory)
- California Department of Public Health – https://www.cdph.ca.gov/
- Centers for Disease Control and Prevention (CDC) - https://www.cdc.gov/

Building and maintaining relationships with local health officials cannot be over emphasized. This effort before an infectious disease outbreak will prove invaluable as we seek support and guidance in maintaining, shutting down, and resuming operations.

In addition to this practice, it is important to identify and document operational norms and standards that you maintain on an ongoing basis. These records will greatly help you resume operations following a major infectious disease event.

During

We activate our Emergency Operations Plan at a level sufficient to stay ahead of issues as much as possible including the activation of:

- Communication annex.
- Continuity of Operations Plan (COOP) annex.

Additional actions include:

- Maintain contact with our local Health Department and coordinate our actions based upon their recommendations.
- Collect preventive informational flyers and documents and disseminate to staff and/or students, as relevant.
- Activate heightened surveillance of illness within our sites. Gather data on symptoms of all students and/or staff who are sick at home.
- Insure those who are ill stay home.
- Send the sick home immediately.
- Provide fact sheets and guidelines for students to make them aware of symptoms and remind them of respiratory hygiene etiquette.
- Monitor bulletins and alerts from the Department of Health and Human Services.
- Keep staff and students informed of developing issues.
- Assist the Department of Health and Human Services in monitoring outbreaks.
- Respond to media inquiries regarding organization attendance status.
- Implement telework procedures, if necessary, so that staff can stay home.
- Maintain surveillance after the initial epidemic in the event a second wave passes through the community.

After

As with any major crisis or incident the major goal of our institution is to get things back to "normal." This means restoration of our primary operations back to pre-incident or event levels. This is most effectively accomplished when there are accurate and well-maintained records and practices in place that help us on this recovery journey. Following are key concepts and actions that should be considered in getting back to "normal."

COVID-19 Specific Guidance

Landslides & Debris Flow

Landslides occur in all U.S. states and territories and can be caused by many factors including earthquakes, storms, volcanic eruptions, fire and human modification of land. The deadliest landslides are the ones that occur quickly, like debris flows, often with little notice. Whether you are at work or at home, the best way to prepare is to stay informed, and understand when a dangerous landslide is likely to occur.

In a landslide, masses of rock, earth or debris move down a slope. Debris and mud flows are rivers of rock, earth, and other debris saturated with water. They develop during intense rainfall, runoff, or rapid snowmelt, changing the earth into a flowing river of mud or "slurry." They can flow rapidly, striking with little or no warning at avalanche speeds (faster than a person can run). They also can travel many miles from their source, growing in size as they pick up trees, boulders, cars and other materials. Debris flows don't always stay in stream channels, and they can flow sideways as well as downhill.

When a wildfire burns a slope, it increases the chance of debris flows for several years. Although some landslides require lengthy rain and saturated slopes, a debris flow can start on a dry slope after only a few minutes of intense rain. "Intense" rain means a burst of rain at a fast rate, about half an inch in an hour. With debris flows, the rate matters more than total rainfall.

How to protect staff, students and property depends on the type of landslide. Land-use zoning, professional inspections, and proper design can reduce many landslide problems, but evacuation is often the only way to protect lives from a debris flow or other fast-moving landslide. Never ignore an evacuation order.

Before a Landslide

The following are things we can do to protect staff, students, visitors and property from the effects of a landslide or debris flow:

- To begin preparing, build an emergency kit and make sure our Communications Annex is up to date.
- Connect with our local emergency services, heed evacuation warnings.
- Leave if we have been told to evacuate or we feel it is unsafe to remain at our site.
  Text **SHELTER** + your ZIP code to **43362** (4FEMA) to find the nearest shelter in your area (example: ***shelter 12345***).
- Prepare for landslides by following proper land-use procedures - avoid building near steep slopes, close to mountain edges, near drainage ways or along natural erosion valleys.
- Become familiar with the land around us. Learn whether landslides have occurred in our area by contacting local officials. However, don't assume that what happened last time will happen next time. Debris flows can start in places they've never been and return to slopes where they've already been.
- Get an assessment of our District's property by a qualified geotechnical professional.

- Consult a professional for advice on appropriate preventative measures for our District's sites.
- Protect District property based on the recommendations from the 'qualified geotechnical professional' and/or local city/county guidance on protection from debris flow and flooding. We can't stop or change the path of a debris flow. However, we may be able to protect District property from floodwaters or mud by use of sandbags, retaining walls or k-rails (Jersey barriers).
- In mud and debris flow areas, consider building channels or deflection walls to try to direct the flow around buildings. Be aware, however, that when a flow is big enough, it goes where it pleases. Also, if we divert the flow and it flows onto property owned by others, we may be liable for damages.

Recognize Warning Signs

Watch for debris flows and other fast-moving landslides that pose threats to life:

- If you are near a wildfire burn area, sign up for emergency alerts and pay attention to weather forecasts for the burn area. The weather in the burn area could be very different from where you are.
- Listen and watch for rushing water, mud, unusual sounds.
- Unusual sounds, such as trees cracking or boulders knocking together, might indicate moving debris.
- A faint rumbling sound that increases in volume is noticeable as the landslide nears.
- Fences, retaining walls, utility poles, k-rails, boulders, or trees move.
- Huge boulders in the landscape can be signs of past debris flows.

Watch for slow-moving landslides that pose threats to District property:

- Changes occur in landscape such as patterns of storm-water drainage on slopes (especially the places where runoff water converges) land movement, small slides, flows, or progressively leaning trees.
- Doors or windows stick or jam for the first time.
- New cracks appear in plaster, tile, brick, or foundations.
- Outside walls, walks, or stairs begin pulling away from the building.
- Slowly developing, widening cracks appear on the ground or on paved areas such as streets or parking lots.
- Underground utility lines break.
- Bulging ground appears at the base of a slope.
- Water breaks through the ground surface in new locations.
- Fences, retaining walls, utility poles, or trees tilt or move.
- The ground slopes downward in one direction and may begin shifting in that direction under your feet.

During a Landslide

- Activate our Emergency Operations Plan and follow the plan concerning all notifications and communications.

- Listen to local news stations on a battery-powered radio for warnings.
- Heed all warnings and evacuation notices.
- Be aware that by the time you are sure a debris flow is coming, that will be too late to get away safely. Never cross a road with water or mud flowing. Never cross a bridge if you see a flow approaching. It can grow faster and larger too quickly for you to escape.
- If you do get stuck in the path of a landslide move uphill as quickly as possible.
- Avoid river valleys and low-lying areas during times of danger.
- If you are near a stream or channel, be alert for any sudden increase or decrease in water flow or water that changes from clear to muddy. These can be signs that a landslide is coming.

After a Landslide

- Stay away from the slide area. There may be danger of additional slides.
- Listen to local radio or television stations for the latest emergency information.
- Watch for flooding. Floods sometimes follow landslides and debris flows because they may both be started by the same conditions.
- Check for injured and trapped persons near the slide, without entering the direct slide area. Direct rescuers to their locations.
- Report broken utility lines and damaged roadways and railways to appropriate authorities. Reporting potential hazards will get the utilities turned off as quickly as possible, preventing further hazard and injury.
- Allow trained professionals to check the building foundations, and surrounding land for damage.
- Replant damaged ground as soon as possible since erosion caused by loss of ground cover can lead to flash flooding and additional landslides in the near future.
- Seek advice from a geotechnical expert for evaluating landslide hazards or designing corrective techniques to reduce landslide risk. A professional will be able to advise you of the best ways to prevent or reduce landslide risk, without creating further hazard.

Power and Utility Failure

Extended power outages may impact the whole community and the economy. A power outage is when the electrical power goes out unexpectedly. A power outage may:

- Disrupt communications, water, and transportation.
- Close retail businesses, grocery stores, gas stations, ATMs, banks, and other services.
- Cause food spoilage and water contamination.
- Prevent use of medical devices.

Protect Students And Staff During A Power Outage

- Keep freezers and refrigerators closed.
- Only use generators outdoors and away from windows or air intakes.
- Do not use gas appliances for heating.
- Disconnect appliances and electronics to avoid damage from electrical surges.
- Have alternate plans for refrigerating medicines or using power-dependent medical devices.
- If safe, go to an alternate location for heat or cooling.

Electrical Systems

The Maintenance and Operations Department should identify the location of all electrical main and subpanels throughout the site

- Use a clean and clear site map of each site and label the map "Electrical Systems Field Operations Guide" (known as the Electrical Systems FOG).
- Indicate the locations of the main electrical shut-off and each sub-panel main shut-off in the Electrical Systems FOG.
- Include a photo of each panel and label the photos corresponding to the panel numbers.
- If panels do not have a numeric identifier, consider adding that at all panel locations.
- Label the site main and subpanel main shut-off for each panel so as to minimize confusion.
- Laminate or plastic-protect the Electrical Systems FOG and provide to designated and trained employee(s) who will be responsible for emergency shutdown and restoration following an electrical failure.

Backup Supplies and Other Resources

- Identify all of the items needed that rely on electricity.
- Identify and have emergency plans for students or staff relying upon medical devices powered by electricity and refrigerated medicines.
- Find out how long medication can be stored at higher temperatures and get specific guidance for any medications that are critical for life.
- Plan for batteries and other alternatives to meet our needs when the power goes out.

- Sign up for local alerts and warning systems. Monitor weather reports.
- Ensure that any carbon monoxide detectors are in working order and that battery backups are available.
- Determine whether the phone system will work in a power outage and how long battery backup will last.
- Review the supplies that are available in case of a power outage.
- Have flashlights with extra batteries available for individual rooms or offices without exterior light sources.
- Maintain an inventory of nonperishable food and water.
- Regularly check the thermometer in the refrigerator and freezer so that we can know the temperature when the power is restored. Throw out food if the temperature is 40 degrees or higher.
- Keep mobile phones and other electric equipment charged and gas tanks full.

Survive During

When power goes out, a trained and responsible employee should:

- Keep freezers and refrigerators closed. The refrigerator will keep food cold for about four hours. A full freezer will keep the temperature for about 48 hours. Use coolers with ice if necessary. Monitor temperatures with a thermometer.
- Maintain food supplies that do not require refrigeration.
- Avoid carbon monoxide poisoning. Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows.
- Turn off or disconnect all appliances, equipment, or electronics. Power may return with momentary "surges" or "spikes" that can cause damage.

Power Restoration

- When in doubt, throw it out! Throw away any food that has been exposed to temperatures 40 degrees or higher for two hours or more, or that has an unusual odor, color, or texture
- If the power is out for more than a day, discard any medication that should be refrigerated, unless the drug's label says otherwise. If a life depends on the refrigerated drugs, consult a doctor or pharmacist and use medicine only until a new supply is available

Severe Weather

General

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather.

Hazard Analysis

Severe Thunderstorms

The National Weather Service (NWS) defines a severe thunderstorm as any storm that produces one or more of the following: a tornado, damaging wind speeds of 58 mph (50 knots) or greater, and/or hail 1 inch in diameter or larger.

Hail

Hail is considered severe when it reaches 1 inch in diameter. Hail can reach sizes much larger than the severe threshold size. Hail causes close to $1 billion in damage to property and crops each year in the U.S. While property is typically at greatest risk for hail damage, the National Oceanic and Atmospheric Administration (NOAA) estimate that 24 people are injured from hail each year.

Incident condition

When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple jurisdictions simultaneously. When the impacts exceed the capabilities of local jurisdictions, the State must respond in a timely, organized, and efficient manner in order to save lives, mitigate property damage, and restore a sense of normalcy to the community. This response is coordinated through the Governor's Office of Emergency Services (OES) in concert with local, state, Federal, volunteer, and private sector partners.

Planning Facts and Assumptions

- Severe weather-related hazards can occur at any time throughout the year.
- Local jurisdictions adversely affected by severe weather may declare local State of Emergency upon being impacted.
- Local jurisdictions adversely affected by severe weather may utilize mutual aid agreements as part of their response to the disaster.
- Local jurisdictions affected by severe weather may request resources from the State as the situation evolves.
- The Governor may declare a State of Emergency for severely affected areas to enable State resources to rapidly assist affected jurisdictions as needed.

Transportation Incident (Air, Sea, Land)

Background

Transportation systems have been the source of some of the modern era's biggest disasters. The September 11th attacks exploited the air transportation system to inflict catastrophic damage on New York and the Washington D.C. area. Air, marine, and surface systems have all produced high casualty count disasters.

Much of the vulnerability to transportation accidents is built into a community's transportation infrastructure. Some transportation accidents could fall under multiple categories. For example, the explosion of a fuel tanker on a bridge could fall under this section, hazardous materials, fires, or infrastructure failure. An accident doesn't have to happen locally for it to have a major impact on the community.

Air Transport

About 95% of all accidents involve general aviation (private aircraft) and only 5% involve commuter, charter, and scheduled airlines. Almost half (48%) of fatal commercial aircraft accidents occur during the final approach and landing phase of flight. The second most common phase is take off and initial climb (13% of fatal accidents). The FAA acknowledges this danger and requires airports to create special emergency plans that detail how they would respond to a crash within five miles from their boundaries. Nationally, despite the hundreds of thousands of planes that fly over urban areas, the number of crashes that have killed or injured non-passengers is very small.

Marine Transport

Maritime accidents include many different mishaps, such as grounding, capsizing, sinking, collision, fire, explosion and chemical spill. Worldwide, some of the worst maritime accidents have involved the sinking of passenger ferries. Many maritime accidents have a hazardous materials linkage. Great environmental damage has occurred as a result of oil spills.

Surface Transport

Accidents on surface streets, highways, and railways can cause multiple fatalities, large hazardous materials releases, and damage to infrastructure. Nationally, large accidents have involved passenger buses, fuel tankers, and train derailments. According to the Federal Highway Administration, the majority of weather-related car accidents happen on wet pavement or in rain.

Vulnerability

Transportation accidents present two sets of vulnerability. The first is to the vessels and vehicles themselves and the people in them. The second is to everything and everyone around them. People in transit are in an inherently vulnerable position. They are densely packed into vehicles or vessels

and then moved at high speed across environments in which they could not often survive without help (e.g., the ocean). When things go wrong, many passengers can get hurt.

As large vehicles and vessels move about, often containing hazardous materials, they are liable to affect people and the built environment around them. Areas near aircraft flight paths, highways, and the shoreline are more likely to be affected by an accident than other areas. Urban areas are inherently vulnerable due to high population density and the cost and complexity of the built environment through which transportation systems run.

Areas More Prone to Aviation Accidents

The areas that are most likely to be hit are the ones under or close to the flight paths, especially if they are within five miles of an airport.

Consequences

Transportation accidents are a classic case of a hazard with a vast number of low-impact events and a minute number of high-impact events. Every year roughly 35,000 – 45,000 people die in transportation accidents in the United States. The clear majority of these are the result of motor vehicle accidents. Most motor vehicle fatalities occur in passenger vehicles and small trucks, and on freeways and principal arterials. While individual accidents are not large incidents, they have a large cumulative impact. The long-term trend has been down. Many programs and regulations have been established to improve safety and the means to handle the most frequent incidents fall well within the scope of daily operations of local government.

Occasionally, larger incidents occur that have a bigger, more lasting impact on the community and challenge the response capabilities of local government. Outlined below are characteristics of what we can expect from the "most likely" large incident and what we can expect from the "maximum credible" scenario.

With so many smaller transportation incidents, the most likely scenario is one that just exceeds the normal response capabilities of local government. This is in contrast to incidents like earthquakes in which individual occurrences are more likely to be high impact.

The most likely scenario would present a slightly higher level of impact. Despite the different transportation modes that might be involved, there are some similarities in impacts.

- There is high likelihood of fatalities. This is in contrast to other hazards in which the "most likely" scenario involves a lot more property damage.
- The geographic scope would be limited to the immediate scene of the incident with a strong possibility that transportation routes through the impacted area would be blocked. Infrastructure outages are also possible.
- The duration of the incident would be limited. It would be likely that rescue and recovery operations could be completed in less than a few days. Transportation and infrastructure outages would also be restored in a similar amount of time.
- Neighboring buildings and the people in them will probably be affected to some degree, but the majority of the casualties will be among those in the vehicle or vessel.

- Maritime accidents tend to involve more property damage, especially when ships collide with bridges and other infrastructure.
- There is a high likelihood of secondary hazards, especially fires and hazardous material spills. Transportation incidents can also be secondary hazards themselves.
- Overall, the most likely major transportation incident will be short, but intense. Unless there is major infrastructure damage (i.e., to a bridge) the recovery will probably quick and complete.

Tsunami

Purpose

The purpose of this annex is two-fold. The first priority is to save lives through Tsunami awareness training and preparedness which equips us to know what to do, whether we have plenty of advance warning or little to no warning. The second priority is to equip us to provide shelter and support for those communities who may be directly affected by a Tsunami. This annex will provide an overview and will include resources you can use to be better prepared.

Situation and Assumptions

A tsunami is one of nature's most powerful and destructive forces. It's a series (more than one) of extremely long waves caused by a large and sudden displacement of the ocean (after an earthquake, for example). A tsunami radiates outward in all directions from its source and can move across entire oceans in less than a day.

The speed of a tsunami depends on the depth of the water it's traveling through. The deeper the water, the faster the tsunami. In the deep ocean, tsunamis are barely noticeable, but they can move as fast as a jet plane, over 500 mph. As they enter shallow water near land, they slow to approximately 20 or 30 mph, which is still faster than a person can run.

As they slow down, tsunamis grow in height. In extreme cases, they can exceed 100 feet when they strike near their source. Large tsunamis can flood low-lying coastal areas more than a mile inland.

1. A plate shifts abruptly, causing an earthquake and displacing water.
2. Waves are generated and move out in all directions across the ocean, some traveling faster than 500 mph.

Earthquake!

3. Waves enter shallow water. They compress, their speed slows, and they build in height.
4. Wave height increases and associated currents intensify, becoming threats to life and property.

Text and image credit: NHMP Tsunami Information Guide, 2019

Large image: Modified from The orphan tsunami of 1700—Japanese clues to a parent earthquake in North America, 1st edition, USGS Professional Paper 1707, by B. F. Atwater and others.

We provide appropriate training to our staff, students, and volunteers, as necessary, to keep them informed of actions and roles that may be needed in a Tsunami incident. Coastal inundation and evacuation maps are provided for our area and may include adjacent areas and counties. They are sorted, alphabetically, first by County, then by area.

Continuity of Operations (Annex Specific)

Tsunami Categories

A tsunami can be categorized as local, regional, or Pacific-wide. Those terms describe the potential destruction relative to the tsunami source area.

Local (near-source) tsunamis occur soon after the generating event and allow little time for warning and evacuations. Their impact may be large, but in a limited area. For example, in 1958, waves from a local tsunami in Lituya, Alaska ran up 485 meters, but destruction was focused on a small area.

Regional (intermediate) tsunamis are by far the most common. Destruction may be limited because the energy released was not sufficient to generate a destructive Pacific-wide tsunami, or because the source area limited the destructive potential of the tsunami. These events can occur within 15 minutes to 2 hours after the generating event. Areas affected by the tsunamis may not have felt the generating event.

Pacific-wide (distant source) tsunamis are much less frequent but have a far greater destructive potential. The waves are not only larger initially, but they subject distant coastal areas to their destructive impact as they cross the Pacific basin. For example, the Chilean tsunami of May 22, 1960, spread death and destruction across the Pacific from Chile to Hawaii, Japan, and the Philippines. These events may have long lead times (up to 6 hours), but the breadth of the destruction is wide.

Organization and Assignment of Responsibilities

We utilize the Incident Command System following SEMS/NIMS guidelines for all hazards and threats. For further detail refer to the "Purpose," "Objectives," and "Scope" of this EOP found in the Basic Plan section.

Plan Development

Each site lying within areas identified in the Inundation and Evacuation Maps section of this annex should pre-identify evacuation routes and locations to reassemble following a Tsunami event.

Authorities and References

IF YOU ARE UNDER A TSUNAMI WARNING:

- First, protect yourself from an Earthquake. Drop, Cover, then Hold On.
- Get to high ground as far inland as possible.
- Be alert to signs of a tsunami, such as a sudden rise or draining of ocean waters.
- Listen to emergency information and alerts.

- Evacuate: DO NOT wait! Leave as soon as you see any natural signs of a tsunami or receive an official tsunami warning.

Incident Command Actions

Before

- If your site is near a coastal area, learn about the risk of tsunami in the area.
- Consult your County EOC to integrate your planning with theirs.
- If you are new to the area, ask about community plans.
- Learn the signs of a potential tsunami, such as an earthquake, a loud roar from the ocean, or unusual ocean behavior, such as a sudden rise or wall of water or sudden draining of water showing the ocean floor.
- Know and practice our community evacuation plans and map out your routes from school, home, and play.
- Pick shelters 100 feet or more above sea level, or at least one mile inland. Other schools and/or school districts may be willing to enter into a memorandum of understanding with your district.
- Create a family emergency communication plan that has an out-of-state contact. Plan where to meet if you get separated.
- Sign up for your community's warning system. The Emergency Alert System (EAS) and National Oceanic and Atmospheric Administration (NOAA) Weather Radio also provide emergency alerts.

During

- If you are in a tsunami area and there is an earthquake, first protect yourself from the earthquake. Drop, Cover, and Hold On. Drop to your hands and knees. Cover your head and neck with your arms. Hold on to any sturdy furniture until the shaking stops.
- When the shaking stops, if there are natural signs or official warnings of a tsunami, then move immediately to a safe place as high and as far inland as possible. Listen to the authorities, but do not wait for tsunami warnings and evacuation orders.
- If you are outside of the tsunami hazard zone and receive a warning, then stay where you are unless told otherwise by your organization management or other authorities.
- Leave immediately if you are told to do so. Evacuation routes are often marked by a wave with an arrow in the direction of higher ground.
- If you are in the water, then grab onto something that floats, such as a raft, tree trunk, or door.
- If you are in a boat, then face the direction of the waves and head out to sea. If you are in a harbor, then go inland.

After

- Listen to local alerts and authorities for information on areas to avoid and shelter locations.

- Avoid wading in floodwater, which can contain dangerous debris. Water may be deeper than it appears.
- Be aware of the risk of electrocution. Underground or downed power lines can electrically charge water. Do not touch electrical equipment if it is wet or if you are standing in water.
- Stay away from damaged buildings, roads, and bridges.
- Save phone calls for emergencies. Phone systems are often down or busy after a disaster. Use text messages or social media to communicate with family and friends.

Tsunami Warnings

Del Norte County Office of Emergency Services

Del Norte Community Alert System - Register
https://member.everbridge.net/index/892807736723128#/signup

Del Norte Community Alert System – Update Your Information
https://member.everbridge.net/892807736723128/login

Humboldt County Office of Emergency Services (OES)

Humboldt Alert – Register
https://member.everbridge.net/index/453003085616405#/signup

Humboldt Alert – Update Your Information
https://member.everbridge.net/453003085616405/login

Federal and International Warning Systems

NOAA / National Weather Service – U.S. Tsunami Warning System
https://ntwc.ncep.noaa.gov/

Inundation and Evacuation Maps - Del Norte County

Crescent City
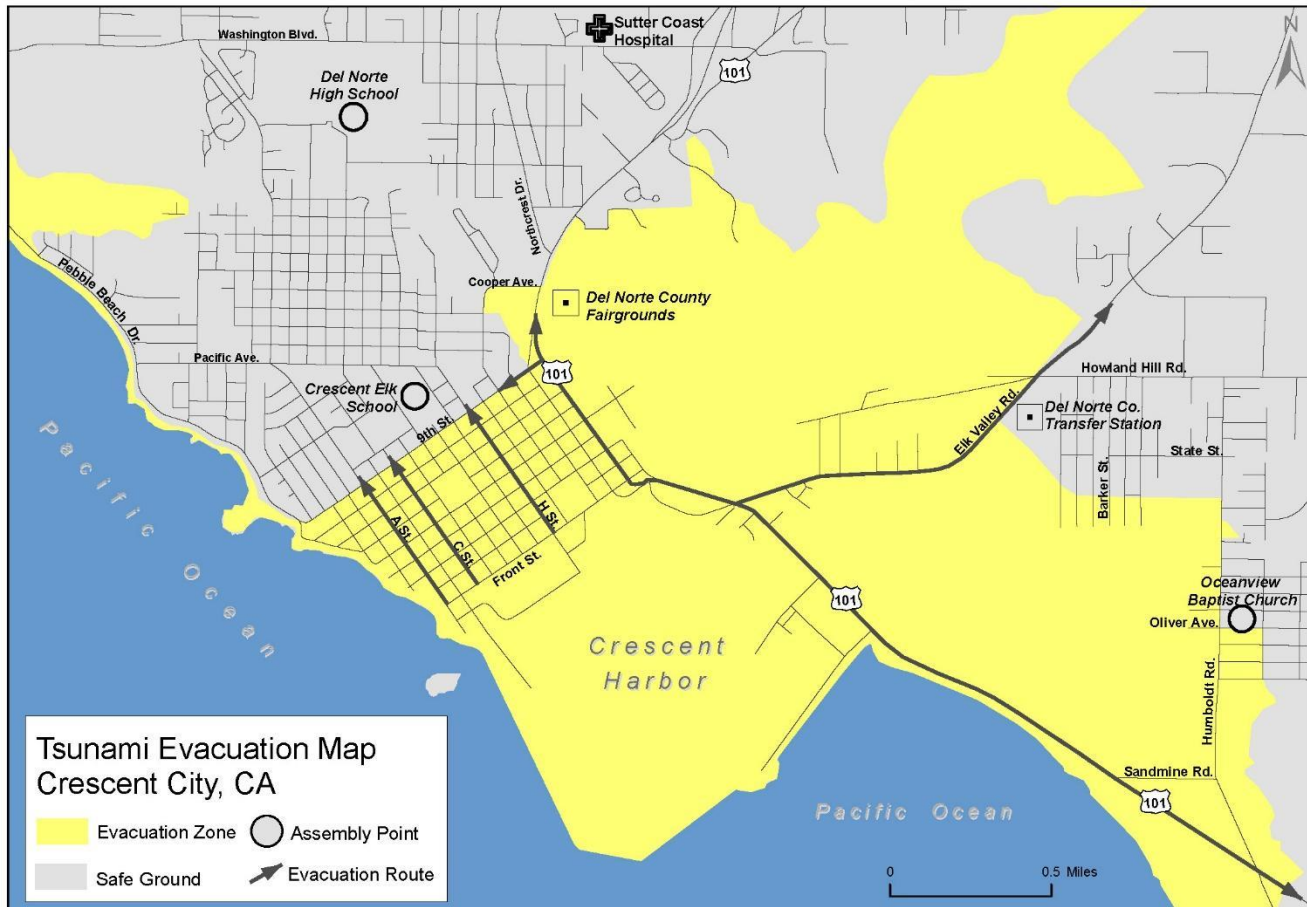
Note: This evacuation map is based on the State of California inundation projections and the best currently available scientific information. It is intended for emergency planning purposes only. This map may be revised as new information becomes available.

Klamath Tsunami Evacuation Zone

Legend

- —— Yurok Roads
- Bodies of Water
- Tsunami Evacuation Zone
- Safe Areas

Map Creator:
Yurok Tribe Emergency Services
Date: February 2010
Sources: Yurok Tribe Land Management &
The National Weather Service
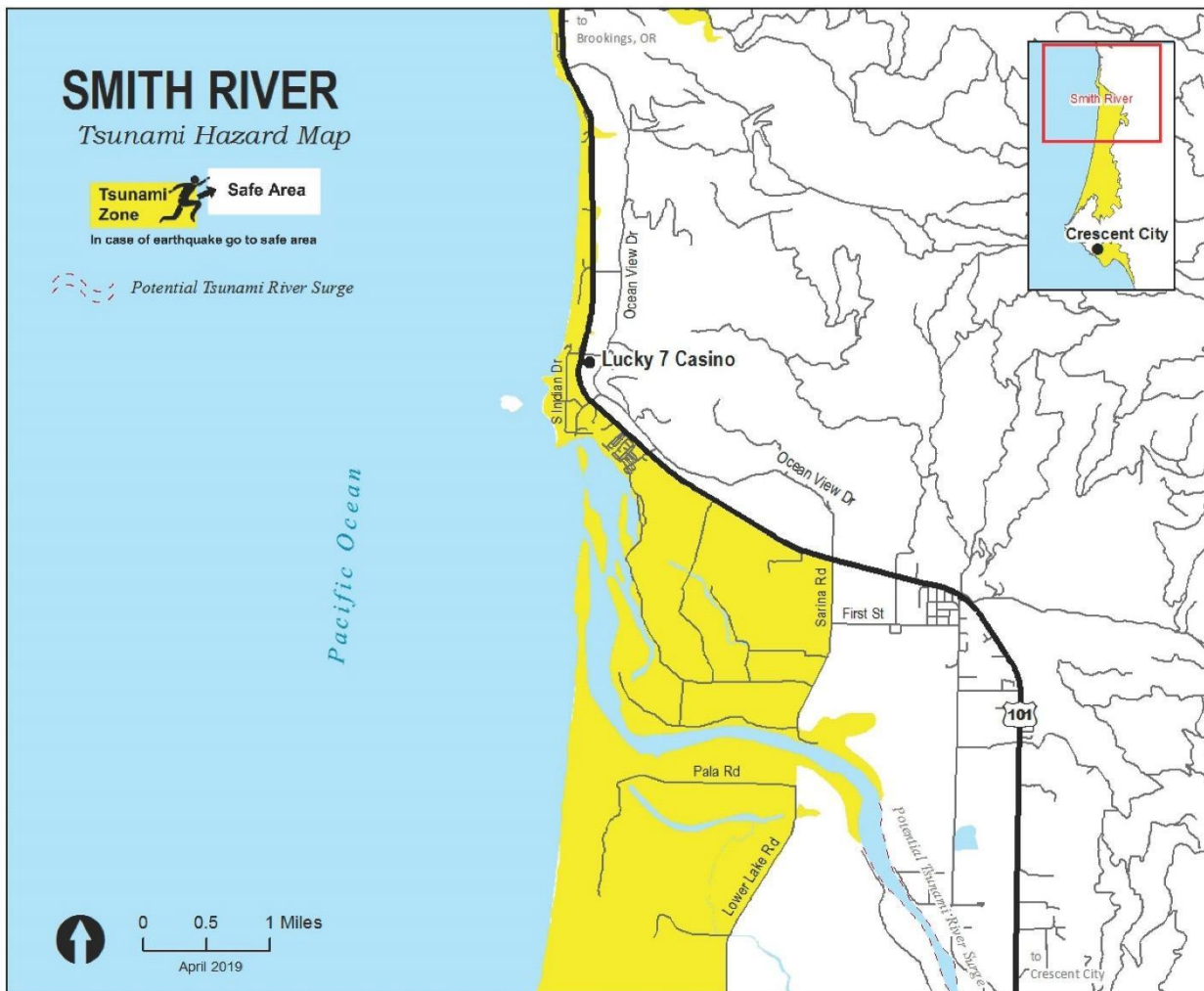
Lake Earl/Fort Dick

Smith River

This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. It is intended to support tsunami evacuation planning and should not be used for any other purposes.

Humboldt County

Humboldt Regional

How to use this Map:

Locate where you live, work, and play. Use this map to plan a safe evacuation route. **If you are in the yellow area and need to evacuate, go immediately on foot as soon as it is safe to do so.** Practice evacuating so that you and your family know what to do during a real tsunami. Remember — **GO ON FOOT.** Roads are likely to be impassable.

Tsunami Zone signs are placed within the yellow zone as a reminder to evacuate this area when an earthquake occurs. **Entering** and **Leaving Tsunami Zone Signs** are placed on roads near where you cross from the green safe area into the yellow hazard zone. Take note of where these signs are located. If a large earthquake occurs, return at least as far as this point to be in a safe area. If you cannot reach this point, go as far or as high as you can. Every foot inland or upwards can make a difference.

Outside the map area? Use signs to guide you to safe areas. If there are no signs, head to high ground or inland, without re-entering the tsunami zone, and keep moving until you feel safe. Every foot inland or upwards can make a difference. An interactive hazard map for Northwest California is posted at: **weather.gov/eureka/tsunami_map**

Other beach hazards:

Sneaker waves can wash over rocks, levees, and far up beaches without warning. There can be more than twenty minutes of small waves between sneaker waves. Don't be fooled by an ocean that looks calm – stay back from the surf and never turn your back on the ocean.

Rising tides can cut off your route or force you to walk dangerously close to the surf. Know the tides and plan for rising water.

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Arcata

ARCATA
Tsunami Hazard Map

Tsunami Zone — Safe Area
If you feel an earthquake, go to safe area

0 — 1 Miles
August 2020

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Arcata Bay

ARCATA BAY
Tsunami Hazard Map

Tsunami Zone — Safe Area
If you feel an earthquake, go to safe area

0 1 Miles
August 2020

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Big Lagoon

BIG LAGOON
Tsunami Hazard Map

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Eureka

EUREKA
Tsunami Hazard Map

Tsunami Zone → Safe Area
If you feel an earthquake, go to safe area

0 ——— 0.6 Miles
August 2020

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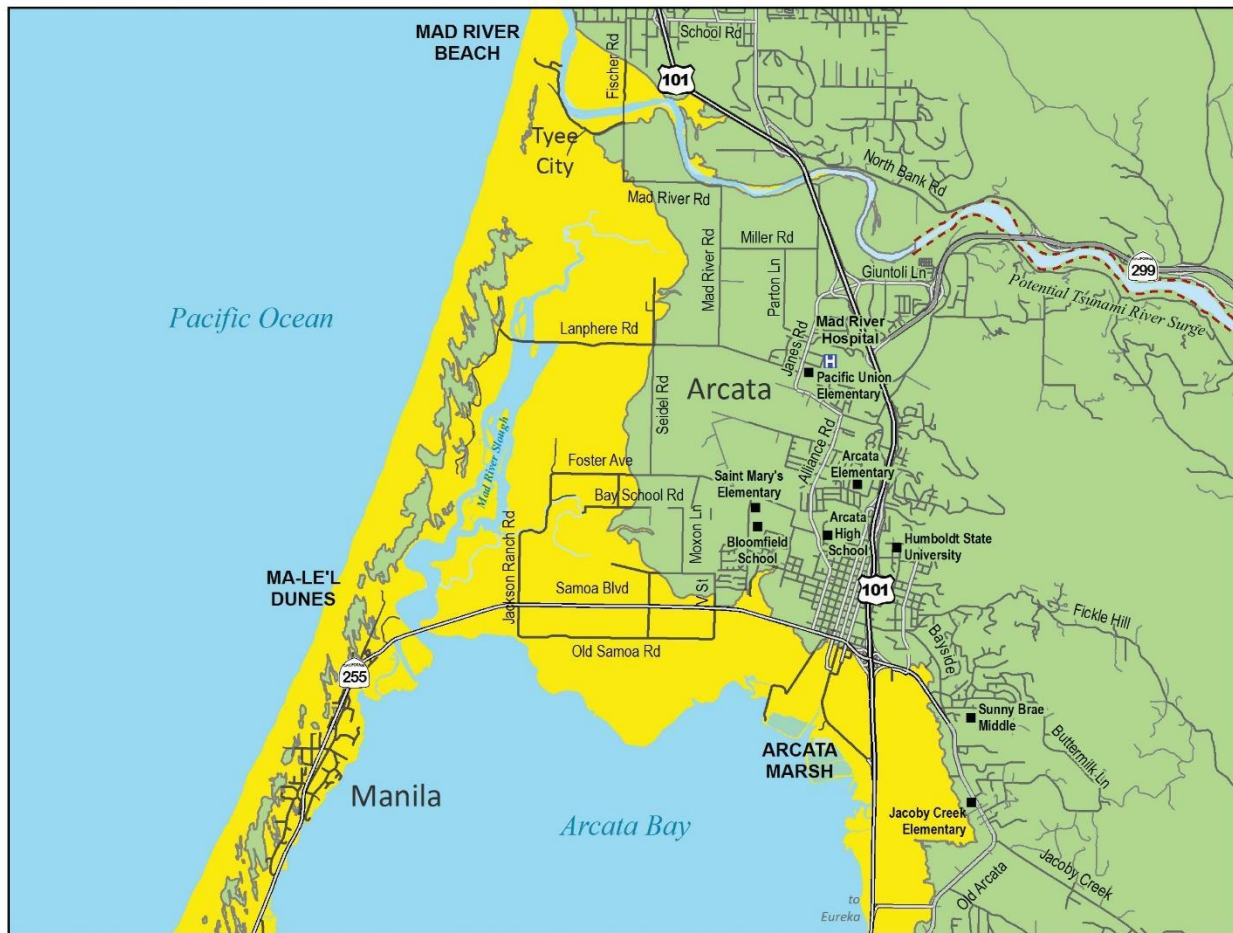
Moonstone & Clam Beach

MOONSTONE & CLAM BEACH
Tsunami Hazard Map
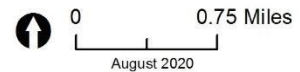
Tsunami Zone — Safe Area
If you feel an earthquake, go to safe area

0 — 0.75 Miles
August 2020

This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**

Orick

ORICK
Tsunami Hazard Map
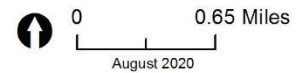
Tsunami Zone
Safe Area
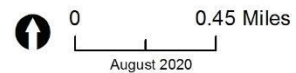If you feel an earthquake, go to safe area

0 — 0.65 Miles
August 2020

This map is to help you protect yourself from the worst-case tsunami expected along our coast. It is based on the Relative Tsunami Hazard Maps developed by Humboldt State University and tsunami inundation mapping by the California Geological Survey. It uses the best currently available information and may be changed or updated as additional scientific information becomes available. It includes no information about the probability of a tsunami hitting our area and does not reflect how an actual tsunami may impact the region. **It is intended to support tsunami evacuation planning and should not be used for any other purposes.**
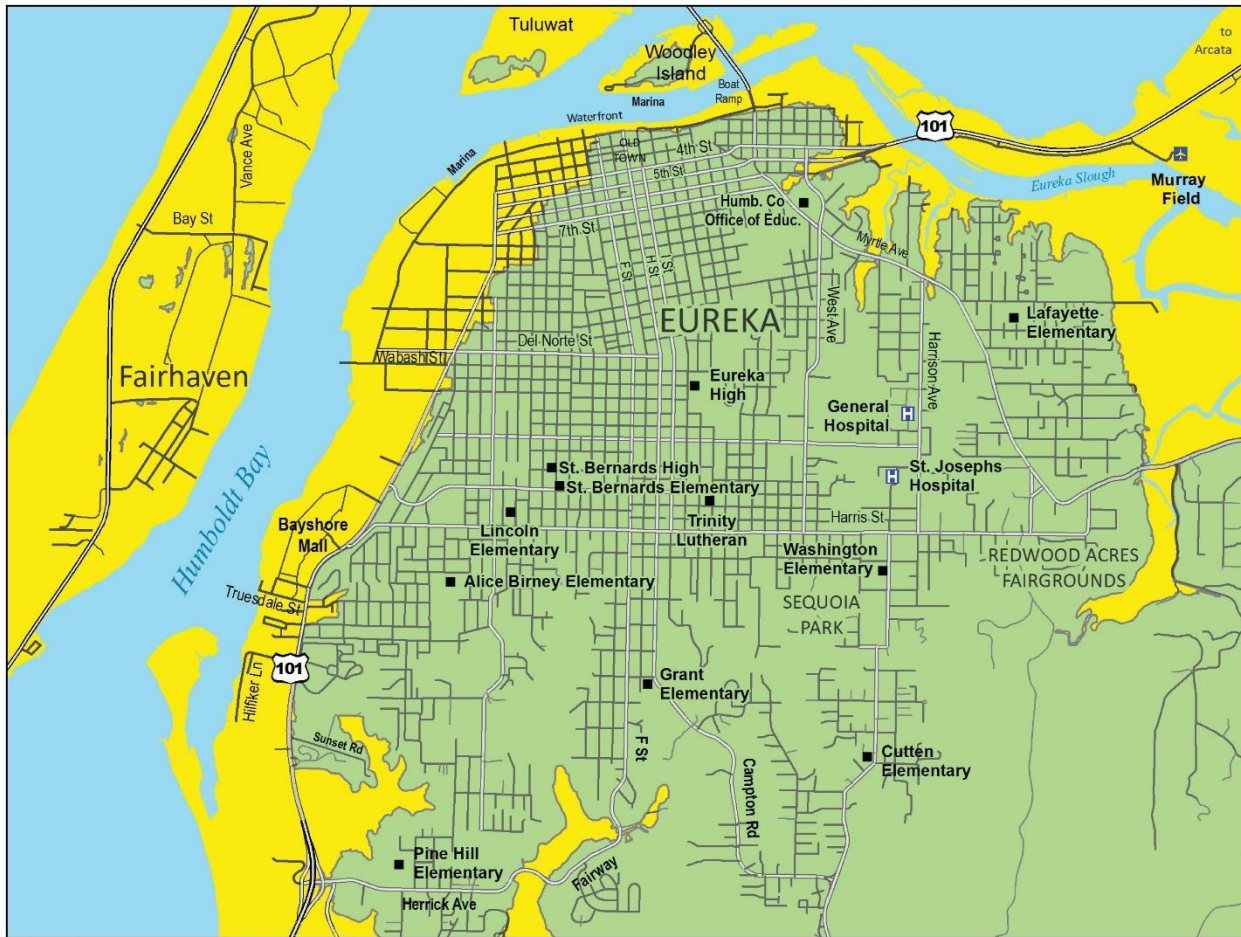
Tsunami Natural Warning Signs

WHAT TO DO?
SENSING A TSUNAMI

Tsunamis can be detected using our human senses.
Recognize a tsunami's natural warning signs.

FEEL
- Big local earthquakes may cause tsunamis.
- FEEL the ground shaking severely, or for a long time?

SEE
- Tsunami may be preceded by rapid fall in sea level as the ocean recedes, exposing reefs, rocks, and fishes on the sea bottom.
- Tsunami often come ashore as a wall of water, and quickly flood inland.
- SEE an unusual disappearance of water, or oncoming wall of water?

HEAR
- Abnormal ocean activity, a wall of water, and approaching tsunami create a loud "roaring" sound similar to that of a train or jet aircraft.
- HEAR the roar?

RUN
- Don't wait for official evacuation orders.
- Immediately leave low-lying coastal areas.
- Move inland to higher ground.
- RUN if you see a tsunami coming!

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United Nations Educational, Scientific and Cultural Organization · Intergovernmental Oceanographic Commission · National Oceanic and Atmospheric Administration · Servicio Hidrográfico y Oceanográfico de la Armada de Chile · International Tsunami Information Center

International Tsunami Information Center
A UNESCO/IOC - NOAA Partnership
E-mail: itic.tsunami@noaa.gov
Web: http://www.tsunamiwave.info

How To Know If A Tsunami Is Coming

OFFICIAL Tsunami Warning Signs

Wireless Emergency Alerts & Text Messages

Radio

Outdoor Sirens

Online/TV

tsunami.gov

NATURAL Tsunami Warning Signs

See a sudden rise or fall of the ocean

Hear a loud roar from the ocean

Feel a strong or long earthquake

CA Tsunami Information

Any one of these may indicate danger, do not wait for all three.

Stay outside of the hazard area until officals allow you to return.

For more tsunami information visit us online at: **tsunami.gov | tsunami.ca.gov | tsunamizone.org**

List of Historic Tsunamis in California

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/28/1964	Gulf of Alaska	Arena Cove	?	1.8	- / 9.2
3/28/1964	Gulf of Alaska	Avila Beach	5:10	1.6	- / 9.2
3/28/1964	Gulf of Alaska	Capitola	?	2.1	- / 9.2
3/28/1964	Gulf of Alaska	Martins Beach	?	3	- / 9.2
3/28/1964	Gulf of Alaska	Monterey	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Moss Landing	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	Pacifica	?	1.4	- / 9.2
3/28/1964	Gulf of Alaska	San Francisco	5:06	1.1	- / 9.2
3/28/1964	Gulf of Alaska	San Rafael	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Cruz	?	1.5	- / 9.2
3/28/1964	Gulf of Alaska	Santa Monica	5:39	1	- / 9.2
3/28/1964	Gulf of Alaska	Sausalito	?	1.2	- / 9.2
3/28/1964	Gulf of Alaska	Sea View	?	3.8	- / 9.2
3/28/1964	Gulf of Alaska	Tomales Bay	?	1	- / 9.2
11/29/1975	?	Santa Catalina Island	?	1.4	7.2 / -
10/18/1989	Loma Prieta, California	Moss Landing	?	1	7.1 / -
11/4/2000	Pt. Arguello, California	Point Arguello	?	?	?
11/15/2006	So.Kuril Islands, Russia	Arena Cove	8:16	0.61	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Crescent City	8:31	0.88	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	La Jolla	9:41	0.1	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Los Angeles	?	0.11	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	North Spit Humboldt Bay	unknown	0.17	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Point Reyes	8:36	0.33	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Port San Luis	?	0.56	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Richmond	?	0.09	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	San Diego	?	0.09	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	San Francisco	9:06	0.16	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Santa Barbara	?	0.4	7.8 / 8.3
11/15/2006	So.Kuril Islands, Russia	Santa Monica	10:08	0.15	7.8 / 8.3
8/16/2007	Peru	Crescent City	12:11	0.16	7.9 / 8.0
9/30/2009	Samoa Islands	Arena Cove	10:27	0.44	8.1 / 8.0
9/30/2009	Samoa Islands	Crescent City	10:56	0.33	8.1 / 8.0
9/30/2009	Samoa Islands	Los Angeles	?	0.13	8.1 / 8.0
9/30/2009	Samoa Islands	Monterey	11:38	0.15	8.1 / 8.0
9/30/2009	Samoa Islands	Point Reyes	11:02	0.39	8.1 / 8.0
9/30/2009	Samoa Islands	Port San Luis	11:43	0.28	8.1 / 8.0
9/30/2009	Samoa Islands	San Francisco	11:00	0.1	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Barbara	?	0.25	8.1 / 8.0
9/30/2009	Samoa Islands	Santa Cruz	?	0.7	8.1 / 8.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
9/30/2009	Samoa Islands	Santa Monica	10:51	0.15	8.1 / 8.0
2/27/2010	Central Chile	Arena Cove	14:14	0.36	8.5 / 8.8
2/27/2010	Central Chile	Crescent City	15:06	0.64	8.5 / 8.8
2/27/2010	Central Chile	Dana Point Harbor	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Half Moon Bay	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	La Jolla	13:28	0.6	8.5 / 8.8
2/27/2010	Central Chile	Los Angeles	13:41	0.42	8.5 / 8.8
2/27/2010	Central Chile	Monterey	13:57	0.36	8.5 / 8.8
2/27/2010	Central Chile	Morro Bay Harbor	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Moss Landing	?	0.3	8.5 / 8.8
2/27/2010	Central Chile	Marina Del Rey	?	0.1	8.5 / 8.8
2/27/2010	Central Chile	Mission Bay San Diego	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	North Spit Humboldt Bay	15:02	0.23	8.5 / 8.8
2/27/2010	Central Chile	Newport Beach	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Oxnard	?	1	8.5 / 8.8
2/27/2010	Central Chile	Oceanside Harbor	?	0.6	8.5 / 8.8
2/27/2010	Central Chile	Pismo Beach	?	1.2	8.5 / 8.8
2/27/2010	Central Chile	Point Reyes	14:25	0.46	8.5 / 8.8
2/27/2010	Central Chile	Port Hueneme	?	0.7	8.5 / 8.8
2/27/2010	Central Chile	Port San Luis	?	0.8	8.5 / 8.8
2/27/2010	Central Chile	San Diego	13:30	0.4	8.5 / 8.8
2/27/2010	Central Chile	San Francisco	14:46	0.32	8.5 / 8.8
2/27/2010	Central Chile	Santa Barbara	13:56	0.91	8.5 / 8.8
2/27/2010	Central Chile	Santa Cruz	?	0.9	8.5 / 8.8
2/27/2010	Central Chile	Santa Monica	13:51	0.64	8.5 / 8.8
2/27/2010	Central Chile	Sunset	?	0.5	8.5 / 8.8
2/27/2010	Central Chile	Ventura	?	0.9	8.5 / 8.8
3/11/2011	Honshu, Japan	Alameda	10:49	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Arena Cove	9:44	1.74	8.3 / 9.0
3/11/2011	Honshu, Japan	Albion	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Ballona Creek	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Berkeley Marina	?	0.51	8.3 / 9.0
3/11/2011	Honshu, Japan	Bodega Bay/Spud Point Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Bolinas Stinson Beach	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Crescent City	9:47	2.47	8.3 / 9.0
3/11/2011	Honshu, Japan	Carlsbad	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Channel Islands Harbor	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Chula Vista Marina	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Clipper Yacht Harbor, Sausalito	?	0.8	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Coronado Island Lifeguard HQ	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Dana Point Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Del Mar	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Dolphin Isle Marina, Noyo River	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Emery Cove Yacht Harbor	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Encinitas Batiquitos, San Elijo	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Half Moon Bay	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Harbor Island West Marina	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Huntington Harbor	?	0.72	8.3 / 9.0
3/11/2011	Honshu, Japan	Imperial Beach	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Jenner Russian River	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Klamath River	?	2.5	8.3 / 9.0
3/11/2011	Honshu, Japan	King Harbor, Redondo Beach	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	11:00	0.39	8.3 / 9.0
3/11/2011	Honshu, Japan	La Jolla	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Long Beach Marina	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Los Angeles	?	0.49	8.3 / 9.0
3/11/2011	Honshu, Japan	Mare Island	?	0.07	8.3 / 9.0
3/11/2011	Honshu, Japan	Martinez	?	0.06	8.3 / 9.0
3/11/2011	Honshu, Japan	Monterey	10:01	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Morro Bay Harbor	?	1.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Marina Del Rey	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Mission Bay	?	0.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Moss Landing	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	North Spit Humboldt Bay	?	0.97	8.3 / 9.0
3/11/2011	Honshu, Japan	Coronado Naval Air Base	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	New Port Beach Harbor	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Noyo River Harbor	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oxnard	?	1.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ocean Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceano Dunes SRA	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Oceanside Harbor	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Pismo Beach	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Platform Harvest	?	0.15	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Arena	?	1.74	8.3 / 9.0
3/11/2011	Honshu, Japan	Point Reyes	10:06	1.35	8.3 / 9.0
3/11/2011	Honshu, Japan	Port Chicago	?	0.04	8.3 / 9.0

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
3/11/2011	Honshu, Japan	Port Hueneme	?	1.4	8.3 / 9.0
3/11/2011	Honshu, Japan	Port San Luis	10:23	2.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Pacifica	?	1	8.3 / 9.0
3/11/2011	Honshu, Japan	Pier 39, San Francisco	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Pillar Point Harbor	?	0.7	8.3 / 9.0
3/11/2011	Honshu, Japan	Pt Loma Sub Base/Ballast Pt	?	0.5	8.3 / 9.0
3/11/2011	Honshu, Japan	Redwood City	11:54	0.12	8.3 / 9.0
3/11/2011	Honshu, Japan	Richmond	?	0.35	8.3 / 9.0
3/11/2011	Honshu, Japan	San Diego	11:20	0.63	8.3 / 9.0
3/11/2011	Honshu, Japan	San Francisco	?	0.62	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Barbara	10:40	1.02	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Monica	10:56	0.85	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Cove Marina, San Diego	?	0.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Shelter Island Dock, San Diego	?	0.8	8.3 / 9.0
3/11/2011	Honshu, Japan	Smith River	?	2	8.3 / 9.0
3/11/2011	Honshu, Japan	Santa Cruz Harbor	?	1.9	8.3 / 9.0
3/11/2011	Honshu, Japan	Scripps	?	0.25	8.3 / 9.0
3/11/2011	Honshu, Japan	Silver Strand State Beach	?	0.6	8.3 / 9.0
3/11/2011	Honshu, Japan	Tijuana River Wetlands	?	0.2	8.3 / 9.0
3/11/2011	Honshu, Japan	Ventura Harbor	?	1.3	8.3 / 9.0
3/11/2011	Honshu, Japan	Waldo Point Marina, Sausalito	?	1.5	8.3 / 9.0
10/28/2012	Queen Charlotte Islands, Canada	Alameda	4:08	0.11	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Arena Cove	2:57	0.35	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Crescent City	2:40	0.44	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	La Jolla	4:37	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Los Angeles	4:24	0.08	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Monterey	3:30	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	North Spit, Humboldt Bay	2:42	0.12	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Point Reyes	3:15	0.24	7.5 / 7.7

Date	Source Location	Tsunami Location	Travel Time (hrs:mins)	Height (m)	Source Magnitude (Ms / Mw)
10/28/2012	Queen Charlotte Islands, Canada	Port San Luis	3:54	0.27	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Richmond	4:04	0.09	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Diego	6:00	0.05	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	San Francisco	3:48	0.14	7.5 / 7.7
10/28/2012	Queen Charlotte Islands, Canada	Santa Monica	4:19	0.08	7.5 / 7.7