Emergency Operations Plan

Palomar
Community College District

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Overview

Format of this Plan

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

The **Basic Plan** section of the EOP provides an overview of the District'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 District 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 District 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 Emergency Operations Plans For Institutions Of Higher Education; copyright 2013.)*

You may better understand this plan and be more 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 the Community College 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.

Courses you should complete are:

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

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

Promulgation

August 1, 2024

Palomar Community College District is committed to protecting the well-being of the campus community as well as its property and facilities. To help ensure that we are as prepared as we can be to protect the campus in the event of a serious threat, hazard or emergency situation, the Palomar Emergency Preparedness Plan Working Group has developed the following Emergency Management Plan, of which I am hereby promulgating by my signature.

No plan can completely prevent the consequences of an incident, whether to property or to life. However, good plans executed by knowledgeable and well-trained personnel can and will minimize loss. This plan establishes the organization, chain of command, specific policies and general procedures that should be followed by all Palomar students, faculty, and employees in the event of an emergency. It is designed to help district employees respond appropriately when emergency conditions arise. Although these situations are unpredictable, this plan allows for an immediate response by district employees, thereby minimizing danger to our campus.

I urge every member of the Palomar College community to read this plan and understand their role in emergency situations. Please review this manual so you can support your colleagues and protect our students, faculty, employees, and visitors should an emergency or threat arise.

Sincerely,

Star Rivera-Lacey, Ph.D.
Superintendent/President

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.

Todd McDonald
Todd McDonald (Sep 11, 2024 09:46 PDT)

Todd McDonald
Vice President, Finance & Administrative Services
Palomar CCD

Chris F. Miller

Chris Miller
Director Facilities Department
Palomar CCD

Derrick Johnson

Derrick Johnson
Manager, Environmental Health & Safety
Palomar CCD

Christopher Moore (Aug 6, 2024 09:18 PDT)

Chris Moore
Chief of Police
Palomar CCD

Ann Jensen (Aug 8, 2024 07:07 PDT)

Ann Jensen
Director, Business Services Department
Palomar CCD

Michael Day
Michael Day (Aug 7, 2024 14:57 PDT)

Mike Day
Director, Information Services
Palomar CCD

Ryan Williams (Aug 7, 2024 16:10 PDT)

Ryan Williams
Education Center Director
Palomar CCD

Julie Lanthier Bandy

Julie Lanthier Bandy
Director, Communications, Marketing and Public Affairs
Palomar CCD

Allison Tyra (Aug 5, 2024 09:50 PDT)

Allison Tyra
Environmental Health & Safety Analyst
Palomar CCD

Approval and Implementation

This plan supersedes the existing Palomar 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 Palomar CCD Emergency Operations Plan delegates the Superintendent/President authority to specific individuals if he or she is unavailable. The chain of succession in a major emergency or disaster is as follows:

1. Vice President of Instruction – Tina Recalde, PhD.
2. Vice President of Finance & Administration – Todd McDonald
3. Vice President of Human Resources –Anna Pedroza
4. Vice President of Student Services – Nick Mata
5. Director of Information Services – Michael Day
6. Manager, Environmental Health & Safety – Derrick Johnson

Date

Dr. Star Rivera-Lacey
Superintendent/President
Palomar Community College District

Record of Changes

Change #	Date	Part Affected	Date Posted	Who Posted

Record of Distribution

Plan #	Office/Department	Representative	Signature
01	Keenan & Associates – IMReady	Bill Clayton	
02			
03			
04			
05			
06			
07			
08			
09			
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11			
12			
13			
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15			

Emergency Operations 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 Palomar College. The EOP establishes the minimum requirements for 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 (OES – California). Multi-Hazard emergency management focuses on similar responses for similar incidents. 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.

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 similar and utilize a standardized Incident Control 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 in nature so that only needed positions are filled. Ideally, no position directly supervises more than five subordinates.

When assigning responsibilities using this system it may be decided, due to the size of the site, that additional teams are needed. Additional teams can be assigned if needed. If 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 school 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 phases 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."

Situation Overview and Hazard Analysis

Palomar College 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 and prioritized risk in our Hazard/Threat Annex. Palomar College relies upon the emergency responders in our community for services and support if the District is unable to address them internally.

Palomar College 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.

General Characteristics

Location

Palomar College is a public community college in San Diego County, California. The main campus is in San Marcos with education centers in Fallbrook, Escondido and Rancho Bernardo. There are education sites in Camp Pendleton and Ramona.

Our mission is to provide an engaging teaching and learning environment for students of diverse origins, experiences, needs, abilities, and goals. As a comprehensive community college, we support and encourage students who are pursuing transfer-readiness, general education, basic skills, career and technical training, aesthetic and cultural enrichment, and lifelong education. We are committed to helping our students achieve the learning outcomes necessary to contribute as individuals and global citizens living responsibly, effectively, and creatively in an interdependent and ever-changing world.

Palomar Community College District Boundary Map

Purple

Palomar CCD
2021 / 2022
Redistricting

Map layers
- Purple
- ⋯⋯ Elementary School
- ▨ Indian Reservation
- — Pipeline Power Line
- — Railroad
- Streets
- CO_Place
- Currents

⬥2021 CALIPER
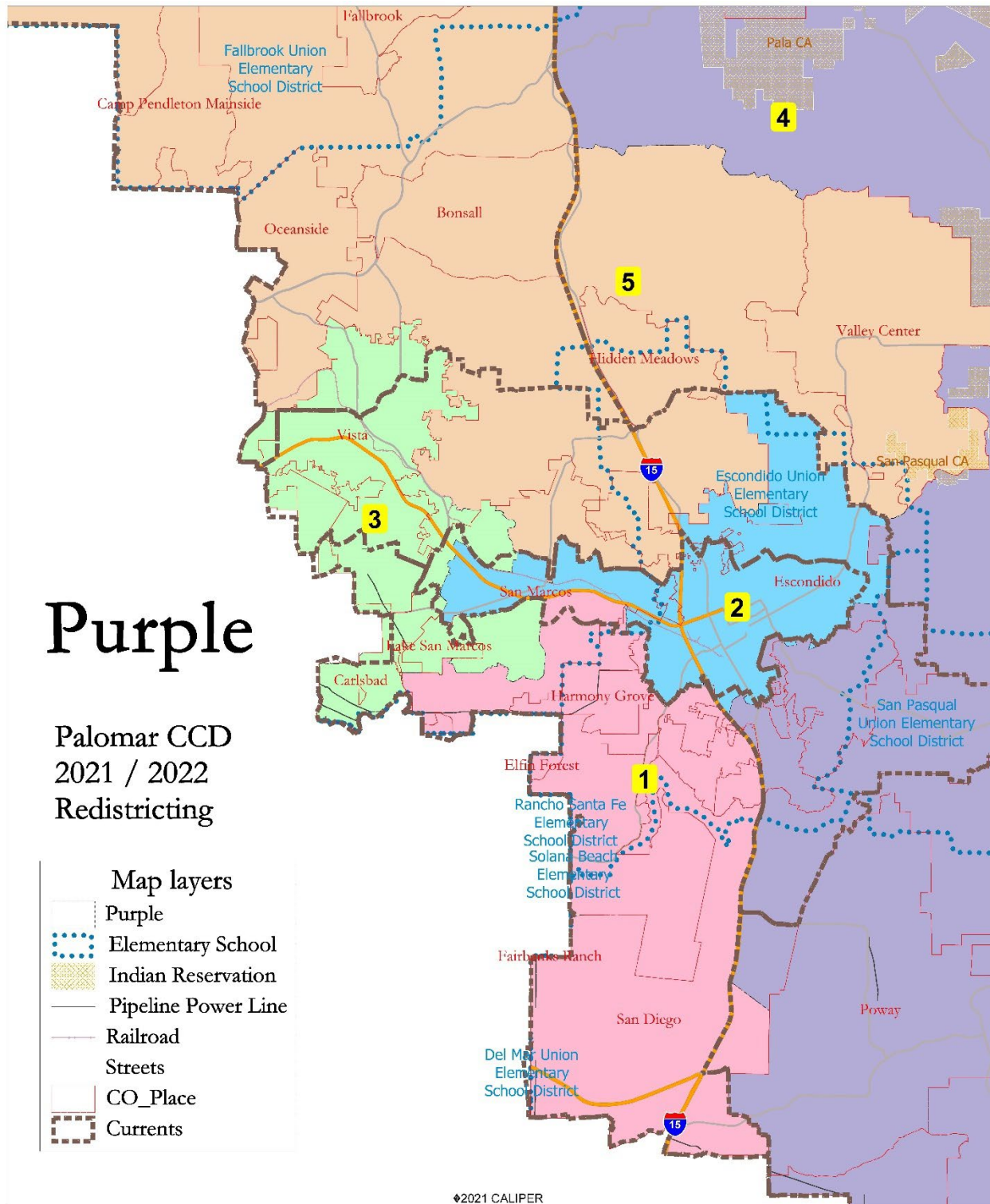
Facilities

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

Support Facilities

- Facilities Department

- Campus Police

College Sites

San Marcos Main Campus

1140 West Mission Road
San Marcos, CA 92069
(760) 744-1150

Fallbrook Education Center

35090 Horse Ranch Creek Road
Fallbrook, CA 92027
(760) 744-1150 Ext. 8464

Escondido Education Center

1951 East Valley Parkway
Escondido, CA 92027
(760) 744-1150 Ext. 8134

Rancho Bernardo Education Center

11111 Rancho Bernardo Road
San Diego, CA 92127
(760) 744-1150 Ext. 8464

San Marcos Main Campus

General Population

As of 2024, enrollment is approximately 25,904 students. These students are supported by committed employees consisting of Administrators, Classified Professionals, Full-time and Part-time Faculty.

Building Information

The campus is located on a 203-acre lot and includes 47 buildings, 4 athletic fields, 10 parking lots, and one parking structure.

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.

San Marcos Main Campus – Area Map

San Marcos Main Campus – Site Map

Palomar College
San Marcos Campus

District Office

Building	Department/Office
A	Cashier, Fiscal Services, Finance & Administrative Services Division Office, Information Services, Budget/Payroll, Purchasing, Contract Services and Human Resources
AA/ST	Apprenticeship Programs, EOPS, Foundation, Human Resource, Instructional Service, LGBTQ Resource Center (Pride Center), Research & Planning, Veterans Resource Center, Vocational Programs
C	Art Complex
CLOCK	Clock Tower
CT	Weight Training
D	Boehm Gallery, Music Complex, Performing Arts
DA	Architecture, Drafting Technology, Interior Design
DR	Disability Resources
DSPS	Disability Resource Center
ECE	Early Childhood Education Lab School
ETV	Educational Television
F	Math, Photography
FD	Fashion Merchandising and Design
FOOD COURT	Comet Cafe, Subway, Jamba Juice, Java City
G	Gymnasium/Dome
H	English/Humanities, ESL, Journalism, Reading, Speech/Forensic/American Sign Language, World Languages
HC	First Aid/Health Services
HS	Dental Assisting, Nursing Education
ITC	Auto Body Technology, Automotive Technology, Diesel Mechanics Technology
LRC	Library/Learning Resources Center, Academic Technology Resources Centers and Lab, Access Technology Center (DRC Adapted Lab), President's Office, Public Affairs Office, Tutoring Center
M	Men's Locker Room, Athletics Counseling
MC	Mathematics Learning Center
MD	American Indian Studies, Behavioral Sciences, Business Administration, Child Development, Computer Science and Information Technology, Creative Services, Economics,Graphic Communications, History, Journalism, Multicultural Studies, Political Science, Print Services, Social Sciences
MO	Facilities, Warehouse
NA	NA Building
NB	Behavioral Health Counseling Services, Orientation and Follow-up Services
NS	Biology, Chemistry, Earth, Space and Environmental Sciences, Engineering, Life Sciences, Math, Physics
O	Athletics, Dance Studio, Women's Locker Room, Health, Kinesiology and Recreation Management
P	Mathematics, Media Studies, Educational Television (ETV)
PAC	Performing Arts Complex
PAC-Theatre	Howard Brubeck Theatre
PD	Police Department
PL	Planetarium
Q	Electronics, Telecommunications, Digital Broadcast Arts, KKSM Radio Station
RF	Comet Corner
SSC	Admissions/Registration, Counseling, Evaluations, Financial Aid, Governing Board Room, Records, Student Services, Transfer Center
SU	Assoc. Student Govt. (ASG), Career Center, Comet Center/Student Life and Leadership, Food & Nutrition Center, Student Access & Assessment Center
SW	Swimming Pool, Locker Rooms
T	Cabinet Furniture Technology, Public Works Management, Water & Waste Water Programs, Welding Technology
TCB	Grant Funded Student Programs: Gear Up, TRiO
TLC	Teaching and Learning Center
WFC	Wellness/Fitness Center

San Marcos Main Campus – Emergency Map

PALOMAR COLLEGE EMERGENCY MAP

1140 West Mission Road, San Marcos, California 92069-1487

MAP LEGEND

[AED icon] Automated External Defibrillator Location

[X icon] Daily Parking Machines
in Lots 3, 5, 9, 12, Temporary Lot

[red star icon] Emergency Phone/Camera

[yellow star icon] Pay Phone

- - - Disabled Routes

——— Evacuation Area Boundaries

Please use designated routes to
accessible evacuation sites.

EVACUATION ASSEMBLY LOCATIONS

1 South Assembly Area - Athletic Fields

2 East Assembly Area - Lot 5

3 North Assembly Area - Lot 9

4 West Assembly Area - Lot 12

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Fallbrook Education Center

General Population

As of 2024, enrollment is approximately 1,457 students. These students are supported by committed employees consisting of Administrators, Classified Professionals, Full-time and Part-time Faculty.
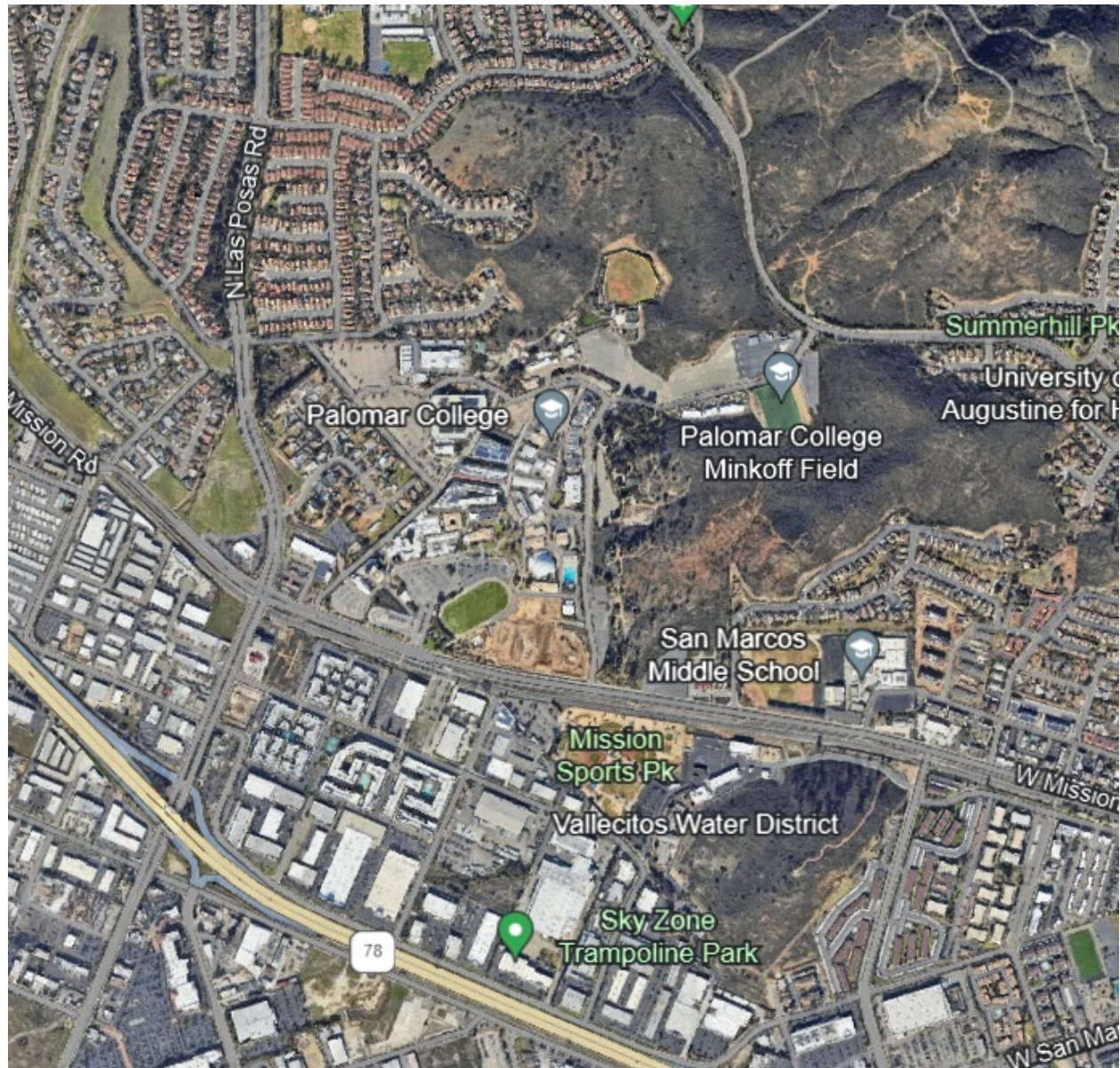
Special Needs Population

Classrooms holding students and employees that need additional assistance during an incident will be noted in a separate tracking document and identified by name and most likely locations. Employees that have been trained and assigned to help the special needs population during drills, exercises, and incidents are also listed in the tracking document.

Building Information

The center is located on an 81-acre lot and includes 20 buildings, 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.

Fallbrook Education Center – Area Map

Fallbrook Education Center – Site Map

PALOMAR COLLEGE
FALLBROOK EDUCATION CENTER

PALOMAR COLLEGE®
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Campus Police

Facilities

DELIVERIES

Restrooms

I

J Computer Lab

K Library/ TLC

M

N

O

P Staff/Faculty Lounge

Q Student Lounge | Q03 | Q02

Study Rooms

E

F

G

Restrooms

Restrooms

SOUTH ENTRANCE

NORTH ENTRANCE

D Chemistry Lab

C Science Prep

B Biology Lab

YOU ARE HERE

A Student Services Center

PARKING LOT

← EXIT TO STREET →

LEGEND
Classrooms   Student Services   Lounges   Library/TLC
Facilities   Campus Police   Restrooms

FOR CURRENT LIST OF CLASSES AND TO ENROLL, VISIT **WWW.PALOMAR.EDU**

Fallbrook Education Center – Emergency Map

EMERGENCY MAP · **PALOMAR COLLEGE** FALLBROOK EDUCATION CENTER

35090 HORSE RANCH CREEK ROAD, FALLBROOK, CA 92028

Escondido Education Center

General Population

As of 2024, enrollment is approximately 4,161 students. These students are supported by committed employees consisting of Administrators, Classified Professionals, Full-time and Part-time Faculty.

Special Needs Population

Classrooms containing students and employees that require additional assistance during an incident will be noted in a separate tracking document and identified by name and most likely locations. Employees that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are also listed in the tracking document.
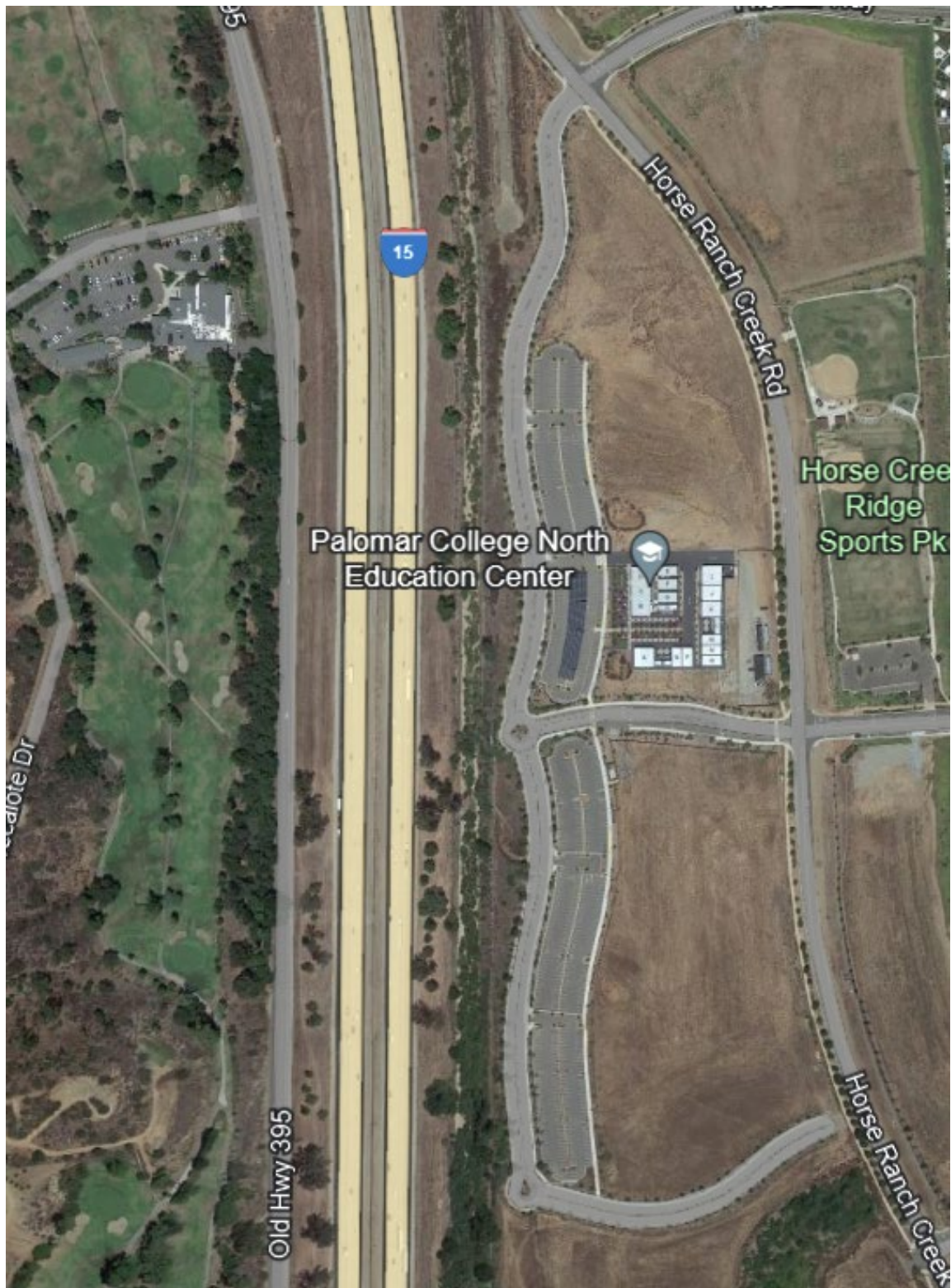
Building Information

The center is located on an 8-acre lot and includes 4 buildings, and 1 parking lot.
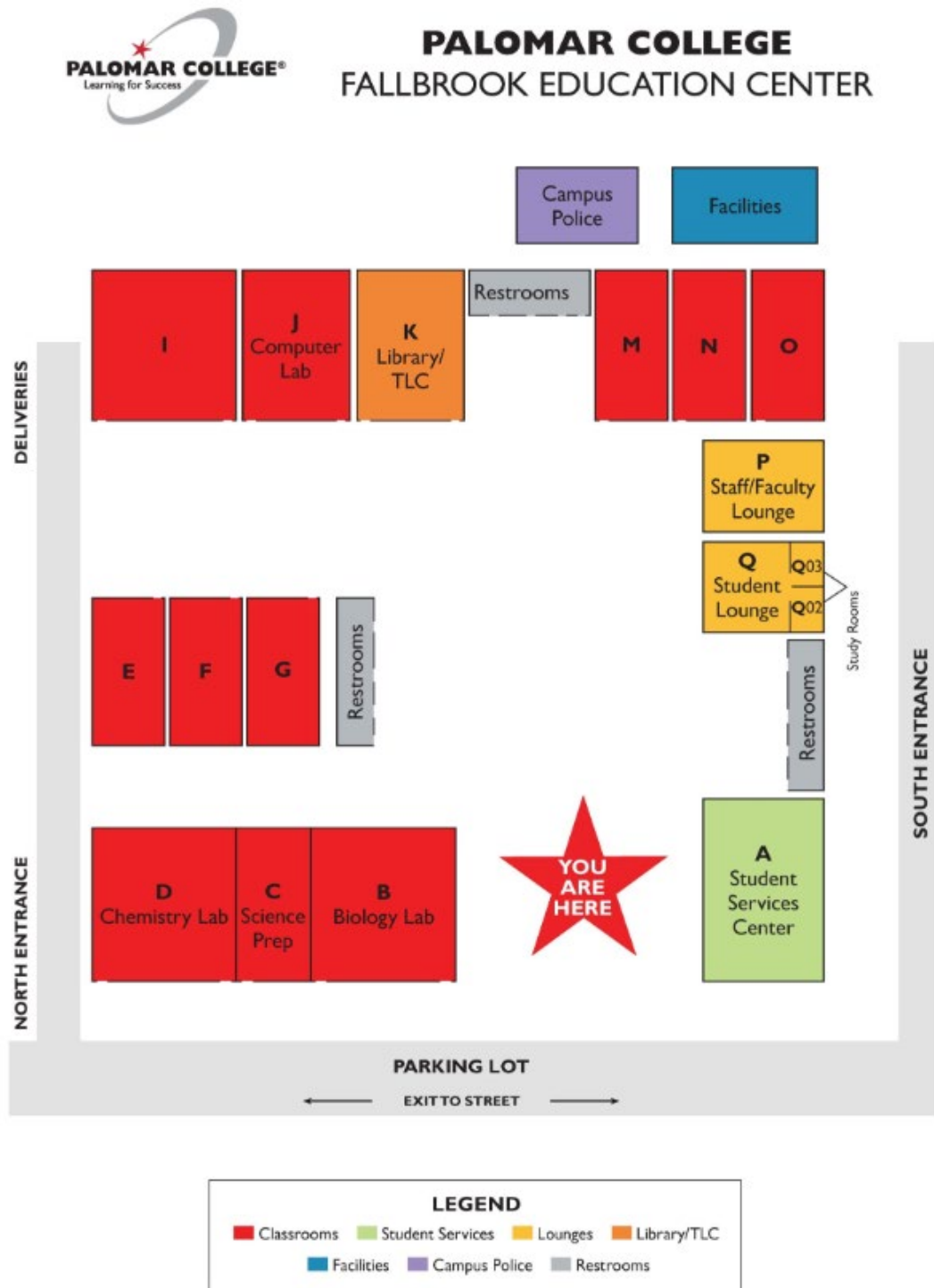
General Information

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.

Escondido Education Center – Area Map
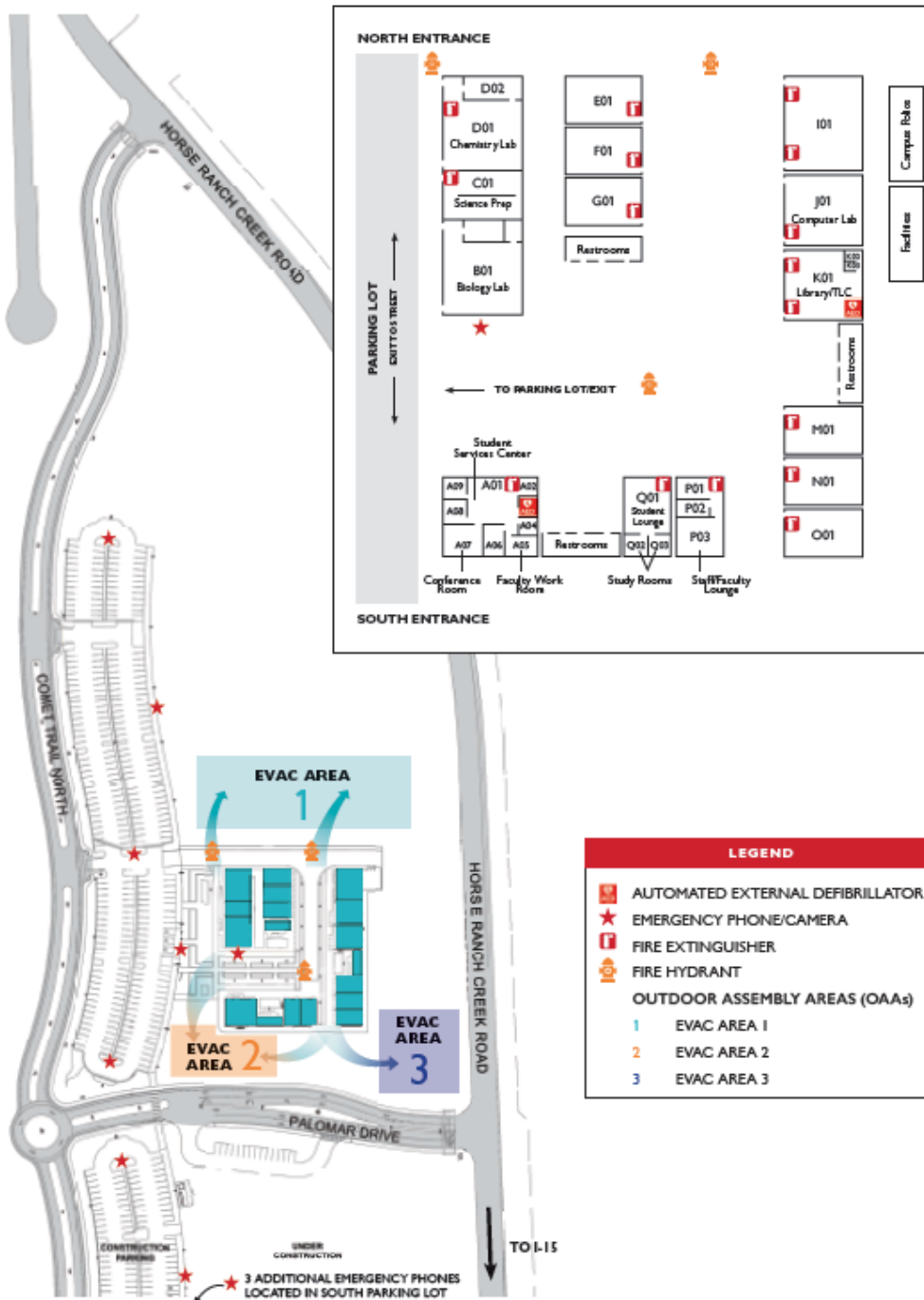
Escondido Education Center – Site Map
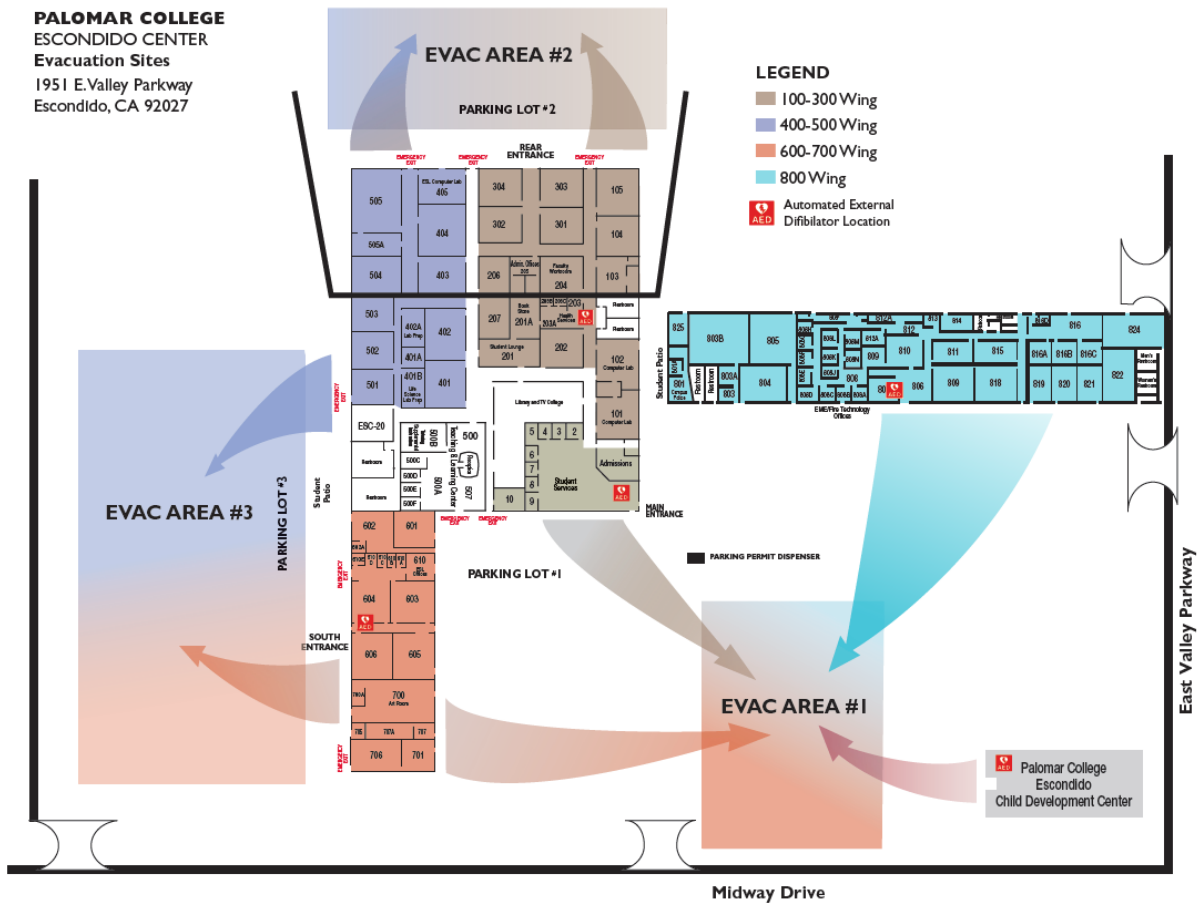
PALOMAR COLLEGE
ESCONDIDO CENTER
Evacuation Sites
1951 E. Valley Parkway
Escondido, CA 92027

Rancho Bernardo Education Center

General Population

As of 2024, enrollment is approximately 2,394 students. These students are supported by committed employees consisting of Administrators, Classified Professionals, Full-time and Part-time Faculty.

Special Needs Population

Classrooms containing students and employees that require additional assistance during an incident will be noted in a separate tracking document and identified by name and most likely locations. Employees that have been trained and assigned to assist the special needs population during drills, exercises, and incidents are also listed in the tracking document.
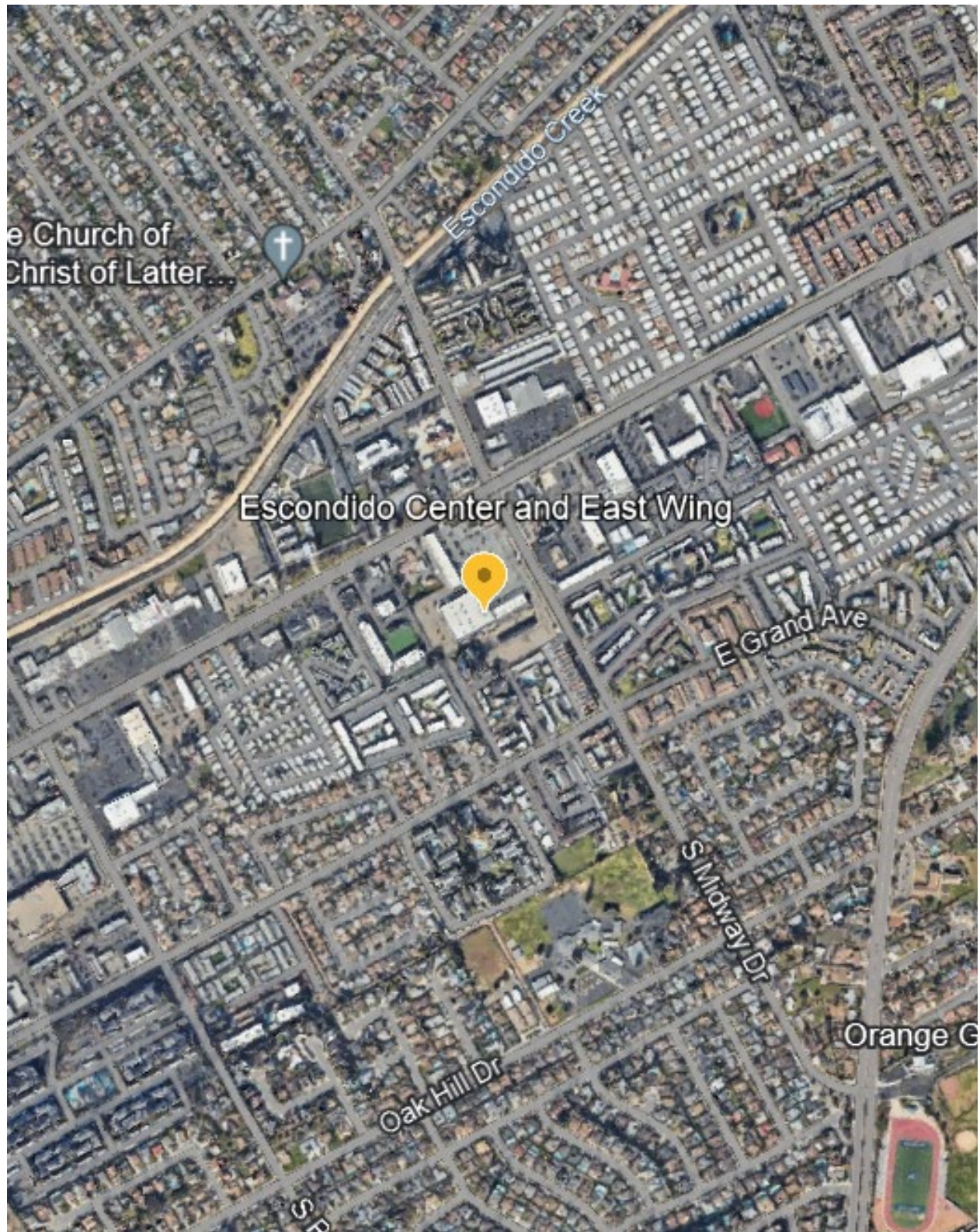
Building Information

The center is located on a 27-acre lot and includes 2 buildings, and 2 parking lots, including one parking structure.

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.

Rancho Bernardo Education Center– Area Map

Rancho Bernardo Education Center– Site Map (First Floor)

PALOMAR COLLEGE RANCHO BERNARDO CENTER

FLOOR 1

1st Floor Student Services
Campus Police
Health Services
Bookstore

2nd Floor Classrooms 217 - 232
Faculty Offices 208 - 215, 235 - 242
Reading Room

3rd Floor Classrooms 317 - 322
Faculty Offices 308 - 315, 335 - 342
Reading Room

4th Floor Library
TLC
Classrooms 408 - 416

FOR CURRENT LIST OF CLASSES AND TO ENROLL, VISIT **WWW.PALOMAR.EDU**
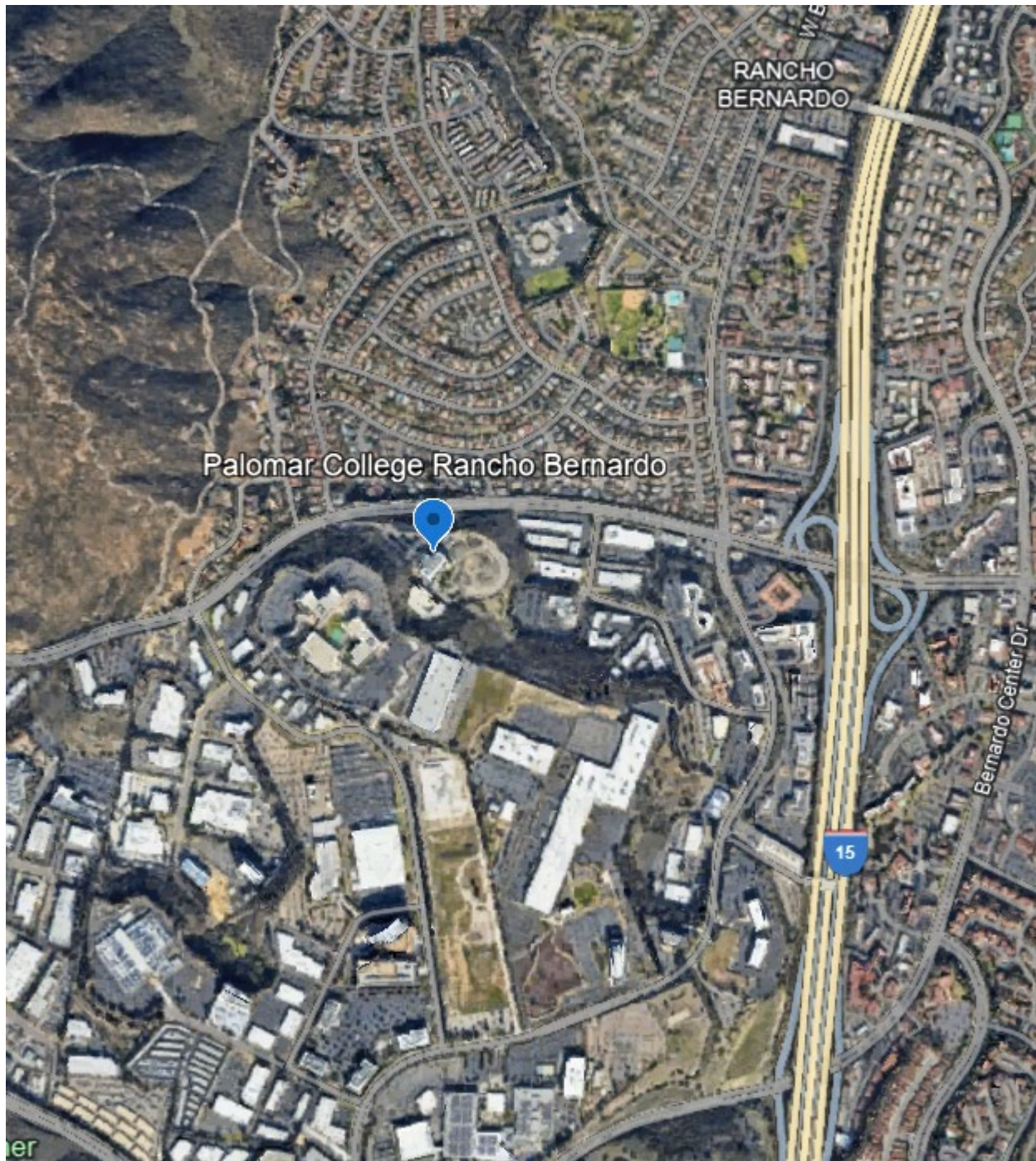
Rancho Bernardo Education Center– Site Map (Second Floor)

PALOMAR COLLEGE RANCHO BERNARDO CENTER
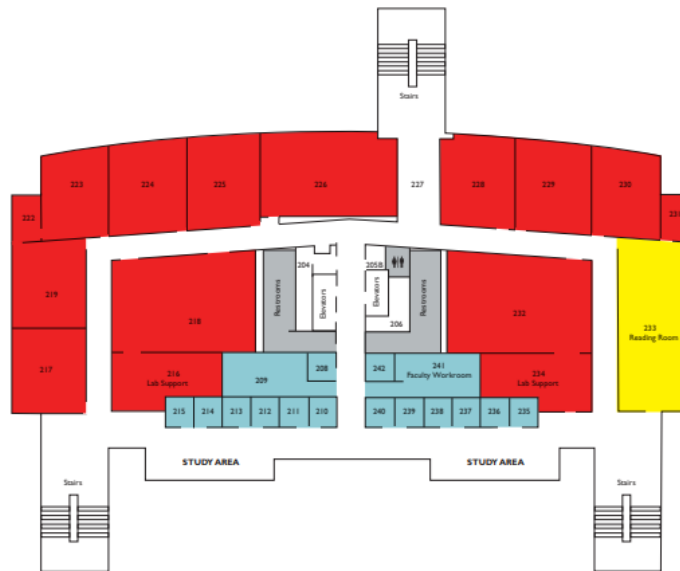
FLOOR **2**

1st Floor	Student Services
	Campus Police
	Health Services
	Bookstore
2nd Floor	**Classrooms 217 - 232**
	Faculty Offices 208 - 215, 235 - 242
	Reading Room
3rd Floor	Classrooms 317 - 322
	Faculty Offices 308 - 315, 335 - 342
	Reading Room
4th Floor	Library
	TLC
	Classrooms 408 - 416

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Rancho Bernardo Education Center– Site Map (Third Floor)

PALOMAR COLLEGE RANCHO BERNARDO CENTER

FLOOR **3**

1st Floor	Student Services Campus Police Health Services Bookstore
2nd Floor	Classrooms 217 - 232 Faculty Offices 208 - 215, 235 - 242 Reading Room
3rd Floor	**Classrooms 317 - 322** **Faculty Offices 308 - 315, 335 - 342** **Reading Room**
4th Floor	Library TLC Classrooms 408 - 416

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FOR CURRENT LIST OF CLASSES AND TO ENROLL, VISIT **WWW.PALOMAR.EDU**

Rancho Bernardo Education Center– Site Map (Fourth Floor)

PALOMAR COLLEGE RANCHO BERNARDO CENTER

FLOOR 4

1st Floor Student Services
Campus Police
Health Services
Bookstore

2nd Floor Classrooms 217 - 232
Faculty Offices 208 - 215, 235 - 242
Reading Room

3rd Floor Classrooms 317 - 322
Faculty Offices 308 - 315, 335 - 342
Reading Room

4th Floor Library
TLC
Classrooms 408 - 416

PALOMAR COLLEGE
Learning for Success

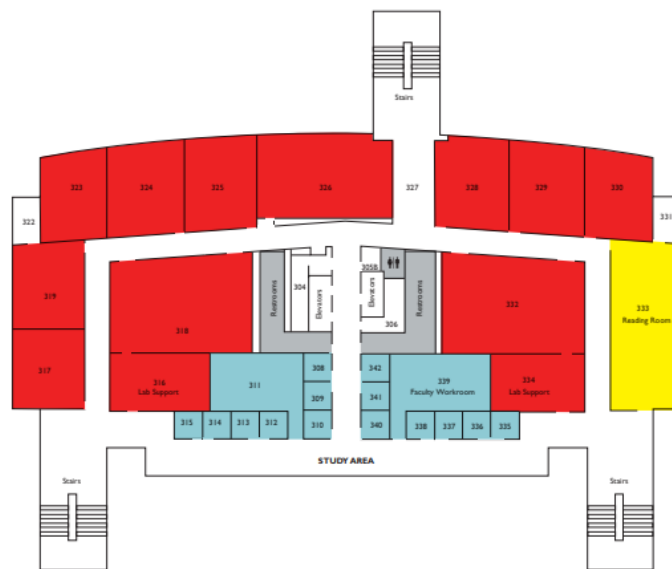FOR CURRENT LIST OF CLASSES AND TO ENROLL, VISIT **WWW.PALOMAR.EDU**

Rancho Bernardo Education Center– Emergency Map

EMERGENCY MAP

PALOMAR COLLEGE RANCHO BERNARDO CENTER

11111 RANCHO BERNARDO ROAD, SAN DIEGO, CA 92127
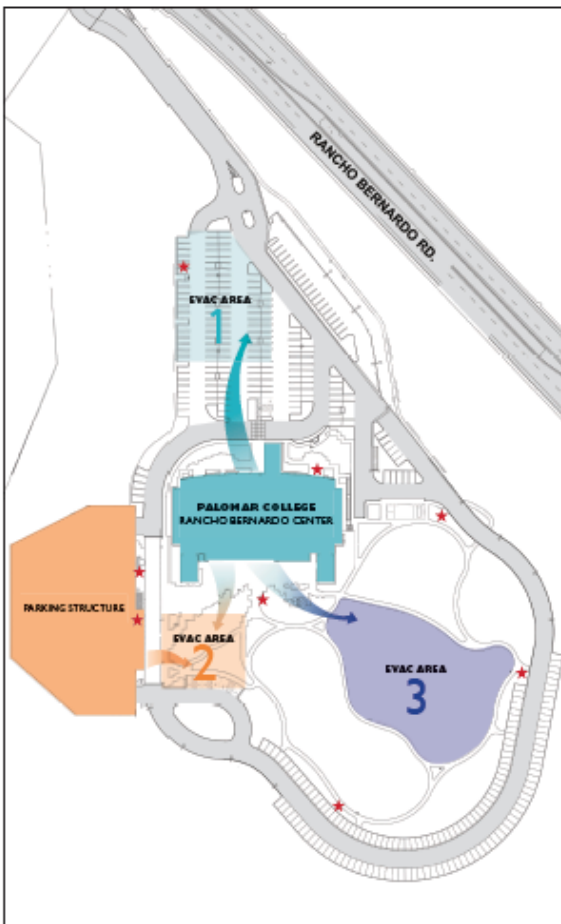
LEGEND

- AUTOMATED EXTERNAL DEFIBRILLATOR
- EVACUATION CHAIR
- EMERGENCY EXIT ROUTE
- EMERGENCY PHONE/CAMERA
- FIRE EXTINGUISHER
- OUTDOOR ASSEMBLY AREAS (OAAs)
- 1 EVAC AREA 1 –PARKING LOT
- 2 EVAC AREA 2
- 3 EVAC AREA 3

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 college's boundaries.

It is assumed that any of the disaster contingencies could individually, or in combination, cause an emergency within the college. It is also assumed that these contingencies will vary in scope and intensity. 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 San Diego 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, Southern Region Operational Area, Mutual Aid Region VI 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/President of the Palomar CCD has the authority to activate this plan, or in the absence of the Superintendent/President, another College District administrator 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, employees, and visitors.

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, employees, 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 may provide advance warning, while other emergencies occur with little or no advance warning. In any event, all available elements of the District's emergency management organization must respond promptly and effectively to minimize the damage caused to life, property, and operations.

Organization and Assignment of Responsibilities

This section of the EOP establishes the operational organization that will be relied upon 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 relies on key personnel to perform tasks that will ensure the safety of students and employees during a crisis or critical incident. The Incident Command System (ICS) uses a team approach to manage incidents. Because it is difficult to form a team while a crisis or critical incident is unfolding, role should be pre-assigned based on training and qualifications. Each employee and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Roles And Responsibilities

Roles and responsibilities exist at three levels – the **"Senior Executive and Policy Group"** which consists of the Superintendent/President and the Board of Trustees. The second level is the **District Emergency Operations Center (DEOC)** and is typically staffed with upper and middle management. The third is the **"Campus Site"** level which would include all the operations and facilities of each 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/President may decide to activate the District Emergency Operations Center (DEOC). The Superintendent/President's decision includes the response level and activations necessary to appropriately staff the DEOC in response to the Incident. The Superintendent/President may delegate or reassign responsibilities to others to remain free to operate at a Cabinet or Policy/Coordination Group level and maintain communication with the Board of Education, other agencies, and/or the public.

Overarching Priorities

- Life Safety: Ensure the safety and security of District students, employees, 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 governance.
- Activate specific legal authorities (disaster declarations, evacuations, states of emergency, and other protective actions)
- Coordinate with the Public Information Officer 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 employees.

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/President 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 campuses and appropriate employees.
- 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/President. 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 employees 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 parents and 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 Employees

Maintenance employees 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. Assistance will be provided to custodial employees 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
- 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 efforts as needed

Secretary/Clerical

- Assist Superintendent/President as directed.
- Establish communication center and coordinate with PIO if needed.

District Office Personnel

Superintendent/President will assign support employees to assist as needed.

- 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 and manages incidents at the site level based upon this Plan. 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 (IC) may only be transferred or discontinued under the authority of this plan when the incident has been deemed stabilized or inactive by the Superintendent/President 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, employees, 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, employees, 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/President 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

Faculty 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, employees, 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 the Health Services employees or people trained in first aid; arrange for first aid for those unable to be moved.

- Render first aid if necessary

Counselors

Counselors aid with the overall direction of the incident management procedures at the site. Responsibilities may include:

- Take steps to ensure the safety of students, employees, 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, employees, and other individuals when their safety is threatened by a disaster.
- Execute assignments as directed by the Incident Commander or ICS supervisor.

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.

Office Employees

Responsibilities include:

- Answer phones or emails 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 if needed.
- Monitor radio emergency broadcasts if appropriate

Building Emergency Planning Guidelines

The following has been excerpted from the Field Operations Guide entitled, "BUILDING EMERGENCY PLANNING GUIDELINES" pages 12 and 13. These are to be used for assigning building specific roles and functions on each campus, as needed.

EMERGENCY ORGANIZATION: TEAM ROSTERS

(SEND A COPY TO YOUR ADMINISTRATOR)

form last revised on _____

EMERGENCY RESPONSE TEAM

Name	Room & Bldg.	Office Phone	Home Phone
_____ (Building Administrator)	_____	_____	_____
_____ (Team Leader)	_____	_____	_____
(Team Members)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EMERGENCY RECOVERY TEAM

Name	Room & Bldg.	Office Phone	Home Phone
_____ (Building Administrator)	_____	_____	_____
_____ (Team Leader)	_____	_____	_____
(Team Members)			
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

EMERGENCY ORGANIZATION:
HEADQUARTERS AND SUPPLY LOCATIONS
form last revised on _____

DEPARTMENT EMERGENCY HEADQUARTERS & Alternate Site

Bldg. /Rm.   _____

Phone   _____   Fax   _____

Administrator Name   _____

ADMINISTRATOR'S "SATELLITE OPERATIONS CENTER (SOC)"
& Alternate Site

Bldg. /Rm.   _____

Phone   _____   Fax   _____

BUILDING EMERGENCY SUPPLY LOCATIONS

	Room	Building	Other
AEDs	_____	_____	_____
Fire Extinguishers	_____	_____	_____
Lab Spill Kit(s)	_____	_____	_____
Communications Equipment (radios)	_____	_____	_____
Other supplies: _____	_____	_____	_____
Other supplies: _____	_____	_____	_____

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 campuses. Therefore, the campus employees 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 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.
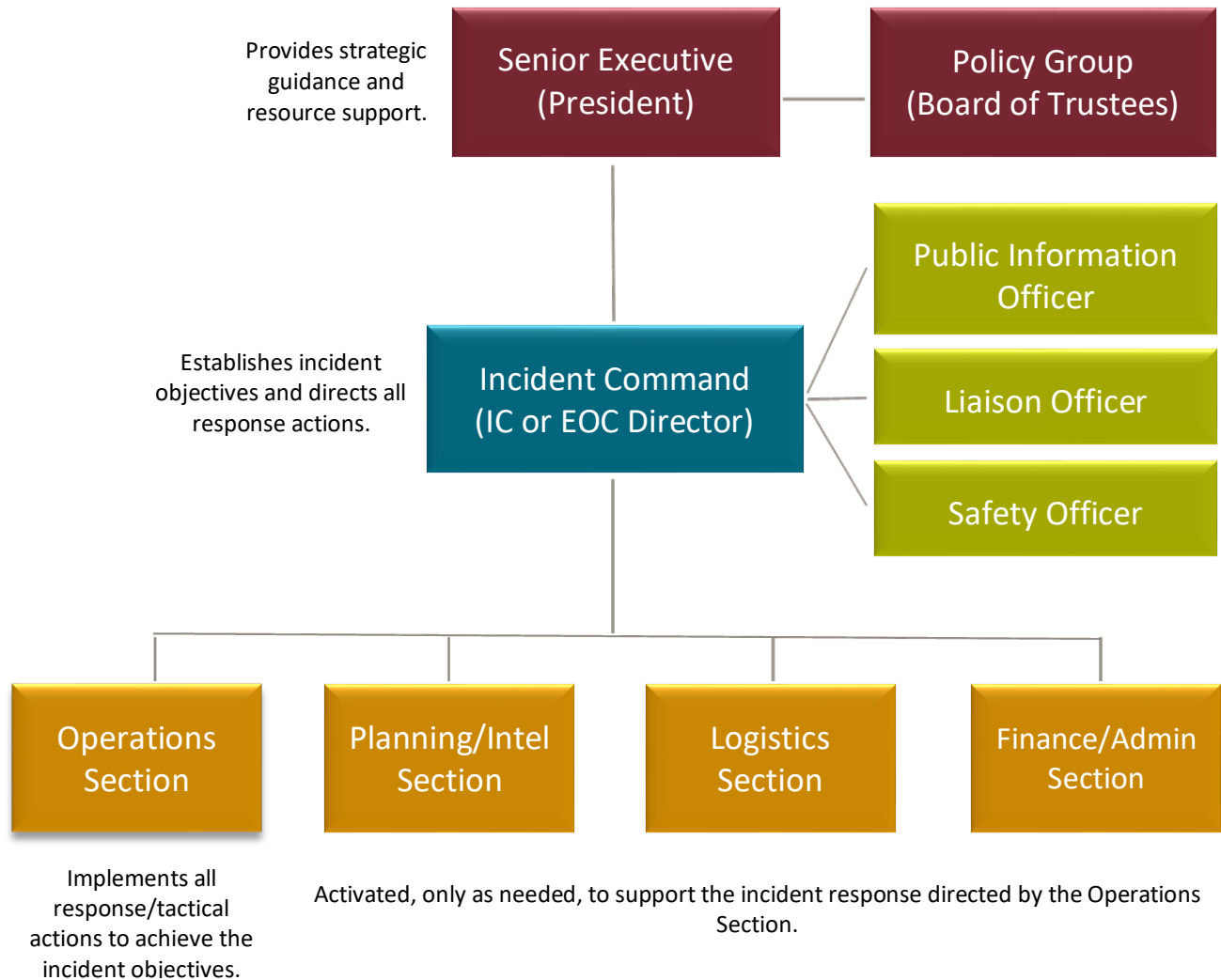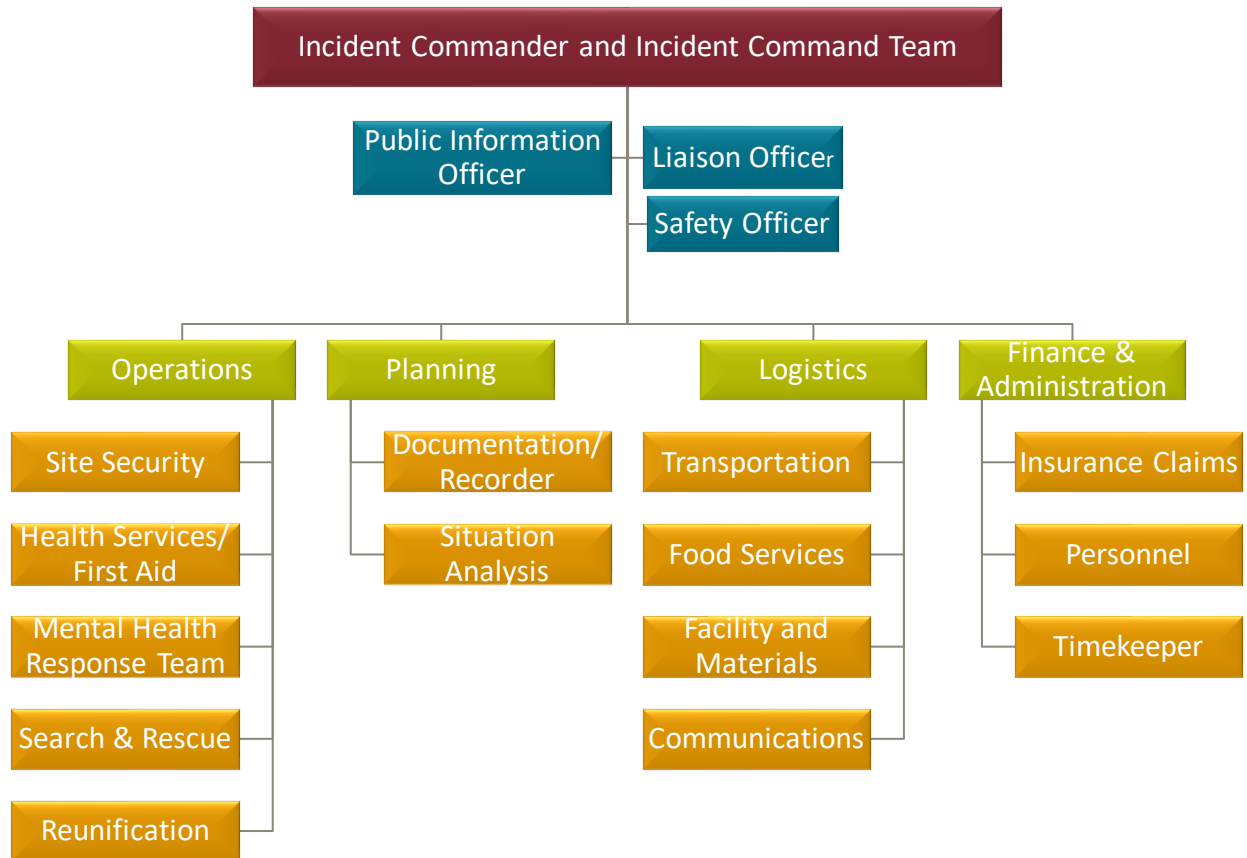
Figure 1. Incident Management Team Overview

Provides strategic guidance and resource support.

Senior Executive (President)

Policy Group (Board of Trustees)

Public Information Officer

Establishes incident objectives and directs all response actions.

Incident Command (IC or EOC Director)

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

```
                    ┌─────────────────────────────────────────────┐
                    │ Incident Commander and Incident Command Team │
                    └─────────────────────────────────────────────┘
                    ┌──────────────────────┐   ┌──────────────────┐
                    │ Public Information    │   │ Liaison Officer  │
                    │ Officer               │   ├──────────────────┤
                    └──────────────────────┘   │ Safety Officer   │
                                               └──────────────────┘
```

Operations	Planning	Logistics	Finance & Administration
Site Security	Documentation/ Recorder	Transportation	Insurance Claims
Health Services/ First Aid	Situation Analysis	Food Services	Personnel
Mental Health Response Team		Facility and Materials	Timekeeper
Search & Rescue		Communications	
Reunification			

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.

Campus-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, employees, volunteers, and responders)
- Coordinate media relations and information dissemination with the PIO
- 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, evacuations, and the release of students to parents.

Specific responsibilities include:

- Analyze campus staffing to develop a Reunification Plan 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 employees 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, employees, and parents.
- 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 significant 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 campus 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.

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 President 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

Community Emergency Operations Plan (EOP)

The District maintains an Emergency Operations Plan (EOP) to address hazards and incidents. Any individual Campus or site EOP is 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 SEMS using the Incident Command System.

Coordination with First Responders

A key component of the 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 College.

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 District personnel available beyond the campus setting in an incident or traumatic event taking place in the community.

If a campus 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 campus 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 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- San Diego County)
  - o 831-637-4475
  - o http://www.fire.ca.gov/ (select resources)
- San Diego County Fire Department/
  - o Dispatch: 661-861-2521
- San Marcos City Fire Department
  - o Dispatch: 661-861-2521

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/

Weather Conditions

- National Weather Service (NWS)
  - Get the app for your smartphone
  - Visit our area NWS website at National Weather Service
  - Radio

This information may be obtained by a central source and distributed via the 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 by the Palomar College Police Department and with the Environmental Health & Safety department.

Student Safety – Training, Drills, and Exercises

The District understands the importance of training, drills, and exercises in planning for and managing an incident. To ensure that College 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 the current academic year. Records are maintained at the Palomar College Police Department and with the Environmental Health & Safety department.

Administration, Finance, And Logistics

Agreements and Contracts

In case of an emergency, our Emergency Operation Center (EOC) is activated, and that team follows the Emergency Operation Plan to coordinate logistics and purchasing, if needed.

- 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 employees and students
  o Evacuations
  o Casualties
  o Containment or termination of the incident

Incident Costs

- Annual Incident Management Costs of the Emergency Operations Plan
  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 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.

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 campus 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 college 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 Emergency Operations Plans For Institutions Of Higher Education" (copyright 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

It is our practice to maintain attendance records with the employee's supervisor in each department and within the class attendance records for enrolled students. This includes Daily Attendance Records, Site Employee Logs, Visitor Logs, and Itinerant Employee Logs (such as food services, maintenance and operations, etc.). 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.

Crisis or Incident Accounting

- In the event of a crisis or incident, each site administrator will ensure there are 2 – 3 key employees who will have responsibility as scribes to collect all site attendance records from the administrative office. Only one employee needs to have control of records at a time, as additional employees are only for backup.
- 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, employees, 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 an appropriate ICS log. The incident commander will be kept informed of attendance status and updated with changes.

Assembly Areas

All employees 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. Assembly area facilitators will record the attendance of all individuals in their assembly area.

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

- Student enrollment records
- Site Employees' schedules
- Visitor Log

Student Release

Whenever possible, student release will be conducted in an orderly fashion as outlined in the Reunification Annex of this plan. Programs that include students under the age of 18 years are expected to have vetted procedures for student release to a parent or guardian.

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 employee 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 communication 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 easily identified by employees, media, and the public.
- Predetermine an alternate location in case the primary location is inaccessible.
- Establish communication with employees.
- 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 employees 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

Employees 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:

- Email or Automated Phone for outgoing alerts (via InformaCast)
- Text messages to employee and student cellphones
- Alert messages to desk or tabletop telephones
- Radios – repeaters at each campus location. Emergency channel is #16

Alert Notifications (SMS Texting)

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

Employee Meetings

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

Activation

Concept of Operations

- The senior executive (or designee) determines whether to activate this annex based upon information from initial employee 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 (COOP) 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 facilities 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 employees 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 employees, in conjunction with the affected administrator(s) and employees, will perform the essential functions as follows:

Senior Executive/Site Administrator
- Determine when to close District, and/or send students/employees to alternate locations.
- Disseminate information internally to students and employees.
- 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 employees 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 employees 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 Employees
- Maintain inventory.
- Maintain essential records (and copies of records) including the District's insurance policy.
- Ensure redundancy records are 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 Employees
- Establish necessary support services for students and employes.
- Implement additional response and recovery activities according to established protocols.
- Collaborate with public and private providers.

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 employees, 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 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 the building(s) are to initiate the evacuation procedure.
- Take the Building Emergency Plan as you exit
- Close all doors and windows. (DO NOT LOCK DOORS)
- Follow the safest evacuation route to the assembly area.
- Employees will make certain no one reenters the building for any reason.
- If all students are present with an employee, the employee will communicate with building administrator or leader that all students are present.
- If an employee is not present, the building administrator or leader will coordinate the search for the missing employee.
- Students and employees should remain 50 feet away from any building.
- Students and employees are to remain in groups, until the "all clear" signal is given.

On-Site Evacuation

- The Incident Commander or designee activates fire alarm.
- All employees follow the Evacuation Procedures identified above.
- Once assembled, building occupants remain in their designated assembly 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 employees.

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 employee will initiate an Off-Site Evacuation.

- The Incident Commander or designee determines the safest method for evacuating the site. This may include use of buses or simply walking to designated off-site location.
- Once assembled off-site, employees 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 employees to return to buildings.

Evacuating Students with Disabilities

There are procedures and actions for evacuation, transportation and medical needs of people who require specialized support in an emergency. In most cases, additional safeguards must be established regarding roles, responsibilities and procedures for people with physical, sensory, emotional and health disabilities.

The following are steps that cover the evacuation procedure for people 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, 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"
- Post signage with the name and location of each area so that the people will know exactly where they are and 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 employees 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 employees and caretakers of students with special needs, including individuals who may be temporarily disabled (i.e., a student with a broken leg)
- Train employes 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 people with special needs.
- Ask the responders to conduct a special drill explaining how they will support the students and employees with special needs during an emergency.
- Anyone can assist a student with a visual impairment.
- Team leaders will check on each special needs person to assure he/she is accounted for during an evacuation.
- Specify who will do what to address these transportation needs.
- Develop a list of District-owned vehicles that are available and make prior arrangements for their use in the event of an emergency.
- Review the evacuation plan with students and employees to be familiar with the process and identify any problems.

Lockdown (Deny Entry or Closing)

General

A District or school site lockdown 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 a lockdown situation, students are to always remain inside rooms or designated locations.

Instructions

If a lockdown situation is required, Campus Police or the Public Information Officer (PIO) will make an announcement on the InformaCast system. The announcement should be calm, convey reassuring comments that the situation is under control, and provide clear and consistent directions. Below is an example of a lockdown announcement:

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

- If inside, employees should instruct students to sit 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 employees who are physically unable to sit on the ground should move away from doors and windows.
- If outside, students should proceed to the closest room if it is safe to do so. If it is not safe, employees must direct students into nearby rooms or other District buildings (e.g., auditorium, library, cafeteria, and gymnasium).
- District employees and students must remain in their room or secured area until further instructions are provided through the InformaCast communication system or law enforcement.
- Landline phones should not be used. District employees should use cell phones and speak quietly.
- All site entrances and exits must be closed and locked. No visitors other than appropriate law enforcement or emergency personnel are allowed to enter 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 and employees. Furthermore, coordination with Public Health agencies, Emergency Medical Services (EMS), and Mental Health support services will broaden the capacity to deal with these incidents by providing the District with resources beyond their existing expertise and training.

Public Health

Procedures

- The Director of Health Services or designee and/or other key personnel are 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.
- Send out any required notification to students, employees 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

- The Director of Health Services or designee and/or other key personnel are responsible for coordinating incidents involving students or employee injuries or illnesses.
- Provide CPR/First Aid/AED training to all employees designated to work in medical capacity.
- Establish a triage area for injured students and employees.
- Separate walking wounded, critically injured and deceased individuals (Keep a log of names of these individuals).
- Keep a record of students and employees 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 employees that require assistance.
- Keep a log of individuals counseled or that require counseling following the incident.
- Notify students and employees of counseling services available.
- Coordinate with local, State, and Federal Mental Health agencies, for assistance with large scale incidents or incidents beyond the District's resources.

Public Safety and Security

Purpose

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

Scope

The Public 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, public safety, and security capabilities and resources during incidents. The Public Safety and Security Annex capabilities support incident management requirements, including force and critical infrastructure protection, security planning and technical assistance, technology support, and public 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 public safety and security.

Key Tasks/Responsibilities

Coordinate public 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 public 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

- Local law enforcement authorities have the primary responsibility for public 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 Public 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 Public Safety and Security Annex activities should <u>not</u> 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 Public Safety and Security Annex is activated when public 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.
- The Public Safety and Security Annex manages support by coordinating the implementation of authorities related to public 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 Public 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 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 from extremely important actions that need to be executed. 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) is essential, regardless of disaster declarations. There is no guarantee that expenses will be reimbursed. In most cases, however, **labor and materials specific to the disaster response** get reimbursed. Losses already covered by insurance are typically NOT reimbursed. For example, if an employee is injured, Workers' Compensation would cover the injured employee. If a building was damaged and 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 support services.
- 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.
  - 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 are 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 would normally be used, the cost of the filters is likely reimbursable).

- Establish the Recovery Unit within the Finance/Administration Section of our Emergency Operations Center (EOC).
  - o Have all sites 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 reporting system for the PIO on the recovery process and progress.
  - o Develop a plan to assign personnel to sustain the recovery effort.
  - o Coordinate with local agencies and the State on the recovery efforts.
- If the county is overwhelmed with an incident, contact should be made directly to the 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 the District and the California Governor's Office of Emergency Services (they act as the liaison with FEMA).
- If 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 or our facilities are tasked outside of the District, we must only do so under the terms of a mutual aid agreement or memorandum of understanding to which the District has agreed, in writing. These documents should specifically identify what is "covered" and by "whom." For example, other agency usage of our facility might include the Fire Department utilizing 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, 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.

After – Action Items

- Begin closing the Recovery Unit
  o Assign any open or pending tasks, such as Public Assistance funding or other outstanding receivables or payables, to appropriate employees with specific due dates.
  o 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](#)
- [California Disaster Assistance Act | California Governor's Office of Emergency Services](#)– California Disaster Assistance Act Program
- [Form OES-FPD-130. Designation of Applicant's Agent Resolution for Non-State Agencies](#)
- [Form OES-FPD-89. Project Assurances for Federal Assistance (ca.gov)](#)
- [Request for Public Assistance (fema.gov)](#) Request for Public Assistance from FEMA

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

Reunification

General

Student release is a crucial part of emergency planning. During an emergency or disaster, the traditional student release procedure is often unsafe and therefore not operable. Accordingly, a comprehensive emergency plan needs to include student release procedures that ensure the safety of all students.

There are a wide variety of emergency situations that might require student/family reunification. If a student is under the age of 18 years, student/family reunification may be needed if the site is evacuated or closed as a result of a hazardous materials transportation accident, fire, natural gas leak, flooding, earthquake, tsunami, school violence, bomb threat, terrorist attack or other local hazard.

Student/Family reunification is part of the Incident Command System and is assigned to the Operations Area for those students under the age of 18 years.

Reunification Procedures

In an emergency, sites must establish a safe area for family members to meet with students under the age of 18 years. This area must be away from both the damage and the students' assembly area. In a typical release scenario, the following steps will be followed:

- Family members will report to the assigned area and give the name of the student.
- Picture ID will normally be required to insure the person requesting a minor is a match to the name on the emergency contact information.
- A runner will go to the student assembly area and get the minor requested by the parent or adult and escort the student back to the pick-up area.
- Parents will be asked to sign a form indicating they picked up the minor
- If the minor is in the first aid area, the parent will be escorted to that area for reunification with their child/children.
- Counselors, when available, will be located close to the first aid area in the event they are needed.

Traffic Control

- Traffic may be controlled by trained and authorized employees. In the absence of this condition, we must wait until local law enforcement is available and on scene at the site.
- To every extent possible, two-way traffic will be maintained to allow for entry and exit of emergency vehicles.
- As the situation develops, there may be time for barricades and other traffic control devices to be delivered and set up
  - It should be understood this will not occur at the beginning of the incident.
- When law enforcement arrives on the scene, they will take charge and do whatever is necessary, including the towing of vehicles to manage the emergency or disaster.

Maintaining the Procedures

- Student rosters are available in Canvas or contact the Director of Enrollment Services for assistance.
- Emergency contact(s) should be listed under the student's personal information.
  - This should include contact information on family members, as well as other adults who can be contacted if the family member is not available.
- DO NOT release students under the age of 18 to people not listed on the student emergency contact information.

Things to Remember

- Some family members will refuse to cooperate with the student/family reunification process.
  - This situation can be diminished, to some degree, if family members are informed about the District's release procedures before the disaster or emergency occurs.
  - They should be reminded that the safety of students is our utmost priority.
- Family members may be emotional when arriving at the site.
  - Have counselors available to deal with issues if needed.
- Shortly after the incident, the media may have a presence on our site.
  - The Public Information Officer, part of the command staff operating under the Incident Command System, will deal with the media. However, it is important that family be sheltered from media representatives.

Shelter-in-Place

General

This action is taken to 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 employees from the outside environment and includes the shutdown of the 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 employees to Shelter-in-Place, an announcement would be made over the InformaCast system by either Campus Police or the PIO. The message 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:

"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 WITH WINDOWS AND DOORS SECURELY CLOSED AND AIR-CONDITIONING UNITS TURNED OFF. ALL STUDENTS AND EMPLOYEES THAT ARE OUTSIDE ARE TO IMMEDIATELY MOVE TO THE PROTECTION OF AN INSIDE ROOM. PLEASE REMAIN INDOORS UNTIL FURTHER INSTRUCTIONS ARE PROVIDED."

- If inside, employees should keep students in their rooms until further instructions are given.
- If outside, students must proceed to a room if it is safe to do so.
  - If it is determined to be unsafe, employees should direct students into nearby rooms or buildings (e.g., auditorium, library, cafeteria, and gymnasium)
  - Employees and students who were exposed to outside air should congregate in indoor locations.
  - Anyone who is exhibiting symptoms must be treated.
- Employees are 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

Situational Awareness

Situational Awareness is the ability to identify, process, and comprehend 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 participants in the incident.

In the preliminary 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 of 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.

- **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. Whether you are in an office environment, inside a building, or in the field, what you observe and absorb is 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.
  - See the "Go-Bag" guide for help in assembling and stocking.
- Always keep a copy of the District's Critical Incident Field Operations Guide (FOG) with you 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 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 the District of your exact location.
- Provide our District's Emergency Operations Center (EOC) with as much detailed information as possible:
  - Time, date, and location of critical incident.
  - Your condition (unaffected, injured, etc.) and the condition of your equipment.
  - Describe the type of incident such as fire, hazmat, earthquake, etc.
  - Provide details on estimated 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). California Code, GOV 3100.

Hazard/Threat Annex

Hazard-Threat Assessment

Members of the Emergency Operations Planning Team were selected to participate in the Hazard-Threat Assessment Survey (HTAS). This survey follows best practices in emergency management and is an important part of updating the Emergency Operations Plan.

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

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

- Active Assailant
- Bomb Threat or Explosion
- Cyber Threat or Attack
- Earthquake
- Extreme Heat and Unhealthy Air Quality
- Fire-Structural
- Fire-Forest, Wildfire, or Urban Interface
- Hazardous Materials Incident
- Power and Utility Failure

HTAS Results

Hazard	[SCORE]	Probability	[SCORE]	Magnitude	[SCORE]	Warning	[SCORE]	Duration	Risk Priority
Cyber Threat or Attack	3	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.5
Fire-Structural	2.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	10.3
Earthquake	2.7	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.7	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	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.	10.0
Power-Utility Failure	2.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	2.6	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.7
Active Assailant	2.1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	3.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.8	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	9.4
Hazardous Materials Incident	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.3	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.9	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.	9.1
Bomb Threat or Explosion	1.8	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.7	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.	9.1
Fire-Forest, Wildfire, or Uban Interface	2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.0	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.1	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	8.9
Transportation Incident (Air, Sea, Land)	1.9	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	4.0	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.	8.9
Extreme Heat and Unhealthy Air Quality	2.7	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.0	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	3.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.8
Infectious Disease	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.4	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.2	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.	7.7
Civil Disobedience or Disturbance	2.2	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.9	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.1	4. Minimal 3. 6-12 hrs. 2. 12-24 hrs. 1. 24+ hrs.	1.9	4. 12+ hrs. 3. 6-12 hrs. 2. 3-6 hrs. 1. <3 hrs.	7.7
Landslides and Debris Flow	1.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.0	4. Catastrophic 3. Critical 2. Limited 1. Negligible	3.4	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.	7.5
Severe Weather	2.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	1.9	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.	7.3
Flood	1.4	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.8	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.7	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.	6.6
Volcanic Eruption	1.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.4	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.	6.2
Tsunamis/Tidal Wave	1.0	4. Highly likely 3. Likely 2. Possible 1. Unlikely	2.1	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.1	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.	5.9
Dam and Levee Failures	1	4. Highly likely 3. Likely 2. Possible 1. Unlikely	1.2	4. Catastrophic 3. Critical 2. Limited 1. Negligible	2.7	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.	5.7
Top 3 Concerns		Cyber Threat or Attack		Fire-Structural		Earthquake			

Active Assailant

Purpose

Active assailant situations are often over within 10 to 15 minutes, before law enforcement arrives on the scene. However, because Palomar College has Campus Police, law enforcement may arrive on the scene within minutes. Individuals must be prepared both mentally and physically to deal with an active assailant situation.

This Annex will address current best practices for dealing with Active Assailants, Before, During, and After an incident.

Situation and Assumptions

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 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.

Continuity of Operations

Continuity of Operations is defined as the internal effort of an organization to assure that the capability exists to continue essential functions and services in response to a comprehensive array of potential emergencies or disasters.

In the case of an active assailant, actions can be taken in advance to mitigate some of the outcomes of the attack.

Organization and Assignment of Responsibilities

Refer to the *Organization and Assignment of Responsibilities* section located in the Basic Plan.

Plan Development

This annex is part of the Hazard and Threat Annex and was developed using current best practices.

Authorities and References

- CISA (Cybersecurity and Infrastructure Security Agency) Active Shooter Preparedness
  - https://www.cisa.gov/topics/physical-security/active-shooter-preparedness
- FBI (Federal Bureau of Investigation) Active Shooter Safety Resources
  - https://www.fbi.gov/how-we-can-help-you/safety-resources/active-shooter-safety-resources
- REMS (Readiness and Emergency Management for Schools) Technical Assistance Center
  - https://rems.ed.gov/IHEActiveShooterSituations.aspx

Incident Command Actions

Before

Threat and Physical Security Assessment of each Site
Conducting periodic threat and physical security assessments will ensure that best practices are in place to control access to your campus.

- Appropriate perimeter fencing installation and maintenance.
- Locks and closers on perimeter gates that prevent outsiders from opening the gate (mesh screen around gate area)
- Check for keyed exterior locksets of all classroom doors.
- Make sure the lockset on the interior of the classroom door has a thumb lock or other quick-lock style lockset (see Figure 1- Interior Lock)
- Require classroom doors to be closed when students are present.
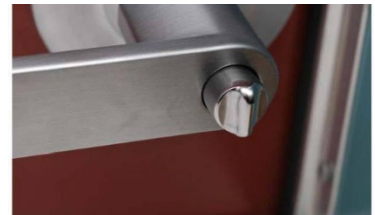
Figure 1- Interior Lock

Student Education
- 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.
- Foster a respectful school community.
- Be aware of indications of violence and take remedial actions accordingly (i.e., If you see something, say something)

Behavioral Red Flags
- 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

- o Noticeably unstable, emotional responses
        - o Explosive outbursts of anger or rage without provocation
        - o Suicidal; comments about "putting things in order"
        - o Behavior, which is suspect of paranoia, ("everybody is against me")
        - o Increasingly talks of personal problems
        - o 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.
- Report any of these possible indicators to a supervisor or administrator.
- Decide upon communications and public information releases with your Public Information Officer prior to an incident.
        - o Develop model releases that provide well thought out and consistent messaging on behalf of the District.
- Discuss and decide upon "Spontaneous Memorial" practices, if appropriate. Items to consider:
        - o Ease of public access
        - o Minimize disruption of vehicular and pedestrian traffic
        - o Monitored for appropriateness of items placed at the memorial.
        - o Prepared to announce the one location to the public and that it will be open from/to specific dates (typically no longer than 2-3 weeks)
        - o Line-of-sight view by administration

During

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:
  - Lock the door, if possible
  - Blockade the door with whatever is available – heavy furniture, door wedges, file cabinets, etc.
  - 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 phones and other electronic devices.
- Turn off any source of noise (i.e., radios, televisions, etc.).
- Hide behind heavy items (i.e., cabinets, desks)
- Remain silent.
- Do not sound the fire alarm.
  - 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 them 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

RUN/ESCAPE — IF POSSIBLE · HIDE — IF ESCAPE IS NOT POSSIBLE · FIGHT — ONLY AS A LAST RESORT

Law Enforcement

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.

- While officers may prefer to team up, they are likely to deploy individually, upon arrival at the scene.
- 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 shout commands and may push individuals to the ground for their safety.

The first officers to arrive at 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 police officers will move through the entire area to ensure the threat is over.

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 directions 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.

Considerations

If a security threat is imminent or occurring, law enforcement will take all reasonable and appropriate actions to minimize the hazard to the District's students and employees. For locations without electronic access control, incident personnel will make reasonable attempts to secure these doors as quickly as possible.

If you become aware of an active assailant situation, immediately notify Campus Police or 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

After

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.
- Call 911 when it is safe to do so.

Any time there is a significant security concern, Campus Police 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.

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 Campus Police and your supervisor 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 Campus Police immediately.

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 and employees to turn off cellular phones or two-way radios. Do not use those devices during this threat since explosive devices can be triggered by radio frequencies.
- Campus Police will 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 InformaCast system to evacuate the threatened rooms.

- If it is necessary to evacuate the entire school site, use the fire alarm.
- Notify the Superintendent/President of the situation.
- Campus Police will 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 a suspicious item is found, make no attempt to investigate, touch, or examine the object.
- Communicate findings to Campus Police.

Employee 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 HUNG UP: _____   PHONE NUMBER WHERE 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		

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 data.

Criminals may have different 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 (Employee 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

The Information Services (IS) department will have leadership over all aspects of our technology equipment and network spaces. It is the responsibility of the IS professionals to maintain a safe and secure cyber space. However, it is every network user's responsibility to follow best practices.

Glossary of Terms

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.

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 steal 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.

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 potential future risks to cyber information handing and protection.
- Conduct regular and periodic training for employees 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.

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.

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

[California Cybersecurity Integration Center | California Governor's Office of Emergency Services](#)

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 employees from flying or falling debris. Upon the first indication of an earthquake, employees should direct students to **Duck, Cover, and Hold.**

Campus Police or the PIO will make the following announcement over the InformaCast System:

"ATTENTION PLEASE. WE ARE EXPERIENCING AN EARTHQUAKE.
DUCK, COVER AND HOLD. DUCK, COVER, AND HOLD. ADDITIONAL INFORMATION TO FOLLOW."

Description of Action

If Indoors
- 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 Outdoors
- 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, Campus Police will issue the "all clear" response.
- 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 Facilities department 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/President to determine if additional actions are deemed necessary.

During Non-Operating Hours

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

Extreme Heat and Unhealthy Air Quality

Purpose

The purpose of this annex is to ensure that employees are advised of hazardous conditions caused by extreme heat conditions and/or unhealthy air quality and to minimize exposure to those conditions. Governmental agencies, such as the Air Quality Management District (AQMD), the National Weather Service (NWS-NOAA), the Center for Disease Control (CDC) and others provide guidance in how to respond to unhealthful air quality and extreme heat conditions.
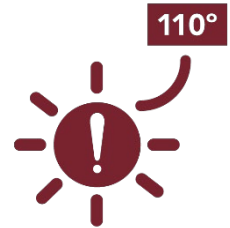
Actions

The Incident Commander monitors air quality and heat conditions to provide recommended actions during an unhealthful air quality or extreme heat event. The Incident Commander will keep the Superintendent/President or designee informed of these conditions and activate this annex. Upon activation, site administrators will perform the following:

- Notify students and employees when unhealthy air quality or extreme heat conditions exist.
- Modify District programs and work assignments for the protection of students and employees.
- Adhere to the Unhealthful Air Quality and Extreme Heat Plan to correspond with current recommendations of both the AQMD and the NWS.
- Cooperate with other governmental agencies and with the community in matters of critical concern regarding unhealthful air quality and extreme heat.

District Activities and What To Do During Extreme Heat Conditions.

The National Weather Service (NOAA) provides information on responding to extreme heat conditions. The Incident Commander monitors temperature and humidity and the National Weather Service website to ensure that our District sites are notified if there is an extreme heat event.

Always provide adequate amounts of water to students and employees to maintain appropriate hydration, use areas shaded from the direct sunlight, and:

- When the Heat Index reaches the range of 90 to 105 degrees Fahrenheit, sunstroke, heat cramps, and heat exhaustion are possible. Everyone shall minimize prolonged, vigorous outdoor activity.
- When the Heat Index reaches the range of 105 to 130 degrees Fahrenheit, sunstroke and heat exhaustion are likely and heat stroke is possible. Everyone shall discontinue prolonged, vigorous outdoor activity.
- When the Heat Index reaches or exceeds 130 degrees Fahrenheit, heat stroke is highly likely with continued exposure. Everyone shall discontinue all vigorous outdoor activity.

Fire - Structural

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

Procedure

- If a fire is discovered on site, administrative employees or lead instructor will immediately pull the fire alarm and direct students out of the building.
  - Campus Police or Facilities will call 911 and provide the location and nature of the incident.
- The Evacuation Team will immediately initiate Evacuation Procedures
  - Employees and students will evacuate buildings using pre-designated routes and convene at the Assembly Area
- The Roll Taker on the Evacuation Team will bring employee rosters and take attendance at the Assembly Area to account for all employees.
  - Team Members will notify the Building Administrator of any missing employees or students.
- If safe to do so, employees will use fire extinguishers to suppress the fire until the local fire department arrives.
  - 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."
- Campus Police will secure the area to prevent unauthorized entry and keep access roads clear for emergency vehicles.
- Campus Police will notify the Superintendent/President of the fire. The Superintendent/President will communicate with the PIO.
- Outreach and Communication to disseminate information.
  - The PIO will work with Administration to determine how best to inform the District and with the general public, if necessary.

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 Superintendent/President 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 if there is fuel, oxygen, and heat. While Districts 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 ground. 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 employees, students and parents.
- 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 off 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.
- 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
  Wildfire Smoke Emergency Standard (ca.gov)
- Monitor the Air Quality Index (AQI) at Air Quality Index (AQI) | AirNow.gov and enter the zip code of the location where you will be working.

- 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 indoors in a safe location or go to a location where smoke levels are lower, if possible.
- Avoid vigorous activities outdoors and if travelling in a vehicle in the areas affected, close windows and make sure air is on "re-circulate" 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 Air Quality Index (AQI) | AirNow.gov and enter the zip code of the location where you will be working.
- Contact your insurance company 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. https://www.cdc.gov/disasters/wildfires/afterfire.html
- Be prepared to provide emotional and wellbeing services and resources for students and employees. Mental and physical fatigue are common in these situations.

Hazardous Materials Incident (HazMat)

Goals

- Store all hazardous materials safely to prevent spills or releases.
- 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 employees who handle them.
- Establish evacuation or shelter in place procedures for keeping students away from spills or releases of hazardous materials.
- Have trained employees or licensed clean up company remediate spill/release of hazardous materials.

General

A Hazardous Materials Incident covers a 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 and Environmental Health & Safety Manager
- Follow Evacuation Procedures, if deemed necessary
- Call 911, if deemed necessary
- Incident Commander will notify the Superintendent/President
- 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 an off-site hazardous material accident which could affect the District, the Incident Commander will ensure:

- HVAC power is shut off.
- Communication to employees that all windows and doors must remain closed until further notice.
- Administrators have been notified.

Power and Utility Failure

Extended power outages may impact the whole District. 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 Employees 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 M&O Department should identify the location of all electrical main and subpanels throughout the District.

- Use a 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 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 the items needed that rely on electricity.
- Identify and have emergency plans for students or employees relying upon medical devices powered by electricity and refrigerated medicines.
- Find out how long medication, chemicals or essential supplies 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 what emergency supplies 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 refrigerators and/or freezers 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.

During the Power Outage

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.
- Generators and any fuel or gas-powered devices should always be used outdoors and at least 20 feet away from windows to avoid carbon monoxide poisoning.
- 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

Purpose

The State of California is vulnerable to a variety of severe weather hazards. This incident annex addresses the hazards associated with severe weather. When severe weather occurs, the impacts can be devastating and may affect isolated locations or multiple areas simultaneously.

When the impacts exceed the capabilities of local jurisdictions, the State must respond in a prompt, organized, and efficient manner 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.

Situation and Assumptions

In Southern California, there may be times when we experience extreme inclement weather. Examples of this could include the following:

El Niño

During El Niño, trade winds weaken. Warm water is pushed back east, toward the west coast of the Americas. El Niño means Little Boy in Spanish. South American fishermen first noticed periods of unusually warm water in the Pacific Ocean in the 1600s. The full name they used was El Niño de Navidad because El Niño typically peaks around December.

El Niño can affect our weather significantly. The warmer waters cause the Pacific jet stream to move south of its neutral position. With this shift, areas in the northern U.S. and Canada are dryer and warmer than usual. But in the U.S. Gulf Coast and Southeast, these periods are wetter than usual and have increased flooding.

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.

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.

Continuity of Operations (Annex Specific)

The goal of emergency management is to restore operations of any organization back to its primary purpose, or "normal." In some cases, restoration of operations may have to be a new normal.

Organization and Assignment of Responsibilities

This organization follows SEMS/NIMS requirements, specifically incorporating the Incident Command System into emergency and incident operations.

Plan Development

This annex was selected for inclusion in this Emergency Operations Plan (EOP) following best practices Hazard/Threat Analysis and is reviewed annually for currency and applicability.

- 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 affected.
- Local jurisdictions adversely affected by severe weather may use 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.

Authorities and References

Center for Disease Control - Natural Disasters and Severe Weather

National Weather Service – Severe Weather Awareness

Ready.Gov – Severe Weather

Incident Command Actions

For predictable severe weather, such as excessive rain, wind, and/or snow, the following should be included in your procedures:

Before
- Review your current Emergency Operations Plan (EOP) and make sure it is up to date with current best practices.
- Monitor weather via reliable weather sources, such as NWS.
- Have stored rain gear or have material that could be used for rain protection, such as plastic bags with head and arm cutouts.
- Have enough food and water available for your site (typically a gallon of water, per day, for everyone)
- Access to sand and sandbags at a convenient location
- Make sure there are no outstanding work orders from any earlier storm damage.
- Make sure all gutters, roof drains, downspouts, and catch basins are free and clear of any debris that might block normal water flow.

- If sites have generators, make sure they are currently operational and appropriately ready to run.
- Trim trees and remove dead limbs or trees.
- Obtain a large map of the geographical area of your district that shows streets and utilities.

During

- Follow your emergency operations plan.
- Start an activity log of the event (use the ICS 214 log for this purpose)
- Provide damage control to minimize or mitigate property damage or loss.
- Be prepared for possible power outage.
- Monitor issues happening in your community.

After

- Conduct inspection of sites and seal off damaged areas from access by site seers
- Conduct debris and mud clean up (use your property insurance provider for aid)
- Figure out classroom availability and possible alternate classroom locations for damaged and unavailable classrooms.
- Be prepared for mold inspections and remediation of possible mold damaged areas.
- Collect and complete all documentation, including logs, pictures taken, damage assessments, etc.
- Accounting for all overtime performed
- Human Resources and supervisors prepare returning employees on status of workspace. Employees may need additional support.
- Prepare employees to collaborate with returning students (may need crisis counseling referrals)
- Report any injuries to workers' compensation (risk management)
- Keep employees well informed of all progress and any concerns.