CHINO VALLEY UNIFIED SCHOOL DISTRICT

EMERGENCY OPERATIONS PLAN

PREPARED BY

EMERGENCY MANAGEMENT SAFETY PARTNERS

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LETTER OF PROMULGATION

To: Employees, Parents, Students, and Community Members of Chino Valley Unified School District

The Chino Valley Unified School District is committed to the safety and security of students, faculty, staff, and visitors on its campus. To support that commitment, the School Board has asked for a thorough review of the district's emergency protection, mitigation, prevention, preparedness, response, and recovery procedures relevant to natural, technological, and human-caused disasters.

The School District's Emergency Operations Plan establishes an Emergency Management Organization. It assigns functions and tasks consistent with California's Standardized Emergency Management System (SEMS) and the National Incident Management System (NIMS). It provides for the integration and coordination of planning efforts through a whole community approach. It authorizes school district personnel to perform their duties and tasks before, during, and after an emergency.

This plan was developed for schools, staff, and all school district personnel with emergency services responsibilities within the school district. The content is based upon guidance approved and provided by the Federal Emergency Management Agency standard on EOP organization for schools and the California Office of Emergency Services. It intends to provide direction on responding to an emergency from the onset, through an extended response, and into the recovery process.

This EOP will be submitted to the School Board for review and, upon their concurrence, officially adopted and promulgated.

This promulgation shall be effective upon its signing and shall remain in effect until amended or rescinded by further promulgation. The promulgation of this EOP further affirms the school district's support for emergency management and a safe and resilient school community.
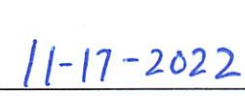
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SCHOOL BOARD

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11/17/22
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11-17-2022
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APPROVAL AND IMPLEMENTATION

Emergency Operations Plan

This emergency operations plan is hereby approved. This plan is effective immediately and supersedes all previous editions.

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SUPERINTENDENT	DATE
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RECORD OF CHANGES

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STATE AUTHORITIES

School administrators have the responsibility to ensure the safety of their students and staff in an emergency, whether it's an earthquake, a flood, or a terrorism incident. Developing emergency plans and training staff in emergency response procedures are required by law. The Katz Act [Sections 35295-35297 of the *California Education Code*] requires that schools plan for earthquakes and other emergencies.

The Petris Bill [Section 8607 of the *California Government Code*] requires that school districts be prepared to respond to emergencies using the Standardized Emergency Management System (SEMS). This necessitates that the principles of SEMS be incorporated in plans, that all school personnel are trained in how the system works, and that schools have drills and exercises to practice using the system.

APPROVAL AND IMPLEMENTATION

The School Districts Emergency Operations Emergency operations plan addresses the School Districts' planned response to extraordinary emergencies associated with natural or man-made disasters under an all-hazards approach. This plan does not apply to daily emergency incidents, or the established departmental procedures used to cope with such emergencies. Instead, this plan focuses on operational concepts implemented in large-scale disasters, which can pose significant threats to life, property, and the environment, requiring unusual emergency responses.

This plan accomplishes the following:

- Establishes the Emergency Management Organization required to mitigate any significant emergency or disaster affecting the School District.
- Identifies the roles and responsibilities required to protect the health and safety of the School Districts employees and students, public and private property, and the environment due to natural or human-caused emergencies/disasters.
- Establishes the operational concepts associated with a field response to emergencies, the School Districts Emergency Operation Center (EOC) activities, and the recovery process.

Upon concurrence of the School Board, the plan will be officially adopted and promulgated. The approval date will be included on the title page. As necessary, the plan will be distributed to school district departments, supporting agencies, and community organizations assigned primary responsibilities with the Emergency Operations Plan.

Upon the delegation of authority from the Superintendent, specific modifications can be made to this plan without the signature of the School Board. This Emergency Operations Plan and its attachments supersede all previous School Districts Emergency Operations Plan versions.

PLAN CONCURRENCE

The following list of signatures documents each School Board Member's concurrence and receipt of the 2022 Chino Valley Unified School Districts Emergency Operations Plan.

Board Member   _____Date_____

Board Member   _____Date_____

Board Member   _____Date_____

Board Member   _____Date_____

Board Member   _____Date_____

Board Member   _____Date_____

Board Member   _____Date_____

1. INTRODUCTION

1.1. PURPOSE OF THE PLAN

The purpose of the Chino Valley Unified School District (CVUSD) Emergency Operations Plan (EOP) is to provide the planning foundation for a coordinated response to extraordinary emergencies associated with natural and human-caused emergencies or disasters affecting Chino Valley Unified School District. Developing, maintaining, and exercising the plan empowers employees to act quickly and knowledgeably. The plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan assures parents and other community members that Chino Valley Unified School District has established guidelines and procedures to respond effectively to incidents/hazards.

This plan is the principal guide for the school district's response to, management of, and recovery from actual or potential emergencies and disasters occurring within its designated geographic boundaries. Specifically, this plan is intended to:

- Outline the methods and procedures used by emergency management personnel to assess emergencies and take appropriate actions to save lives, reduce injuries, prevent, or minimize damage to public and private property, and protect the environment.
- Identify the components of an Emergency Management Organization and establish associated protocols required to effectively respond to, manage and recover from major emergencies and disasters.
- Develop a whole community approach to emergency management to facilitate a response that includes the entire community.
- Identify the organizational framework for the overall management and coordination of emergency operations by implementing the National Incident Management System (NIMS) and Standardized Emergency Management System (SEMS).
- Identify the responsibilities of local, state, and federal agencies in the event of an emergency or disaster affecting the school district.
- Define the operational concepts and procedures associated with the EOC interface with the field emergency responders.
- Facilitating mutual aid to supplement local resources.
- Facilitating multi-agency and multi-jurisdictional coordination, particularly between local government, the private sector, operational area (OA), state response levels, and appropriate federal agencies in emergency operations.
- Support the provision of public information throughout the emergency, including information on personal protective actions their key stakeholders can take.
- Serve as an operational plan and a reference document that may be used for pre-emergency planning in addition to emergency operations.
- To be used in coordination with applicable local, state, and federal contingency plans.

Developing, maintaining, and exercising the District's EOP increases legal protection. Schools without an established emergency operations plan may be liable for their absence. While no set of policies rules out the potential for legal problems, establishing procedures and guidelines on the best professional practices provides a margin of protection against liability.

This plan is divided into two parts containing general and specific information about the school district's emergency management operations. Those parts are as follows:

Basic Plan- This part provides the structure and organization of the cities emergency management structure identifies roles and responsibilities, describes the concept of emergency operations, and identifies how the school district implements SEMS and NIMS, as established by federal and state emergency management entities. It has been developed to help Chino Valley Unified School District protect its staff and students during an emergency. This plan takes an all-hazard approach to emergency management and plans for prevention, protection, mitigation, response, and recovery.

EOC Management and Plan Implementation- This part introduces EOC operations, processes, considerations, sections, and positions and provides supporting documentation such as job aids and forms to support an EOC operations activation.

The mission of Chino Valley Unified School District in an emergency/disaster is to:

- Prevent emergencies and disasters
- Protect lives and property
- Mitigate the effects of a disaster
- Respond to emergencies promptly and appropriately.
- Aid in recovery from disasters

1.2. SCOPE OF THE PLAN

The school EOP provides guidelines and procedures for dealing with current and potential school incidents. The basic plan and the functional and hazard-specific annexes outline an organized, systematic method to mitigate, prevent, prepare for, respond to, and recover from incidents. The plan discusses staff expectations, roles and responsibilities, direction and control systems, internal and external communications, training and sustainability, authority and references defined by local, state, and federal government mandates, standard and specialized procedures, and specific hazard vulnerabilities and responses/recovery.

This plan guides how the Chino Valley Unified School District will collaborate with federal, regional, and local first responders in compliance with the Standardized Emergency Management System (SEMS) and the National Incident Management

System (NIMS). This plan has been designed to ensure the Chino Valley Unified School District has fully incorporated SEMS-compliant policies and procedures into its daily and event management processes.

1.2.1. Coordinating with Emergency First Responders

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency management, mental health, and other community organizations. Our School EOP includes planning with various federal, state, and local agencies and community service providers to aid in timely communication and response to an incident. Our school planning may include written agreements to help coordinate services between the agencies and the school. If mutual aid agreements are created, a copy will be maintained with other necessary documents related to this school's emergency operations plan. Planning should specify the communication and services one agency provides to another. Following state law, our plan has been shared with our first response agencies, fire, police, and emergency medical services. A list of all agencies who received this plan will be made available upon request.

1.2.2. Situation Overview

Chino Valley Unified School District is exposed to many hazards, which can disrupt the school community, causing casualties and damaging and destroying public or private property. A summary of risks is provided in Table 1, based on the Local Jurisdictional Hazard Mitigation Plan (LHMP).

1.2.3. Enrollment and Employment Figures

The District Office is located at 5130 Riverside Dr. Chino 91710-4130. The district's current enrollment is approximately 26,516 students. The district occupies the following school buildings and locations. This is listed below in Table 1:

TABLE 1: School Site Locations

School	County	District	City	Address
Alicia Cortez Elementary	San Bernardino	Chino Valley Unified	Chino	12750 Carissa Ave.
Allegiance STEAM Academy - Thrive	San Bernardino	Chino Valley Unified	Chino	5862 C St.
Anna A. Borba Fundamental Elementary	San Bernardino	Chino Valley Unified	Chino	4980 Riverside Dr.
Boys Republic High	San Bernardino	Chino Valley Unified	Chino Hills	3493 Grand Ave.
Buena Vista Continuation High	San Bernardino	Chino Valley Unified	Chino	13509 Ramona Ave.
Butterfield Ranch Elementary	San Bernardino	Chino Valley Unified	Chino Hills	6350 Mystic Canyon Dr.
Cal Aero Preserve Academy	San Bernardino	Chino Valley Unified	Chino	15850 Main St.
Canyon Hills Junior High	San Bernardino	Chino Valley Unified	Chino Hills	2500 Madrugada Dr.
Chaparral Elementary	San Bernardino	Chino Valley Unified	Chino Hills	4849 Bird Farm Rd.
Chino High	San Bernardino	Chino Valley Unified	Chino	5472 Park Pl.
Chino Hills High	San Bernardino	Chino Valley Unified	Chino Hills	16150 Pomona Rincon Rd.
Chino Valley Adult	San Bernardino	Chino Valley Unified	Chino	12970 Third St.
Chino Valley Learning Academy	San Bernardino	Chino Valley Unified	Chino Hills	15650 Pipeline Ave.
Country Springs Elementary	San Bernardino	Chino Valley Unified	Chino Hills	14145 Village Center Dr.
Dickson Elementary	San Bernardino	Chino Valley Unified	Chino	3930 Pamela Dr.
Don Antonio Lugo High	San Bernardino	Chino Valley Unified	Chino	13400 Pipeline Ave.
E. J. Marshall Elementary	San Bernardino	Chino Valley Unified	Chino	12045 Telephone Ave.
Eagle Canyon Elementary	San Bernardino	Chino Valley Unified	Chino Hills	13435 Eagle Canyon Dr.
Edwin Rhodes Elementary	San Bernardino	Chino Valley Unified	Chino	6655 Schaefer Ave.
Gerald F. Litel Elementary	San Bernardino	Chino Valley Unified	Chino Hills	3425 Eucalyptus Ave.
School	County	District	City	Address
Glenmeade Elementary	San Bernardino	Chino Valley Unified	Chino Hills	15000 Whirlaway Ln.
Hidden Trails Elementary	San Bernardino	Chino Valley Unified	Chino Hills	2250 Ridgeview Dr.
Howard Cattle Elementary	San Bernardino	Chino Valley Unified	Chino	13590 Cypress Ave.
Levi H. Dickey Elementary	San Bernardino	Chino Valley Unified	Ontario	2840 Parco Ave.
Liberty Elementary	San Bernardino	Chino Valley Unified	Ontario	2730 South Bon View Ave.
Lyle S. Briggs Fundamental	San Bernardino	Chino Valley Unified	Chino	11880 Roswell Ave.
Magnolia Junior High	San Bernardino	Chino Valley Unified	Chino	13150 Mountain Ave.
Michael G. Wickman Elementary	San Bernardino	Chino Valley Unified	Chino Hills	16250 Pinehurst Dr.
Newman Elementary	San Bernardino	Chino Valley Unified	Chino	4150 Walnut Ave.
Oak Ridge Elementary	San Bernardino	Chino Valley Unified	Chino Hills	15452 Valle Vista Dr.
Ramona Junior High	San Bernardino	Chino Valley Unified	Chino	4575 Walnut Ave.
Robert O. Townsend Junior High	San Bernardino	Chino Valley Unified	Chino Hills	15359 Ilex Dr.
Rolling Ridge Elementary	San Bernardino	Chino Valley Unified	Chino Hills	13677 Calle San Marcos
Ruben S. Ayala High	San Bernardino	Chino Valley Unified	Chino Hills	14255 Peyton Ave.
Walnut Avenue Elementary	San Bernardino	Chino Valley Unified	Chino	5550 Walnut Ave.
Woodcrest Junior High	San Bernardino	Chino Valley Unified	Ontario	2725 South Campus Ave.

Chino Valley Unified School District is committed to safely evacuating and transporting students and staff with functional needs. The functional needs population includes, but is not limited to, students/staff with:

- Limited English proficiency
- Blindness or visual disabilities
- Cognitive or emotional disabilities
- Deafness or hearing loss
- Mobility/physical disabilities (permanent and temporary)
- Medically fragile health (including asthma and severe allergies)

The district's current enrollment of students with access and functional needs is approximately 3,489; however, this number may fluctuate. Students and staff may require additional assistance if they are temporarily on crutches, wearing casts, etc.

Classrooms containing students and staff that require additional assistance during an incident will be noted by an asterisk next to the room number during the applicable class period(s) on the master schedule. The list of students and staff names with functional needs and their schedules is available in both hard and electronic copies in each school building's main office. A list of staff members trained and assigned to assist the population with functional needs during drills, exercises, and incidents is also available in hard copy and electronic copy in each school building's main office. The superintendent and facilities manager will also have hard and electronic copies in each office.

1.2.4. Hazard Analysis Prioritization and Summary

Chino Valley Unified School District is exposed to many hazards that can impact the school community, causing casualties and can damage or destroy public or private property. Once the Hazard Assessment Matrix is developed, the hazards are then given a priority ranking. In the Hazard Assessment Matrix below, the "Red" boxes represent the highest priority hazards, the "Yellow" boxes represent middle priority, and the "Green" boxes represent lower priority. The Hazard Assessment Matrix shows that the three hazards considered the greatest threat to the region are earthquakes, floods, and high winds. The Hazard Profile section outlines these hazards in-depth, reviews the exposure of assets to these hazards, and estimates losses or assesses risk for significant events associated with these hazards.

1.2.5. Hazard and Assessment

The region's top three hazards (as required by FEMA HMP Guidelines) are in the red section of Table 2. Utilizing the LHMPs from the surrounding jurisdictions, the hazard analysis is listed below:

Table 2: Surround Jurisdictions Local Hazard Analysis

		IMPACT		
		High	**Medium**	**Low**
PROBABILITY	**High**	• Earthquake • Flood • High Winds	• Water Shortage • Wildfire • Extreme Heat • Severe Storm • Hazardous Materials • Fire	
	Medium	• Transportation • Communications	• Power Outage • Infestation • Lightning	• Extreme Cold • Hail
	Low	• Dam Inundation • Terrorism • Pandemic • Nuclear	• Civil Disturbance • Cyber Attack • Radiological • Explosion	• Tornado

1.2.6. Chino Valley High Priority Hazards

- **Earthquakes:**
  Earthquakes are a significant concern to all school sites in CVUSD. The area around CVUSD is seismically active since it is situated on the boundary between two tectonic plates. Earthquakes can cause severe structural damage to buildings, overlying aqueducts, transportation facilities, and utilities and can lead to loss of life. Also, earthquakes can cause collateral emergencies, including dam and levee failures, fires, and landslides. Seismic shaking is the single greatest cause of damage from an earthquake in the surrounding region, followed by liquefaction.

  Liquefaction occurs when loosely packed sandy or silty materials saturated with water are shaken hard enough to lose strength and stiffness. Liquefied soils behave like a liquid and are responsible for tremendous damage in an earthquake. For example, it can cause buildings to collapse, pipes to leak, and roads to buckle.

- **Wildfire:**
  i. CVUSD has some school sites close to the Local Responsibility Area. While a wildfire may not directly impact the school sites, it could be affected by smoke and evacuation orders. This could impact students and staff that may live in the areas affected.

- **Flood:**
  Floods are the second most widespread of all-natural disasters faced by the

region and cities surrounding CVUSD. Most United States communities have experienced some flooding during or after spring rains, heavy thunderstorms, winter snow thaws, or summer thunderstorms.

   i. Most of the flood risk in the region is expressly subject to inundation due to heavy rainfall and resulting urban street flooding. Many agencies use the extent of flooding associated with a 1-percent annual probability of occurrence (the base flood or 100-year flood) as the regulatory boundary. It helps identify the location and extent of flooding in regional areas.

- **Hazardous Materials:**
   i. Hazardous materials are used for various purposes and are regularly transported through many areas in and around CVUSD school sites. Chemicals stored within ¼ of a mile of a school site are included in their Comprehensive Safe School Plan and are on file at the district office.

- **Loss or Failure of Utilities:**
   i. The procedure addresses situations involving loss of water, power, or other utility on school grounds. It should also be used in gas leaks, exposed electrical lines, or break-in sewer lines.

- **Evacuation:**
   i. There are situations where a partial or full evacuation may be necessary to prevent injuries and protect life.

   ii. A comprehensive list of potential natural, technological, and man-made threats, including initial response actions, are listed in the EOP Part 2 Plan.

PLANNING ASSUMPTIONS AND LIMITATIONS

1.2.7. Planning Assumptions

- The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, lesser threats, and others that may develop in the future.
- A major disaster could occur at any time and any place. In many cases, dissemination of warnings to the public and implementation of increased readiness measures may be possible; however, some emergencies may occur with little or no warning.
- A single site incident (e.g., fire, gas main breakage) could occur at any time without warning; the employees at the school affected cannot and should not wait for direction from local emergency response agencies. Action is required immediately to save lives and protect school property.
- Following a significant catastrophic incident, the school may have to rely on its resources to be self-sufficient for up to 72 hours.
- There may be many injuries of varying degrees of seriousness to faculty, staff,

and students. Rapid and appropriate responses will reduce the number and severity of injuries.

- Outside assistance from local fire, law enforcement, and emergency management will be limited and available as resources permit. Since it takes time to request and dispatch external aid, the school must be prepared to conduct the initial incident response until responders arrive at the site.
- Proper prevention and mitigation actions such as creating a positive school environment, developing comprehensive safe school plans, and conducting fire and safety inspections can prevent or reduce incident-related losses.
- Maintaining the School District EOP and providing frequent opportunities for stakeholders (staff, students, parents, emergency responders, and external partners) to participate in training and conduct periodic emergency drills and exercises can improve the district's readiness to respond to incidents.
- Per the California Code of Regulations Title 24, Part 9, school buildings will be made available to municipal, county, and state officials for emergency planning, exercise purposes, and primary service as mass-care facilities in a community emergency evacuation.
- According to the guidelines provided by FEMA, the school district has developed this plan using the guidance document "*Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101.*"
- The school district has developed this plan consistent with the Readiness and Emergency Management for Schools (REMS) Technical Assistance Center: *"Guide for Developing High-Quality Emergency Operations Plans for K-12 Schools."*
- The Chino Valley Unified School District emergency operations plan will follow the National Incident Management System (NIMS) guidelines.

1.2.8. Planning Limitations

The Chino Valley Unified School District will respond to the incident to the best of its ability. As personnel and resources may be overwhelmed, Chino Valley Unified School District can only endeavor to make every reasonable effort to manage the situation with the help and information available.

2. CONCEPT OF OPERATIONS

2.1. OBJECTIVES

The Chino Valley Unified School District (CVUSD) emergency operations plan aims to protect the lives and well-being of its students and staff through the prompt and timely response of trained school personnel should an emergency affect any school within the district. To meet those objectives, the Chino Valley Unified School District shall establish and maintain a comprehensive emergency operations program that includes plans and procedures, security audits, training and exercise, state compliance, comprehensive safe school plans, and plan review and maintenance.

During a major emergency response, the school district will coordinate with numerous governmental, non-governmental, and private organizations. The school district follows a specific response structure that designates how local, county and state-level entities coordinate and communicate during emergency response operations to enable a multi-faceted operation.

This Concept of Operations guides school district decision-makers and plan users regarding the sequence and scope of actions to be taken during a school district emergency response.

The school district practices can be summarized in six key elements: (1) goals, priorities, and strategies; (2) plan activation; (3) proclaiming an emergency; (4) presidential declarations; (5) emergency management response levels; and (6) the sequence of events during disasters.

2.2. OPERATIONAL GOALS

During the response phase, the agencies charged with responsibilities in this plan should focus on the following five goals:

- Mitigate hazards
- Meet basic human needs
- Address the needs of people with Access and Functional Needs (AFN)
- Restore essential services
- Support school district reconstitution and recovery operations

It is the responsibility of CVUSD officials to protect students and staff from the effects of hazardous events. This involves identifying and mitigating hazards, preparing for, responding to, and managing the recovery from emergencies that affect the school district. The CVUSD officials' responsibility is to provide in-service emergency response education for all school and office personnel.

The school principal's responsibility is to conduct drills and exercises to prepare school personnel and students for an emergency. To achieve the necessary objectives, an emergency management program has been organized that is integrated (employs the district, school, local emergency responders, organized volunteer groups, and businesses) and comprehensive (addressing mitigation/prevention, preparedness, response, and recovery). This plan is one element of the preparedness activities.

This plan is based on a multi-hazard approach to emergency planning. It addresses general functions that may need to be performed during any emergency and is not a collection of plans for specific types of incidents. For example, the communications annex can be used to determine roles and responsibilities and outline processes for notifications and alerts that can be used in any emergency, whatever the cause. The Incident Command System (ICS) will manage all emergencies within the district. We encourage using ICS to perform non-emergency tasks to promote familiarity with the system. All district and school site personnel will be trained in ICS.

Each school site will conduct at least one disaster response or emergency preparedness drill annually as required by law. In this plan, personnel tasks are expected to develop and keep current standard operating procedures (SOP) that describe how emergency tasks will be performed. The Chino Valley Unified School District is charged with ensuring that training and equipment necessary for an appropriate response are in place.

This plan is based upon the concept that the Chino Valley Unified School District must perform the emergency functions that generally parallel some of their normal day-to-day operations. The same personnel and material resources used for daily activities will be employed during emergencies to the extent possible. Personnel and equipment resources are limited; some routine functions that do not contribute directly to the emergency may be suspended for the emergency duration. The personnel, equipment, and supplies typically required for those functions will be redirected to accomplish emergency tasks.

2.3. OPERATIONAL PRIORITIES

Initial Response:
1. The Chino Valley Unified School District personnel are likely to be first on the scene of an emergency at the school. The district will take charge and remain in control of the incident until it is resolved or delegates the authority to assume responsibility through the transfer of command or forming unified command. They will seek guidance and direction from local officials and technical assistance from state and federal agencies and industry experts where appropriate.
2. The superintendent/principal or designee will be responsible for activating CVUSD EOP and the initial response:
   - **Evacuation**: Requires all staff and students to leave the building. Evacuations can be highly effective if they can be completed before the arrival of the hazard.
   - **Reverse Evacuation:** Requires all students and staff to go to safe places in the building from outside the building.

- **Lockdown**: All exterior doors and classrooms are locked, and students and staff stay in their classrooms.
- **Shelter-in-Place**: Students and staff are held in the building, windows and doors are sealed, and all ventilation systems are shut off. Limited movement is allowed. Shelter-in-place is the most effective during emergencies involving hazardous materials which produce toxic vapors outside the facility.
- **Drop, Cover, and Hold**: Students and staff drop low under furniture, cover their eyes, and protect internal organs.

2.4. OPERATIONAL STRATEGIES

To meet the operational goals, school district personnel should consider the following strategies:

1. **Mitigate hazards**: As soon as practical, suppress, reduce, or eliminate hazards and/or risks to persons, property, and the environment during the disaster response to lessen the actual or potential effects or consequences of future emergencies.
2. **Meet basic human needs**: All possible efforts must be made to supply resources to meet basic human needs, including food, water, accessible shelter, medical treatment, and security during an emergency.
3. **Address needs of individuals with disabilities or access and functional needs**: People with access and functional requirements are more vulnerable to harm during and after an emergency. The needs of these individuals must be considered and addressed.
4. **Restore essential services**: Power, water, sanitation, accessible transportation, and other essential services must be restored as quickly as possible to assist in returning to normal daily activities.
5. **Support Community and Economic Recovery**: A whole community approach is necessary to ensure recovery operations are conducted efficiently, effectively, and equitably, promoting expeditious recovery of the affected areas. Schools are an operational priority for the community.

2.5. STANDING PRIORITIES

Standing priorities provide a framework for the Emergency Operations Center (EOC) during the initial phase of the activation until the first objectives meeting is held. Below are the standing priorities the EOC will utilize:

1. **Situational Awareness/Analysis**
   - Incident Information
   - Information Analysis
   - Current Incident Status
   - Incident Potential Information (12-, 24-, 48-, and 72-hour projections)
   - Intelligence and Investigation

- Public Information
- Current or Potential

2. **Determine Priority of Incident(s)**
   - Life Safety
   - Property Threats
   - High Damage Potential
   - Incident Complexity
   - Environmental Impact
   - Economic Impact

3. **Acquire/Allocate Critical Resources**
   - Critical resources are acquired internally first.
   - As incidents expand, resources are acquired externally.

4. **Crisis Information Management (what is happening, government actions being taken, public actions requested)**
   - Consolidating and packaging incident information.
   - Internal dissemination of information.
   - External dissemination of information.
   - Monitor media reporting for accuracy.

5. **Develop/Advise/Support Policy-Level Decisions**
   - Coordinate, support, and assist with policy-level decisions.
   - Coordinate with Elected/Appointed Officials. Keep elected officials informed.
   - Ensure elected officials clearly understand their role.
   - Ensure a connection between the EOC and constituents.

6. **Coordination with County, State, Federal, Private and Non-Governmental Components**
   - Communications between system components/disciplines.
   - Communications with partners (Private, Governmental, NGO).

2.6. PLAN ACTIVATION

The School Districts Emergency Operations Plan may be activated by the Superintendent or designated alternates under any of the following circumstances:

1. By order of the Superintendent as designated by the school district's policy or as needed on the authority of the Superintendent or designee based on incident complexity.
2. Upon proclamation by the Governor that a State of Emergency exists.
3. Automatically on the proclamation of a State of War Emergency.
4. Upon the declaration by the President of the existence of a National Emergency.
5. Automatically, on receipt of an attack warning or actual attack on the United States or upon the occurrence of a catastrophic disaster that requires an immediate government response.

2.7. **PROCLAIMING AN EMERGENCY**

The California Emergency Services Act provides for three types of emergency proclamations in California: (1) Local Emergency, (2) State of Emergency, and (3) State of War Emergency.

Emergency proclamations expand the emergency powers and authorities of the State and its political subdivisions. They also provide a mechanism for unaffected jurisdictions to provide resources and assistance to affected jurisdictions. Although emergency proclamations facilitate the flow of resources and support to the affected jurisdiction and local government, they are not a prerequisite to providing mutual aid and assistance under existing agreements or requesting assistance from agencies such as the American Red Cross, San Bernardino County, or the State of California.

Local Emergency Proclamations:

In the case of the existence or threatened existence of an emergency that threatens the people, property, or environment of the school district, and the condition is beyond the capability of the school district to control effectively, the Superintendent can proclaim a local emergency. A local emergency may be proclaimed to exist due to a specific situation, such as an earthquake, flood, fire, storm, pandemic, drought, sudden and severe energy shortage, or other conditions.

If assistance is requested through California Disaster Assistance Act (CDAA), a local emergency may be recommended by the Superintendent as specified by the local municipal code and school district policy and issued within 10-days after the actual occurrence of a disaster.

The School Board must ratify a Local Emergency Proclamation within seven days. The governing body must review the need to continue the proclamation at least every 30 days until the local emergency is terminated. The local emergency must be terminated by resolution as soon as conditions warrant.

The Proclamation of a Local Emergency provides the governing body with the legal authority to:

- Request the Governor proclaim the State of Emergency, if necessary.
- Promulgate or suspend orders and regulations necessary to protect life and property, including issuing orders or regulations imposing a curfew within designated boundaries.
- Exercise full power to provide mutual aid to any affected area in accordance with local ordinances, resolutions, emergency plans, or agreements.
- Request state agencies and other jurisdictions to provide mutual aid.
- Require the emergency services of any local official or employee.

- Requisition of necessary personnel and materials from any local department or agency.
- Obtain vital supplies and equipment and, if required, immediately commandeer the same for public use.
- Impose penalties for violation of lawful order.
- Conduct emergency operations without incurring legal liability for performance or failure of performance (Article 17 of the Emergency Services Act provides certain privileges and immunities).

When the School District proclaims a local emergency, it will:
- Notify the County Office of Emergency Management
- Notify the City of Chino
- Notify the City of Chino Hills
- Notify the City of Ontario

Proclamation of a State Emergency:

The Governor proclaims a State of Emergency based on the formal request from the City Council and the recommendation of the California Office of Emergency Services. If conditions and time warrant, the Governor drafts and signs a formal State of Emergency Proclamation. The Governor has expanded emergency powers during a proclaimed State of Emergency. The Governor:

- Has the right to exercise police power as deemed necessary, vested in the State Constitution and the laws of California within the designated area.
- It is vested with the power to use and commandeer public, private, and personnel property, to ensure all resources within California are available and dedicated to the emergency when requested.
- Can direct all state agencies to utilize and employ personnel, equipment, and facilities for the performance of all activities designed to prevent or alleviate the actual and threatened damage due to the emergency and can direct them to provide supplemental services and equipment to political subdivisions to restore any service to provide for the health and safety of the residents of the affected area.
- May make, amend, or rescind orders and regulations during an emergency and temporarily suspend any non-safety-related statutes, ordinances, regulations, or rules that impose restrictions on the emergency response activities.

Proclamation of a State of War Emergency:

In addition to the State of Emergency, the Governor can proclaim a State of War Emergency whenever California or the nation is attacked by an enemy of the United States or upon receipt by California of a warning from the Federal Government indicating that such an enemy attack is probable or imminent. The powers of the Governor granted under a State of War Emergency are commensurate with those granted under the State of Emergency.

Presidential Declarations

When State capabilities are exceeded, the Governor can request federal assistance, including assistance under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (Stafford Act). The Stafford Act authorizes the President to provide financial and other assistance to state and local government, specific private nonprofit organizations, and individuals to support response, recovery, and mitigation efforts following Presidential Emergency or Major Disaster Declarations.

Declaration of Emergency or Major Disaster

The President of the United States can declare an Emergency or Major Disaster under the Robert T. Stafford Disaster Relief and Emergency Assistance Act (41 USC §5121 et seq.), providing federal government resources to support the States' response and recovery activities. While Presidential Declarations under the Stafford Act release federal resources and funding to support response and recovery, federal agencies may also aid under other authorities or agreements that do not require a Presidential Declaration.

Notification Procedures

- In the event of an incident at any district facility, the information flow shall be from the school principal/designee to the district office. Information should include the nature of the incident and the impact on the facility's students and staff. The steps are as follows:

  1. **Step 1:** In an Emergency/Crisis, the Principal or Designee will notify the following:
     a. Local law enforcement Authority
     b. Parents or Guardians
  2. **Step 2:** If it is necessary to send anyone to a hospital by ambulance for a serious injury, send an identified staff member along to serve as a liaison.
  3. **Step 3:** If the emergency/crisis demands an evacuation or shelter in place, proceed to a predetermined site(s).

- If the district receives information, such as a weather warning that may affect a school within the district, the information shall be provided to the school principal and/or designee from the district. Specific guidelines are found in the Communications Annex of this plan.

2.8. EMERGENCY MANAGEMENT RESPONSE LEVELS/ ACTIVATION OF THE EOP

The School District Emergency Operations Plan will be activated when an emergency occurs or threatens to exceed capabilities to respond to and mitigate an incident(s) adequately. The scope of an emergency, rather than the type, will largely determine whether the Emergency Operations Plan and Emergency Operations Center will be activated and to what level.

The district EOC may also be activated whenever an event or pending event requires resources beyond those normally available.

For planning purposes, the California Office of Emergency Services has established three EOC activation levels to guide local response to emergencies Table 3 below:

Table 3: Emergency Operations Center Activation Levels

ACTIVATION LEVEL	DESCRIPTION
LEVEL 3	**Level 3: Lowest Level** • Minimum only used when a few people are needed to manage the situation or monitor. o Events such as potential impacts on the health and safety of students/staff and weather-related events.

LEVEL 2	**Level 2: Partial Level**
	• Used for emergencies or planned events requiring more staff but not a full activation.
	    o Two or more incidents involving more than one school site.
	    o Large-scale power outage.
	    o Hazardous materials incidents with possible evacuations.

LEVEL 1	**Level 1: Major Emergency (Full Activation)** • Complete activation, usually a major emergency requiring acute county or state assistance. The physical EOC needs to be opened and fully staffed.

2.9. TRAINING

- Chino Valley Unified School District understands the importance of training, drills, and exercise in the emergency management program. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the EOP, the following training actions will occur:

- **All CVUSD Employees that are assigned a leadership role at a school site or have been identified to fill a role as part of the Incident Command Team must complete, <u>at a minimum,</u> the following FEMA-approved courses:**

    - IS-100- Introduction to the Incident Command System
    - IS-700- NIMS, An Introduction

        - **Training will be completed by June 2021.**

- **The following FEMA-approved courses are required for all <u>key</u> personnel to become NIMS compliant:**

    - IS-100: Introduction to the Incident Command System
    - IS-200: ICS for Single Resources and Initial Action Incidents
    - IS-700: NIMS, An Introduction
    - IS-800: National Response Framework, An Introduction

        - **The training timeline has not been determined.**

- **CVUSD Employees who are directly involved in the Emergency Operations Center (EOC), Incident Command Post (ICP), or the Joint Information Center (JIC) should take the following courses:**

    - IS-100: Introduction to the Incident Command System,
    - IS-200: ICS for Single Resources and Initial Action Incidents
    - IS-700: NIMS, An Introduction
    - IS-800: National Response Framework, An Introduction
      <u>AND</u>
    - ICS-300: Intermediate Incident Command System
    - ICS-400: Advanced Incident Command System

- **Additional Recommended Training:**

    - G775: EOC Management and Operations
    - G191: ICS/EOC Interface
    - IS-701: Multi-Agency Coordination Systems
    - IS-702: Public Information Systems (JIC Staff)
    - IS-703: Resource Management

ORGANIZATION POSITION	REQUIRED TRAINING	ADDITIONAL RECOMMENDED TRAINING	METHOD OF DELIVERY			TIME
			Course	In-Person	Online	Hr/Days
An employee of CVUSD (serving in a leadership role or on the incident command team to include campus security, coordinators, APs, and above)	• IS-100- Introduction to the Incident Command System, • IS-700- NIMS, An Introduction	• IS-200: ICS for Single Resources and Initial Action Incidents • IS-800: National Response Framework, An Introduction	IS-100		X	2-3 hrs
			IS-200		X	2 hrs
			IS-700		X	2 hrs
			IS-800		X	2 hrs
Incident, Unified, Area Command Staff (Anyone filling roles in the Emergency Operations Center) • Incident Commander • Safety Officer • Liaison Officer • Public Information Officer • Intelligence Officer (Deputies & Assistance) • Operations, Planning, Logistics, Finance/Administration Section Chiefs	• IS-100: Introduction to the Incident Command System, • IS-200: ICS for Single Resources and Initial Action Incidents • IS-700: NIMS, An Introduction • IS-800: National Response Framework, An Introduction • ICS-300: Intermediate Incident Command System • ICS-400: Advanced Incident Command System	• G775: EOC Management and Operations • G191: ICS/EOC Interface • IS-701: Multi-Agency Coordination Systems • IS-702: Public Information Systems (JIC Staff) • IS-703: Resource Management	IS-100		X	2 hrs
			IS-200		X	2 hrs
			IS-700		X	2 hrs
			IS-800		X	2 hrs
			ICS-300	X		3-days
			ICS-400	X		2-days
			G775-EOC Management and Operations	X		2-days
			G191: ICS/EOC Interface	X		1-day

			IS-701: Multi-Agency Coordination Systems		X	2 hrs
			IS-702: Public Information Systems (JIC Staff)		X	2 hrs
			IS-703: Resource Management		X	2 hrs
School Site Leadership (Principals/Assistant Principals) ● Single Resource Leaders ● Field Supervisors ● Other emergency management/response personnel	● IS-100: Introduction to the Incident Command System, ● IS-200: ICS for Single Resources and Initial Action Incidents ● IS-700: NIMS, An Introduction		IS-100		X	2-3 hrs
			IS-200		X	2 hrs
			IS-700		X	2 hrs
School Site Incident Command System Personnel) ● Unit Leaders ● Division/Group Supervisors ● Branch Directors ● Strike Team/Task Force Leaders	● IS-100: Introduction to the Incident Command System, ● IS-200: ICS for Single Resources and Initial Action Incidents ● IS-700: NIMS, An Introduction ● IS-800: National Response	● IS-701: Multi-Agency Coordination Systems ● IS-702: Public Information Systems (JIC Staff) ● IS-703: Resource Management	IS-701: Multi-Agency Coordination Systems		X	2hrs
			IS-702: Public Information Systems (JIC Staff)		X	2hrs
			IS-703: Resource Management		X	2hrs

			Course			Duration
	Framework, An Introduction • ICS-300: Intermediate Incident Command System		ICS-300	X		3-days
			IS-100		X	2-3 hrs
			IS-200		X	2 hrs
			IS-700		X	2 hrs
Policy Group/Senior Executive Staff, Appointed Officials, Elected Leaders (School Board)		• G-402: ICS Overview for Executives and Senior Officials • IS-800: National Response Framework, An Introduction • IS-801-IS-814: Emergency Support Functions (as appropriate based on their responsibilities)	G-402	X		2 hrs
			IS-800		X	1-2 hrs
			IS-801-IS-814		X	1-2hrs/per course

2.10. **IMPLEMENTATION OF THE INCIDENT COMMAND SYSTEM (ICS)**

- The designated Incident Commander (IC) for CVUSD will implement the Incident Command System and serve as the IC until relieving someone more senior, or a more qualified individual is. The IC will establish an Incident Command Post (ICP), assess the situation with local officials, identify response resources required, and direct the on-scene responses from the ICP.
- For disaster situations, a specific incident scene may not exist in the initial response phase. The local Emergency Operations Center may accomplish initial response actions, such as mobilizing personnel and equipment and issuing precautionary warnings to the school community. As a potential threat becomes more apparent and a specific impact site or sites are identified, an Incident Command Post may be established at the school, and direction and control of the response can be transitioned to the IC. This scenario would likely occur during a community-wide disaster.

2.11. **SOURCE AND USE OF RESOURCES**

- Chino Valley Unified School District will use its resources to respond to on-campus emergencies until emergency response personnel arrive. If additional resources are required, the following options exist:
    1. Maintain an inventory of organizational response assets, equipment, and supplies (disaster supplies)-this should be done at least annually as part of the Comprehensive Safe School Plan Site Assessments.
    2. Request assistance from volunteer groups such as the Red Cross.
    3. Request assistance from industry or individuals with the needed resources to assist with the emergency.
    4. Request additional assistance through the County of San Bernardino County Office of Emergency Services.

- Incident Command System

    1. Chino Valley Unified School District will employ ICS in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with its size and scope.
    2. The Incident Commander (at each school site, this would be the principal) is responsible for carrying out the ICS function of command- managing the incident. The four major management activities that form ICS are Operations, Planning, Logistics, and Finance/Administration. For small-scale incidents, the IC and one

or two individuals may perform all these functions. For larger incidents, several individuals from different local emergency response agencies may be assigned to separate staff sections charged with those functions.

3. In emergencies where other jurisdictions or the state or federal government provide significant response resources or technical assistance, it is generally desirable to transition from the standard ICS structure to a Unified Command structure. This arrangement ensures that all participating agencies develop objectives and strategies to deal with the emergency.

4. This plan has been developed and reviewed with the support of our local first responders. In reviewing this plan, the local first responders concur and support our commitment to employ ICS standards and processes when responding to or training for future events.

- Incident Command System (ICS)/ Emergency Operations Center (EOC) Interface:
    - For community-wide disasters, the Municipals and County EOC may be activated. When the EOC is activated, it is essential to establish a division of responsibilities between the incident command (or school site command post) and the EOC. A general division of responsibilities is outlined below:
        - The Incident Command Post is generally responsible for field operations, including:

            - Isolating the scene.
            - Directing and controlling the on-scene response to the emergency and managing the emergency resources committed there.
            - They provide warnings and emergency instructions to district/school staff, students, and emergency responders in the incident area.
            - They determine and implement protective measures for the district/school staff, students, and emergency responders in the incident's immediate area.
            - They are implementing traffic control procedures in and around the incident.
            - Requesting additional resources from the EOC.

    - The EOC is generally responsible for the following:

        - Providing resource support for the incident command.
        - Issuing community-wide warnings.

- Issuing instructions and providing information to the public.
- Organizing and implementing a large-scale evacuation.
- Organizing and implementing sheltering for community evacuees.

- In some large-scale emergencies or disasters, emergency operations with different objectives may be conducted at geographically separated scenes, such as Area Command. In such situations, more than one incident command operation may be established. In this situation, allocating resources to specific field operations must be coordinated through the EOC.

2.12. ACTIVITIES BY PHASE OF EMERGENCY MANAGEMENT

The plan addresses emergency actions conducted during all five phases of the emergency mat. Most Prevention, Protection, and Mitigation activities generally occur before an incident. However, these three mission areas do have ongoing activities that can occur throughout an incident. Response activities occur during an incident, and recovery activities can begin during an incident and occur after the incident.

- **Prevention**
  The Prevention mission area comprises the capabilities necessary to avoid, prevent, or stop a threatened or actual act of violence.

  Prevention Core Capabilities:
  - Planning
  - Public Information and Warning
  - Operational Coordination
  - Intelligence and Information Sharing
  - Interdiction and Disruption
  - Screening, Search, and Detection
  - Forensics and Attribution

- **Protection**
  The Protection Framework houses the capabilities necessary to secure the homeland against terrorism and human-made or natural disasters.

  Protection Core Capabilities:
  - Planning
  - Public Information and Warning
  - Operational Coordination
  - Access Control and Identity Verification
  - Cybersecurity
  - Intelligence and Information Sharing
  - Interdiction and Disruption
  - Physical Protective Measures
  - Risk Management for Protection Programs and Activities

- Screening, Search, and Detection
- Supply Chain Integrity and Security

- **Mitigation**
  Mitigation comprises the capabilities necessary to reduce the loss of life and property by lessening disasters' impact.

  Mitigation Core Capabilities:
  - Planning
  - Public Information and Warning
  - Operational Coordination
  - Community Resilience
  - Long-Term Vulnerability Reduction
  - Risk and Disaster Resilience Assessment
  - Threats and Hazards Identification

- **Response**
  The response comprises the capabilities necessary to save lives, protect property and the environment, and meet basic needs after an incident has occurred.

  Response Core Capabilities:
  - Planning
  - Public Information and Warning
  - Operational Coordination
  - Infrastructure Systems
  - Critical Transportation
  - Environmental Response/Health & Safety
  - Fatality Management Services
  - Fire Management and Suppression
  - Logistics and Supply Chain Management
  - Mass Care Services
  - Mass Search and Rescue Operations
  - On-Scene Security, Protection, and Law enforcement
  - Operational Communications
  - Public Health, Healthcare, and Emergency Medical Services
  - Situational Assessment

- **Recovery**
  Recovery comprises the core capabilities necessary to assist communities affected by an incident to recover effectively. The recovery process includes assistance to students, families, and staff. Examples of recovery programs include temporary relocation of classes, restoration of school services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged stadiums, buildings, and athletic facilities.

Recovery Core Capabilities:
- Planning
- Public Information and Warning
- Operational Coordination
- Economic Recovery
- Health and Social Services
- Housing
- Natural and Cultural Resources
- Infrastructure Systems

2.13. **NIMS, SEMS, and ICS**

Emergency management operations for the school district are organized under the guidelines established by NIMS, SEMS, and ICS. These emergency management structures and guidelines provide the foundation for all emergency operations, creating a flexible organizational structure that can be adjusted to meet the needs of any incident, regardless of the size, extent, or associated damage. Following the identified emergency management structures and guidelines, this plan serves as a local school district management plan.

The school district will manage its internal operations by implementing this plan as outlined and work to support county operations if necessary. Following these standardized systems, the school district EOC is organized into the following sections.
- Management Staff
- Operations Section
- Planning Section
- Logistics Section
- Finance Section

Detailed descriptions of the roles of each position in the EOC can be found in Part 2 of this plan.

2.14. **NATIONAL INCIDENT MANAGEMENT SYSTEM (NIMS)**

The terrorist attacks of September 11, 2001 illustrated the need for all levels of government, the private sector, and nongovernmental agencies to prepare for, protect against, respond to, and recover from a wide spectrum of events that exceed the capabilities of any single entity. These events require a unified and coordinated national approach to planning and domestic incident management. The President signed a series of Homeland Security Presidential Directives (HSPDs) to address this need to develop a common practice for preparedness and response. Two Policy Directives that are of particular importance to emergency planners:
- **HSPD-5, Management of Domestic Incidents:** Identifies steps for improved coordination in response to incidents. It requires the Department of Homeland Security to coordinate with other federal departments and/or agencies and state,

local, and tribal governments to establish a National Response Framework and a National Incident Management System.

- **PPD-8, National Preparedness:** Describes how federal departments and agencies prepare. It requires DHS to coordinate with other federal departments and agencies – and with state, local, and tribal governments to develop a National Preparedness Goal.

Together, the National Incident Management System, National Response Framework, and the National Preparedness Goal define what needs to be done to prevent, protect against, respond to, and recover from a major event; and how well it needs to be done. These efforts align federal, state, local, and tribal entities, the private sector, and nongovernmental agencies to provide an effective and efficient national structure for preparedness, incident management, and emergency response.

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. The system ensures that those involved in incident response/recovery understand their roles and can be useful.

As part of its NIMS implementation, the Chino Valley Unified School District participates in the local government's SEMS/NIMS preparedness program to remain NIMS compliant and believes it is essential to ensure that response/recovery services are delivered to schools promptly and effective manner. NIMS/SEMS compliance for school districts includes completing the following:

- Adopt the use of the Incident Command System (ICS). All staff and students who assume roles described in this plan will receive ICS-100 training.
- Complete NIMS awareness course IS-700 NIMS: An Introduction.
- Participate in the local government's NIMS preparedness program and incorporate the CVUSD into the cities serving schools within the CVUSD.
- All staff and students are expected to train and exercise their school's Comprehensive Safe School Plan. Each school site is charged with ensuring that the training and equipment necessary for an appropriate response/recovery operation are in place.

2.15. **STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)**

The Standardized Emergency Management System (SEMS) is a state-wide California system police officers, firefighters, and other disaster responders use in disaster events. The primary goal of SEMS is to aid in communication and response by providing a common management system and language.

As a result of the 1991 East Bay Hills Fire in Oakland, the legislature passed a law to improve the coordination of state and local emergency response in California. The statute directed the Governor's Office of Emergency Services (OES), in coordination with other state agencies and interested local emergency management agencies, to establish the Standardized Emergency Management System (SEMS) by regulation. State agencies and local governments are required to use SEMS to participate in disasters.

The basic framework of SEMS incorporates the use of the Incident Command System (ICS) (developed under the Fire Fighting Resources of California Organized for Potential Emergencies (FIRESCOPE) Program, multi-agency or inter-agency coordination, the State's master mutual aid agreement, and mutual aid program, the operational area concept, and the Operational Area Satellite Information System (OASIS).

SEMS is designed to be flexible and adaptable to the varied emergencies that can occur in California and to meet the emergency management needs of all responders. By law, state agencies must use SEMS when responding to emergencies involving multiple jurisdictions or multiple agencies. Local governments are strongly encouraged to use SEMS and must use SEMS to be eligible for state funding of certain response-related personnel costs. While local governments are not required to take the State Approved Courses of Instruction on SEMS, they are required to maintain minimum training competencies in SEMS.

- **Standardized Emergency Management System Functions:** The Standardized Emergency Management System requires that every emergency response involving multiple agencies include the five functions identified in Figure 1: Standardized Emergency Management System Functions. These functions must be applied at each level of the Standardized Emergency Management System organization.
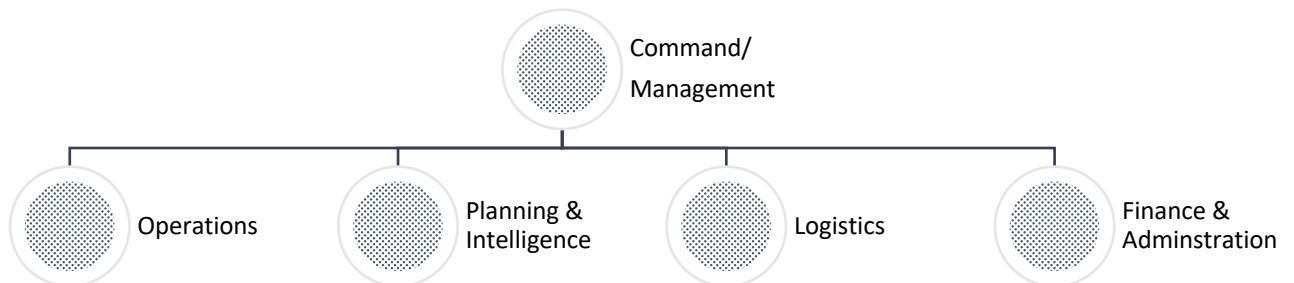
FIGURE 1: STANDARDIZED EMERGENCY MANAGEMENT SYSTEM FUNCTIONS

- **Command/Management:** Command is responsible for the directing, ordering, and/or controlling of resources at the field response level. Management is responsible for overall emergency policy and coordination at the Standardized Emergency Management System Emergency Operations Center levels. Command and Management are further discussed below:
  - **Command:** A key concept in all emergency planning is to establish command and tactical control at the lowest level that can perform that role effectively in the organization. In the Incident Command System, the Incident Commander, with appropriate policy direction and authority from the responding agency, sets the objectives and approves the strategy and tactics to meet those objectives. The Incident Commander must respond to a higher authority. Depending upon the incident's size and scope, the higher authority could be the next ranking level in the organization, up to the agency or department executive. When activated, this relationship provides an operational link with policy executives who customarily reside in the Department Operations Center of the Emergency Operations Center (EOC).
  - **Management:** The Emergency Operations Center is a central location where multiple agencies or organizations coordinate information collection and evaluation, priority setting, and resource management. Within the Emergency Operations Center, the Management function:
    - Facilitates multiagency coordination and executive decision-making in support of the incident response
    - Implements the policies established by the governing bodies
    - Facilitates the activities of the Multiagency Coordination Group

- **Operations:** Responsible for coordinating and supporting all jurisdictional operations supporting the response to the emergency through implementing the organizational level's Action Plans. At the Field Level, the Operational Section is responsible for the coordinated tactical response directly applicable to or in support of the objectives in accordance with the Incident Action Plan. In the Emergency Operations Center, the Operations Section Coordinator/Chief manages functional representatives who share information and decisions about discipline-specific operations.

- **Logistics:** Responsible for providing facilities, services, personnel, equipment, and materials to support the emergency. Unified ordering takes place through the Logistics Section to ensure controls and accountability over resource requests. As needed, Unit Coordinators are appointed to address the needs for communications, food, medical supplies, facilities, and ground support.

- **Planning/Intelligence:** Responsible for collecting, evaluating, and disseminating operational information related to the incident for preparing and documenting the Incident Action Plan at the Field Level or the Action Plan at an Emergency Operations Center. Planning/Intelligence also maintains information on the current and forecasted situation and the status of resources assigned to the emergency or the Emergency Operations Center. As needed, Unit Coordinators are appointed to collect and analyze data, prepare situation reports, develop action plans, set Geographic Information Systems priorities, compile, and maintain documentation, conduct planning, manage technical specialists, and coordinate demobilization.

- **Finance/Administration:** Responsible for all the emergency financial and cost analysis and administrative aspects not handled by the other functions. As needed, Unit Leaders are appointed to record time for Emergency Operations Center personnel time and hire equipment, coordinate procurement activities, process claims, and track costs.

  The field and Emergency Operations Center functions are illustrated in **Table 3: Field and Emergency Operation Center Standardize Emergency Management Functions Comparison**.

SEMS Function	Field Level	EOCs
Command / Management	Command is responsible for directing, ordering, and/or controlling resources	Management is responsible for the facilitation of overall policy, coordination, and support of the incident
Operations	The coordinated tactical response of all field operations in accordance with the Incident Action Plan	The coordination of all jurisdictional operations in support of the response to the emergency in accordance with the Emergency Center Action Plan
Planning & Intelligence	The collection, evaluation, documentation, and use of intelligence related to the incident	Collecting, evaluating, and disseminating information and maintaining documentation relative to all jurisdiction activities
Logistics	Providing facilities, services, personnel, equipment, and materials in support of the incident	Providing facilities, services, personnel, equipment, and materials in support of all jurisdictional activities as required
Finance & Administration	Financial and cost analysis and administrative aspects not handled by the other functions	Responsible for coordinating and supporting administrative and fiscal considerations surrounding an emergency incident

TABLE 3: FIELD AND EMERGENCY OPERATION CENTER STANDARDIZE EMERGENCY MANAGEMENT FUNCTIONS COMPARISON

3. ORGANIZATION AND ASSIGNMENT RESPONSIBILITIES

3.1. ROLE OF STAFF IN THE EOC

For the school district, this basic plan establishes the operational organization relied on to respond to an emergency. Chino Valley Unified School District uses the Standardized Emergency Management System, The National Incident Management System, and the Incident Command System to be consistent with the National Response Framework concepts and coordinate with other response partners within San Bernardino County.

The following sections list the school district's organizational structure and departmental roles and responsibilities during an Emergency Operations Center activation.

3.2. ROLE OF THE ELECTED OFFICIAL AND SCHOOL BOARD MEMBERS

All disasters are locally driven events, and it is the board member's role to provide leadership and policy guidance to their school district before, during, and after a disaster. It is important for school board members to engage in ongoing preparedness efforts, which involve activities undertaken to prepare for disasters and emergencies and facilitate future response and recovery efforts. The following section detail some of the school board's roles and responsibilities during and following a disaster. Here are some examples of pre-disaster guidance on how the school board can participate in the planning process.

- Establish objectives and priorities for the emergency management program and provide general policy guidance on its conduct.
- Establish a school emergency operation plan review committee to approve and coordinate all emergency response plans.
- Review school construction and renovation projects for safety.
- Review school construction and renovation projects for safety and pre-hazard mitigation grant programs.

3.3. ROLE OF SCHOOL BOARD MEMBERS DURING AN EMERGENCY/DISASTERS

The primary role of a school board member during a disaster is that of support. As the disaster is occurring and the immediate response is underway, you will best serve your school community by empowering and allowing the responders and the EOC staff the freedom to manage the incident as they have been trained to do. Allow them time to stabilize the situation before attempting to step in as a decision-maker. Your role as a decision-maker will come, but the primary goal of addressing a disaster as it is happening is to stabilize the situation quickly and efficiently – your staff will do that for you. To help in this goal, your role consists of the following:

- Support and work with your emergency management officials as needed. This may include facilitating communication with and obtaining assistance from other agencies, declaring a local state of emergency, and issuing emergency orders.
- Communicate quickly, clearly, and effectively to your key stakeholders and work with your partners to ensure a coordinated message.
- Get accurate information early and often, and ensure all messaging is accessible.
- Maintain situational awareness regarding the disaster by staying informed.
- Provide direction for response-related activities when appropriate.
- Trust and empower your staff to make the right decisions.
- Serve your school community by allowing the First Responders and the EOC staff to manage the incident as they are trained. The active participation of school board members in planning/training before a disaster and leadership during the recovery period is where you will have the most significant impact and be of the most value.
- Use an EOC Liaison to help you stay informed during the incident.

3.4. ROLE OF SCHOOL BOARD MEMBERS FOLLOWING AN EMERGENCY/DISASTERS

The primary role of a school board member after a disaster is that of leadership. Once the first responders and EOC staff have stabilized the situation, your role as a school board member becomes crucial to the recovery process. Reconstitution is your primary goal. Getting children back into the classrooms is the number one priority for your community to recover. Understanding what steps need to be taken and what resources are required to accomplish this is critical in recovery efforts. To help in achieving this goal, the following is a list of roles for you to fill.

- Understand the disaster assistance programs available and the application process for the State of California and the Federal Disaster Declarations.
- Support your community throughout the recovery – it can be a long process and may take multiple years.
- Help identify opportunities to rebuild and mitigate future damage through planning and smart infrastructure investments.
- Ask questions – the recovery process and programs can be complex.
- Ensure all codes and regulations are followed during the recovery process.

3.5. ROLE OF DISASTER SERVICE WORKERS

California Government Code Section 3100 declares that public employees are disaster service workers, subject to such disaster service activities as they may be assigned to them by their superiors or law. Public employees include all persons employed by the state or any county, city, city and county, state agency, or public district, excluding legally employed immigrants. This law applies to public school employees in the following cases:

       a.   when a local emergency has been proclaimed;

       b.   when a state emergency has been proclaimed, or;

       c.   when a federal disaster declaration has been made.

The law has two ramifications: a) public school employees may be pressed into service as Disaster Service Workers by their superiors and may be asked to do jobs other than their usual duties for periods of time exceeding their normal working hours; and b) in those cases, their Workers' Compensation Coverage becomes the responsibility of state government (OES). Their overtime pay, however, is paid by the school. These circumstances apply only when a local or state emergency has been declared.

3.6. ROLES WITHIN THE SCHOOL ORGANIZATION

1. **Superintendent**
   - Appoint a District Emergency Management Coordinator to assist in planning and review.
   - Consult with the local Emergency Management Office to analyze system needs regarding emergency preparedness, planning, and education and ensure coordination of the school plan with community emergency plans.
   - Develop and coordinate in-service emergency response education for all CVUSD personnel.
   - Obtain a resolution from the local school board, giving needed authority and support to develop school emergency operations programs and plans.
   - Initiate, administer, and evaluate emergency operations programs to ensure all schools' coordinated response within the district.
   - Serve as principal coordinator for NIMS planning implementation.
   - Gather information from all aspects of the emergency for decision-making about emergency management.
   - Have overall decision-making authority in the event of an emergency until emergency responders arrive.
   - Monitor the emergency response during emergencies and provide direction where appropriate.
   - With the assistance of the Public Information Officer, keep the public informed during emergencies.
   - Stay in contact with the leaders of the emergency services agencies working with the emergency.
   - Keep the school board informed of the emergency status.
   - Meet and talk with parents of students and partners of adults who have been admitted to the hospital.
   - Assign resources (persons and materials) to various sites for specific needs. This may include school personnel's assignments

from other school or community sites such as community emergency shelters.
- Authorize immediate purchase of outside services and materials needed to manage emergencies.

2. **School/District Safety Planning Committee**
   - This consists of school administration, principal, teachers, school maintenance, law enforcement, fire, EMS, emergency management, school nurses, school counselors, school resource officers, and security personnel, as practical.
   - Serve as the staff advisor to the Superintendent and Principal on emergency management matters.
   - Keep the Superintendent and Principal appraised of the preparedness status and emergency management needs.
   - Coordinate local planning, preparedness activities, and the maintenance of this plan.
   - Establish an Incident Command Post/Posts and alternate ICP locations in coordination with responding law enforcement, fire, and EMS.
   - Prepare and maintain a resource inventory.
   - Arrange appropriate training for district emergency management personnel and emergency responders.
   - Coordinate periodic emergency exercises to test emergency plans and training.
   - Perform day-to-day liaison with the state emergency management staff and other local emergency management personnel.
   - Coordinate with organized volunteer groups and businesses regarding emergency operations.

3. **Principal/Building Administrator**
   - Serve as the Incident Commander or delegate that authority to a qualified individual.
   - Retains the overall responsibility for the safety of students and staff.
   - Manage school policy-level activities.
   - Interface with agencies and parents.
   - Coordinate between the Superintendent and incident management.
   - Provide potential students and staff outbreak and pandemic threat information to their municipal OEM and County Department of Public Health.
   - Encourage all staff members to develop personal and family emergency plans.

4. **Teachers**
   - Supervising students under their charge.
   - Take steps to ensure students, staff, and other individuals' safety in implementing protective actions and incident management protocols

established in the school EOP.
- Direct students in the implementation of protective actions.
- Take attendance when the class relocates to an outside or inside assembly area or evacuates to another location.
- Report missing students to the Principal/Incident Commander.
- Execute assignments as directed by the Principal/ Incident Commander.
- Obtain first aid services for injured students from the school nurse or person trained in first aid. Arrange for first aid for those unable to be moved.
- Render first-aid if necessary. School staff will be trained and certified in first aid and CPR.

5. **Instructional Assistants**
- Assist teachers as directed.

6. **Counselors, Social Workers, and Psychologists**
- Take steps to ensure the mental well-being of students, staff, and other individuals.
- Render psychological first aid if necessary.
- Assist in the transfer of students, staff, and other individuals when a disaster threatens their safety.
- Execute assignments as directed by the Principal/ Incident Commander.
- Assist with crisis intervention and recovery processes.

7. **School Nurses/Health Assistants**
- Administer first-aid or emergency treatment as needed.
- Supervise the administration of first aid by those trained to provide medical care.
- Organize first-aid and medical supplies.
- Manage student medications and go kits.
- Provide potential student and staff outbreak and pandemic threat information to the Principal/Incident Commander.
- Communicate public health protective actions to students and staff.

8. **Custodial/Maintenance Personnel**
- Survey and report building damage to the Principal/Incident Commander.
- Control main shut-off valves for gas, water, and electricity and ensure no hazard from broken or downed power lines.
- Provide damage control as needed.
- Assist in the conservation, use, and disbursement of supplies and equipment.
- Keep the Principal/Incident Commander informed of school conditions.

9. **School Secretary/Office Staff**
- Answer phones and assist in receiving and providing consistent information to callers.

- Provide for the safety of essential school records and documents.
- Execute assignments as directed by the Principal/Incident Commander.
- Aid the Principal
- Monitor emergency broadcasts and provide updates to the Principal/Incident Commander.

10. Nutrition Services
- Use, prepare, and serve food and water to students and staff.
- Executing assignments as directed by the Incident Commander.

11. Transportation Providers
- Transfer students to a new location when directed.
- Execute assignments as directed by the Principal/Incident Commander.
- Transport individuals in need of medical attention as necessary.

12. Information Technology Services
- Coordinate the use of technology.
- Assist in the establishment/maintenance of emergency communications network.
- Prepare and maintain an emergency kit that contains floor plans, telephone line locations, computer locations, and other communications equipment.
- Establish and maintain computer communication with the district office and other agencies.
- Establish and maintain student and staff databases in support of the incident.
- Report problems in communication systems to the Principal/Incident Commander.

13. Students
- Cooperate during emergency training, drills, exercises, and an incident.
- Be responsible for themselves and others in an incident.
- Report situations of concern.
- Take an active part in school incident response/recovery activities, as age appropriate.

14. Parents/Guardians
- Encourage and support school safety and violence prevention programs.
- Support service projects to promote school incident preparedness.
- Provide the school with the requested emergency contact information.
- Practice emergency preparedness in the home.
- Follow the guidance provided during a school emergency.

15. Unclassified Staff
- Provide training in support of general education, special needs, safety, and planning.
- Provide emergency crisis counseling to students and staff.

- Liaison with the San Bernardino County Office of Education at the request of the Superintendent.
- Support family reunification, as requested by the Principal/Incident Commander.

16. Emergency Organizations
- **Local Law Enforcement**
  - Participate in school safety/planning committee meetings as needed.
  - Participate in risk assessment of the security of buildings and grounds when requested.
  - Respond to law enforcement emergencies at the school.
  - Assume Incident Commander or lead operations function in an armed intruder incident.
  - Provide security to the school incident scene as resources permit.
  - Develop a Memorandum of Understanding (MOU) with the school district.

- **Fire Department/EMS**
  - Provide suppression services as needed.
  - Provide emergency medical services as needed.
  - Provide fire, and police for traffic control, as needed.

- **Public Works**
  - Provide information on water, sewage, road construction, and repair to the Incident Commander.
  - Provide perimeter and traffic control equipment, as requested.
  - Maintain a list of resources.

- **San Bernardino County Office of Emergency Services (OES)**
  - Coordinate municipal emergency support services to the school, as requested.
  - Coordinate development and maintenance of the municipal EOP.
  - Coordinate with County OEM when municipal resources are committed, and mutual aid is exhausted.

- **County Office of Emergency Services**
  - Coordinate county emergency support services to the school, as requested by the municipality.
  - Develop and maintain the County EOP.
  - Request mutual aid from adjacent counties, its Regional Task Force, or the State Office of Emergency Services, as needed.

4. DIRECT, CONTROL, AND COORDINATE

4.1. SCHOOL SITE INCIDENT COMMAND

At the local school site, the principal or assistant principal will be the primary point of contact or Incident Commander for an incident on the school campus. They will employ their organizational structure to meet the needs of their student body in response to the situation. The Incident Command System is flexible to meet the school's needs.

Staff is assigned to serve within the ICS based on their expertise and training and the incident's needs. Roles should be pre-assigned based on training and qualification.

As an incident intensifies and other agencies arrive on the scene, the ICS structure may change. For example, during an active-shooter incident, an incident command would be established by field first responders in unified command. The Incident Commander from the school site would likely serve as a liaison to the unified command but would not be part of the unified command. Below is a detail of school and district roles critical for the incident's successful management.

ICS is organized into the following functional areas:

1. **Incident Commander**
   The Incident Commander directs all tactical on-scene operations. The principal initially may be the Incident Commander until a coordinated Incident Command System (ICS) is established with local authorities. The Incident Commander will establish an Incident Command Post (ICP), assess the situation with the principal/designee or other officials, identify resources required, and direct the on-scene incident management activities.

   The Incident Commander's responsibilities include:

   - Assume the overall direction of all incident management activities based on procedures outlined in the school CSSP.
   - Take steps deemed necessary to ensure the safety of students, staff, and other individuals.
   - Determine whether to implement school protective actions or other incident management protocols established in the CSSP (e.g., Evacuation, Reverse Evacuation, Shelter-in-Place, etc., described more fully in the annexes).
   - Arrange for the transfer of students, staff, and other individuals when a disaster threatens safety.
   - Work with and ensure communication with emergency services personnel.
   - Keep the Principal/Superintendent and other officials informed of the situation.

- Ensure the proper transfer of command when/if a more qualified Incident Commander arrives on the scene.

2. **Operations Section**

   When activated, the Operations Section coordinates all tactical operations, including implementing response/recovery activities according to procedures and protocols established by the CVUSD Incident Action Plan. Procedures and protocols will address students' care, first aid and crisis intervention, search and rescue, site security, damage assessment, evacuations, and students' release to parents. *See table 4 for operation section support teams.*

   Specific responsibilities include:

   - Analyze school staffing to support their Family Reunification Annex and implementation.
   - Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and power them off only if a danger exists or is directed by the Incident Commander and helps secure the facility.
   - Establish medical triage with staff trained in first aid and CPR, provide, and oversee care given to injured persons, and distribute and request additional supplies.
   - Assess and provide psychological first-aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents.
   - Coordinate the rationed distribution of food and water, establish secondary toilet facilities in water or plumbing failure, and request needed supplies.
   - Document all activities.
   - Activate and coordinate actions of Operations Section Support Teams as needed in the incident.

Table 4: Operations Section Support Teams

<u>Search & Safeguard Team</u> searches the entire school facility, entering only after checking the outside for structural damage signs and determining that it is safe to enter. Search & Rescue Teams are responsible for ensuring that all students and staff evacuate the building (or if it is unsafe to move the persons, their locations are documented so that professional responders can locate them quickly and extricate them).
Search and Rescue Teams are also responsible for:

- Identifying and marking unsafe areas.
- Conducting initial damage assessments.
- Obtaining injury and missing student reports from teachers.

<u>The First Aid Team</u> provides triage, treatment, and psychological first aid services.
First Aid Teams responsibilities:

- Setup first aid area for students.
- Assess and treat injuries.
- Complete master injury report.

<u>Evacuation/Shelter/Care Team.</u> Evacuation, shelter, and student care in an incident are among the most important schools' tasks. These tasks include student accounting, protection from the weather, providing sanitation needs, and providing food and water.
Evacuation/Shelter/Care Team responsibilities:

- Account for the whereabouts of all students, staff, and volunteers.
- Setup a secure assembly area.
- Manage sheltering and sanitation operations.
- Manage student feeding and hydration.
- Coordinate with Student Release Team.
- Coordinate with the Logistics Section to secure the needed space and supplies.

Facility & Security Response Team responsibilities:

- Locate all utilities and turn them off, if necessary.
- Secure and isolate fire/hazmat.
- Assess and notify officials of fire/hazmat.
- Conduct perimeter control.

Crisis Intervention Team responsibilities:

- Assess need for onsite mental health support.
- Determine need for outside agency assistance.
- Provide onsite intervention/counseling resources.
- Monitor the Incident Command Team, staff, and students' well-being and report all findings to the Operations Section Chief.

<u>Student Release/Reunification Team</u> is responsible for getting students reunited with their parents or guardians in an efficient and orderly manner.
- Setup and secure reunion area.
- Check student emergency cards for authorized releases and complete release logs.
- Coordinate information officers on internal and external communications and messages.

3. **Planning Section**
   When activated, the Planning Section is responsible for collecting, evaluating, and disseminating information needed to measure an incident's size, scope, and seriousness and plan appropriate incident management activities.

   Duties may include:

   - Developing the Incident Action Plan (IAP) for the next operational period.
   - Assisting the Incident Commander in collecting and evaluating information about an incident as it develops, assisting with ongoing planning efforts, and maintaining the incident time log.
   - Documenting all activities.

4. **Logistics Section**
   When activated, the Logistics Section supports incident management operations by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution, coordinating personnel, assembling volunteer teams, and facilitating communication among incident responders. The Logistics Section may escalate to a primary function in an extended incident.

   Additional responsibilities include:

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

5. **Finance/Administration Section**
   When activated, the Financial/Administration Section oversees all financial activities, including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident.

   Additional duties may include:

   - Assuming responsibility for comprehensive documentation and recordkeeping activities.
   - Photographing or videotaping property damage when possible.
   - Developing a system to monitor and track expenses and financial losses and securing all records.

6. **School District Emergency Operations Plan (EOP)**
   The Chino Valley Unified School District maintains an Emergency Operations Plan (EOP) to address threats/hazards and incidents.

7. **Coordination with Responders**
   Interagency agreements are integral to our school EOP to aid timely communication with community partners. Agreements with these agencies (including mental health, law enforcement, and fire departments) help coordinate services between the agencies and Chino Valley Unified School District. These agreements specify the type of communication and services available to one another.

8. **Sources and Use of Resources**
   Chino Valley Unified School District will use its resources and equipment at each school site and any district-wide resources. A detailed list of each school site's resources is contained in their Comprehensive Safe School Plan. A detailed listing of Chino Valley Unified School District memorandums can be found at the end of this document.

5. POPULATIONS WITH ACCESS AND FUNCTIONAL NEEDS

Populations with access and functional needs include those community members that may have additional needs before, during, and after an incident in functional areas, including but not limited to maintaining independence, communication, transportation, supervision, and medical care.

Individuals in need of additional response assistance may include those who:

- Have disabilities – temporary and/or lifelong
- Live in assisted living settings
- Are elderly
- Are unaccompanied children
- Are from diverse cultures
- Have limited English proficiency or a non-English speaking
- Have sight or hearing losses (impairments)
- Are transportation disadvantaged; or
- Other situations that would require assistance learned from recent emergencies concerning people with disabilities and older adults have shown that the existing paradigm of emergency planning, implementation, and response must change to meet the needs of these groups during an emergency. These lessons show four areas that are repeatedly identified as most important to people with disabilities and older adults:

  - **Communications and Public Information:** Emergency notification systems must be accessible to ensure effective communication for people who are deaf/hard of hearing, blind/low vision, or deaf/blind.
  - **Evacuation and Transportation:** Evacuation plans must incorporate disability transportation providers for the movement of people with mobility impairments and those with transportation disadvantages.
  - **Sheltering:** Care and shelter plans must address the access and functional needs of people with disabilities to allow for sheltering in general population shelters.
  - **Americans with Disabilities Act:** When shelter facilities are activated, the State will work with local officials to ensure they accommodate the provisions of the Americans with Disabilities Act.

6. COMMUNICATIONS

Communication is a critical part of incident management and response. Chino Valley Unified School District will strive to communicate the facts of an incident or emergency as quickly as possible, provide updates as circumstances change, and ensure the safety of Chino Valley Unified School District campuses to the best of its ability the community. To provide timely communications, information may be incomplete and evolve as an incident progresses. Honesty and a timely response are the most effective means to avoid lasting damage to the district and widespread speculation by the public and media, which expect immediate access to accurate information. In the absence of official information, rumors, speculation, and false stories will emerge, so it remains imperative to communicate accurately and honestly about the facts as they are known and not speculate about unavailable information.

Chino Valley Unified School District will employ multiple mediums to reach as many people as possible with accurate, timely information. This is crucial throughout the first few hours of an emergency or disaster because delaying messaging can have long-lasting repercussions for the district. The goal is, to be honest, open, accountable, and accessible to all audiences while being mindful of legal and privacy concerns.

7. INFORMATION, COLLECTION, ANALYSIS, AND DISSEMINATION

Chino Valley Unified School District will collect, analyze, and disseminate information before, during, and after an incident.

7.1. Before an Incident

Before and during an incident, Chino Valley Unified School District will assign administrative staff to monitor daily weather, community climate, available local law enforcement activity, and school incidents to develop a common operating picture. This can be done centrally at the district level or developed at each school site. This information is then shared with each school site (if developed at the district level). After an incident, the district will assign staff to monitor online and available resources such as social media, news media, and student, staff, and parental feedback to aid student and staff recovery.

7.2. Information Documentation

The assigned staff member(s) will document the information gathered using the Annex form. Information to be recorded includes:

- The source of information
- The staff member who collected and analyzed the information
- The staff member to receive and use the information
- The format for providing this information
- The date and time the information was collected and shared

7.3. During an Incident

Information collected during the incident assists in determining the correct course of action and emergency management decisions. Information is collected from field responders, DOCs, private entities, the media, social media, community members, and various other sources. All information collected from open-source public resources will be analyzed for accuracy, processed through rumor control, and documented by the respective EOC sections, branches, and units. All information documentation will be provided to the Situation Unit in the Planning Section of the EOC for inclusion in the EOC Action Plan.

The use of Actions Plans in the School District Emergency Operations Center provides a clear and measurable process for identifying objectives and priorities for a given event. Action Planning is an important management tool that involves:

- Process for identifying priorities and objectives for emergency response or recovery efforts.

- Plans document the priorities and objectives and the task and personnel assignments associated with meeting the objectives.

The Action Planning process should involve the Emergency Operations Center Director and Section Chiefs/Coordinators (one from each Section) along with other Emergency Operations Center staff, as needed, such as agency representatives.

The initial Emergency Operations Center Action Plan may be a verbal plan that is developed during the first hour or two following Emergency Operations Center action. A verbal plan may also be utilized for incidents involving a limited scope, short duration (less than 12 hours), and/or a limited number of response personnel. An Emergency Operations Center Action Plan will be developed whenever the Emergency Operations Center is activated, either partially or fully. A written Emergency Operations Center Action Plan is required whenever:

- Two or more agencies are involved in the response
- The incident overlaps more than one operational period
- All Emergency Operations Center functions are fully staffed

The Emergency Operations Center Action Plan addresses a specific operational period, which may vary in length from a few hours to days, depending on the circumstances. The plan should be regularly reviewed and evaluated through the operational period and revised or updated as warranted.

The Planning Section Chief/Coordinator, with input from the EOC Manager/Director, EOC Coordinator, and the Operations Section Chief/Coordinator, establishes the schedule and cycle for planning and situation information dissemination. Initially, meetings may be conducted every few hours or several times each day. Over time, meetings may be held twice each day and then daily, depending on the level of operations.

In addition, all EOC situation status reports and EOC Action Plans will be developed and presented for information sharing at scheduled meetings during each EOC operational period. Information may also be sent to school district departments, Emergency Operations Center personnel, the Operational Area, and other key agencies using the School District Emergency reporting system, OASIS, radio, telephone, email, internet, or fax. Regardless of the method of communication, all data should be verified before transmission. Unverified data must be transmitted, and it should be designated as unconfirmed information. The school district uses EOC forms found in part two of this plan to record and report information.

8. RECOVERY AFTER AN INCIDENT

After an incident, staff, teachers, and school officials will review established mission-critical operations to support the school's education programs' restoration. Chino Valley Unified School District and the district will designate appropriate personnel to collaborate with external resources to accomplish the following:

- Conduct a comprehensive assessment of the physical and operational recovery needs.
- Assess physical security, data access, and all other critical services (e.g., plumbing, electrical, etc.)
- Examine critical information technology assets and personnel resources and determine the impact on the school operations for each asset and resource unavailable or damaged.
- Document damaged facilities, lost equipment, and resources. Certain personnel expenses require documentation for insurance claims and state and federal assistance requests.
- Identify recordkeeping requirements and financial aid sources for state and federal disaster assistance, including local proclamations and resolutions. Start tracking resources and employee activities on ICS form 214 for each operational period.
- Each school should provide detailed facilities data to the district to estimate initial damage estimates, temporary space reallocation needs, and strategies.
- Arrange for ongoing status reports during the recovery activities to:
  1. Estimate when the educational program can be fully operational; and
  2. Identify special facilities, equipment, and personnel; issues or resources will facilitate the resumption of classes.
- Educate school personnel, students, and parents on available crisis counseling services.
- Establish absentee policies for teachers/students after an incident.
- Develop alternative teaching methods for students unable to return immediately to classes via online classes, video conferencing, tutoring, etc. The 2019 Coronavirus pandemic has created new opportunities that should be revisited annually to determine those programs' viability.
- Create a plan for conducting classes when facilities are damaged (e.g., alternative sites, half-day sessions, portable classrooms, etc.)
- Get stakeholder input on prevention and mitigation measures that can be incorporated into short-term and long-term recovery plans.

9. ADMINISTRATION, FINANCE, AND LOGISTICS

Emergency management operations supporting administration, finance, and logistical processes will be primarily conducted within the Logistics and Finance Sections of the EOC and will include the following considerations:

- Tracking and documentation of expenses
- Documentation of all actions taken during emergency operations
- Procuring necessary equipment, resources, and additional support
- Tracking and documentation of school district employee working hours
- Documentation of school district employee working hours
- Managing continuity of operations (COOP) for the school district
- Developing staff rotation schedules for extended operations
- Managing compensation and claims related to emergency operations
- Tracking and documenting the deployment and utilization of resources
- Managing additional staff and volunteers to support emergency operations
- Managing both financial and in-kind donations
- Overseeing and managing information technology components and issues as they arise
- And other actions as determined appropriate

9.1. Agreements and Contracts

All disasters are local, meaning the school district should make every attempt to utilize its resources before requesting additional assistance. CVUSD may request assistance from local emergency services, other agencies, and other school communities following existing mutual aid agreements and procurement contracts with vendors. Such assistance includes equipment, supplies, personnel, and facilities. All agreements entered into by authorized school officials will be documented in writing and approved by the school board. Finance and Purchasing will maintain all pre-negotiated agreements and contracts and agreements. It is recommended that the school district conduct a Request for Qualifications (RFQ) before any disaster to ensure compliance with General Administration contracting services for procurement.

9.2. Documentation

The Emergency Operations Center Finance/Administration Section will be responsible for maintaining records on damage assessment expenditures, recovery cost expenditures, insurance-related documents, personnel overtime, and other emergency costs.
The Emergency Operations Center Planning Section will maintain copies of documents integral to Emergency Operation Center functions, such as Emergency Operation Center Action Plans, Situation Status Logs, Position Logs, etc., that make up the history and chronology of the emergency events.

9.3. **Expenditure Tracking**

The school district may be reimbursed for insurance, state and/or federal sources for a disaster-related expense. The purpose of this section is to provide guidance on the record-keeping requirements for claiming such expenses.

9.4. **Eligible Expenses**

Eligible costs are extraordinary costs incurred while providing emergency services required by the direct impact of a declared disaster and which service is the responsibility of the applicant agency. Eligible costs are generally considered to be the net costs over and above any increased revenue or subsidy of the emergency service. Ineligible expenses include standby personnel and/or equipment costs and lost revenue.

9.5. **Recordkeeping**

1. Administrative Controls:
   CVUSD is responsible for establishing the administrative controls necessary to manage funds' expenditures to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be conducted under established local fiscal policies and standard cost accounting procedures.

2. Activity Logs:
   Staff assigned positions within the EOC will maintain accurate logs, recording key incident activities, including:

   - Activation or deactivation of incident policies, procedures, and resources.
   - Significant changes in the incident situation.
   - Significant commitments of resources or requests for additional resources from external sources.
   - Issuance of protective action recommendations to the staff and students.
   - Evacuation/Family Reunification.
   - Casualties.
   - Termination of the incident.

3. Incident Costs:
   Schools' ICS Finance/Administration staff is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to estimate annual incident response costs in support of future school budgets. The detailed records of costs for incident management operations include:

   - Personnel costs, especially overtime costs.
   - Equipment operation costs.

- Costs for leased or rented equipment.
- Costs for contract services to support incident management operations.
- Costs of specialized supplies expended for incident management operations.

4. Preservation of Records:
   Essential records will be protected and maintained (identify readily available record holder/location).

9.6. **School District Emergency Operations Policy Statement**

Limitations: Due to the nature of the emergency response, the outcome is not easy to predict. Therefore, it should be recognized that this plan is meant to serve as a guideline and that the outcome of the response may be limited by the event's scope, magnitude, and duration.

Suspension of Routine Activities and Availability of Employees: Day-to-day functions that do not contribute directly to the disaster operation may be suspended during an emergency. Efforts generally required for routine activities may be redirected to accomplish emergency tasks. During an emergency response, school district employees not otherwise assigned emergency/disaster-related duties will, unless otherwise restricted, be made available to augment the work of their department or other school district departments, if required.

Employee Personal Preparedness: School district employees may not be at peak efficiency or effectiveness during a disaster if the status of their households is unknown or in doubt. Employees assigned disaster response duties are encouraged to decide with other employees, friends, neighbors, or relatives to check on their immediate families in the event of a disaster and to communicate that information to the employee through the school district Emergency Operations Center.

Non-Discrimination: All local activities will be carried out in accordance with federal nondiscrimination laws. It is the school district's policy that no service will be denied based on race, religion, national origin, age, sex, marital status, veteran status, sexual orientation, or the presence of any sensory, mental, or physical disability.

Citizen Preparedness: This plan does not substitute government services for individual responsibility. Citizens are expected to be aware of developing events and take appropriate steps to respond safely and promptly. Since the School district's resources and personnel may be overwhelmed at the onset of a disaster, individuals and organizations should be prepared to be self-sufficient following a disaster. The school district will make every effort to provide information to the public via the media and other sources to assist citizens in dealing with the emergency.

10. PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

10.1. Approval and Dissemination of the Plan

The District Safety Planning Committee is responsible for developing and completing the Emergency Operations Plan, including annexes. The Superintendent/School Board is responsible for approving and promulgating this plan.

Copies of the CVUSD EOP will be distributed to emergency organizations with a role in responding to an incident. A distribution record will be kept acknowledging the plan's receipt, review, and acceptance. School administrators will record each person's title and name receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered.

School Emergency Site Safety Planning documents related to tactical response or pre-designated evacuation locations will not be shared with the public. The CSSP must be publicly shared with the community and available for anyone who requests it, omitting tactical response activities according to the law. Copies of the redacted Basic Plan can be made available to the public and media at the discretion of the CVUSD.

10.2. Review and Updates to the Plan

This plan must be reviewed annually or after an incident and updated every three years in compliance with federal guidelines. A copy of the plan shall be made available to the local jurisdictions where CVUSD operates school site facilities. A copy shall also be provided to each local police department and each fire department that services school sites operated by CVUSD. A record of changes will include the change number, the date of the change, and the name of the person who made the change.

To ensure timely updates to the district EOP, CVUSD has established a schedule for an annual review of planning documents. The Basic Plan and its Annexes will be reviewed at least once per year by school officials, emergency management agencies, and other agencies having a support role.

The EOP will be updated based on changes in the information, areas for improvement identified during incident management activities and exercises, and when changes in threat hazards, resources, and capabilities or school structure occur.

10.3. Training and Exercising the Plan

CVUSD commits to conducting training, drills, and exercises in preparation and planning for an incident. Training, drills, and exercises will occur as detailed in the Training and Exercise Plan. School officials will coordinate training efforts with local municipal and county emergency management agencies and community partners.

SCHOOL SAFETY PLANNING GLOSSARY

Drop, Cover, and Hold: Students and staff drop low, cover under furniture, cover their heads, neck, and eyes, and protect internal organs from falling or flying objects.

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or facilities. Hazards include but are not limited to technological and human-caused incidents. Hazards may require an interagency response involving law enforcement and/or emergency services agencies, depending on the size and scope of the incident.

Incident: An incident is an occurrence-natural, technological, or human-caused that requires a response to protect life or property.

Incident Command System (ICS): The response infrastructure is designed under the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS) to facilitate effective and efficient management of an incident by (1) identifying key team roles and functions; (2) assessing staff skills; (3) pre-designating staff for each ICS function (command, operations, planning, logistics, finance/administration); (4) coordinating with community partners; and (5) providing for the transfer of command and backup of resources.

Incident Commander: The individual responsible for overall policy, direction, and coordination of the emergency response effort. Usually, this will be the local emergency official onsite with legal jurisdiction over the incident.

Lockdown: The initial physical response to provide a time barrier. Lockdown is not a stand-alone defensive strategy. When securing in place, this procedure should involve barricading the door and readying a plan of evacuation or counter tactics, should the need arise.

Evacuation: The process of safely removing students, staff, and visitors to designated assembly areas from classrooms, outside areas, cafeterias, and other school locations.

Family Reunification: The process of safely reuniting students with proper family members or guardians during an incident.

Standardized Emergency Management System (SEMS): The Standardized Emergency Management System (**SEMS**) is a state-wide California system police officers, firefighters, and other disaster responders use in disaster events. The primary goal of **SEMS** is to aid in communication and response by providing a common management system and language. The basic framework of SEMS incorporates the use of the Incident Command System (ICS) (developed under the Fire Fighting Resources of California Organized for Potential Emergencies (FIRESCOPE) Program,) multi-agency or inter-agency coordination, the State's

master mutual aid agreement, and mutual aid program, the operational area concept, and the Operational Area Satellite Information System (OASIS).

National Incident Management System (NIMS): A set of principles that provides a systemic, proactive approach guiding government agencies, nongovernmental organizations, and the private sector to work seamlessly to prevent, protect against, respond to, recover from, and mitigate the effects of incidents regardless of cause, size, location, or complexity, to reduce the loss of life or property and harm to the environment. This system ensures that those involved in an incident understand their roles and have the tools they need to be effective.

Reverse Evacuation: The process of bringing students and staff from outdoor areas into the safer environment of a building due to an outside source of danger.

School Incident Commander: The school official designated by the School Decision Maker, if not the same, is authorized to make decisions for the school in the event of a critical incident or hazard. The School Incident Commander may transfer command to the emergency responder Incident Commander, such as law enforcement, fire, or other safety officials who assumes control of the incident. They can also form Unified Command. The School Incident Commander will usually continue to operate within the overall ICS structure.

Shelter-in-Place: A course of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safer inside the building or room than outside. Specific hazards may require students and staff to move to rooms that can be sealed from chemical, biological, or weather threats.

11. SCHOOL RESOURCE OFFICERS

MISSION: The School Resource Officer (SRO) 's mission is to positively influence the student body. The SRO develops programs and provides services to promote a safe and orderly environment for all students in school and on school buses to ensure an educational experience of the highest quality. The SRO works with administrators, faculty, staff, and students at each school site to implement proper security and safety measures. The SRO is familiar with the beliefs of the school district in its discipline policy of PBIS, Restorative Practices, and Trauma Informed Care. The SRO is a fundamental resource for the safety, security, and well-being of every student and staff member within the CVUSD.

11.1. Priorities of the Law Enforcement Authority

- Help support the school entity to prevent delinquent acts through preventative measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education, and deterrence.
- Investigates as appropriate all incidents reported on school property, at any school-sponsored activity, or on a conveyance as described in the Comprehensive Safe School Plan (CSSP). This also includes school buses providing transportation to or from a school or school-sponsored activity. The investigation of all reported incidents shall be conducted in the manner that the Law enforcement Authority, in its sole discretion, deems appropriate. Still, any investigation shall be conducted to involve as little disruption to the school environment as possible.
- Identify those responsible for the commission of the reported incident and, where appropriate, apprehend and prosecute those individuals. Identification and apprehension procedures shall involve as little disruption to the school environment as is practical.

11.2. Priorities of the District

- Help law enforcement prevents delinquent acts through preventative measures, including referrals to support services, diversionary programs, restorative practices, school-wide positive behavior supports, education, and deterrence.
- Create a safe learning environment.
- Establish and maintain a cooperative relationship with the law enforcement authority in reporting and resolving all incidents described in Section II of this document.
- Provide the law enforcement Authority with all relevant information and required assistance in the event of a reported incident.
- The district shall give the law enforcement authority a copy of the district's behavior support services procedures and invite law enforcement representatives to behavior support training.

11.3. **Duties and Responsibilities**

- Coordinate all activities with the principals or their designee and obtain their approval, advice, and guidance pertaining to planning activities within the school. He/She will follow all school board policies.
- Act as a liaison resource to the principal investigating criminal law violations in the school or on school property.
- Formulate education crime prevention programs, a basic understanding of the law, the role of the police officer, and the police department's mission to reduce the opportunity for crimes against persons and property in and on school property.
- Enforce Federal, State, and Local Laws and assist in administrative regulations regarding student conduct as needed by the School Principals.
- Counsel students in special situations, when requested by the Principal or the Principals designee, such as students engaging in criminal conduct.
- The School Resource Officers are not to be in disciplinary infractions that do not constitute violations of the law and are to refrain completely from functioning as a school disciplinarian.
- Participate in the Parent-Teacher-Student meetings as requested by the principal.
- Confer with the Principal to develop plans and strategies to prevent, identify, and minimize dangerous situations on or near school grounds or involving school students in school-related activities.
- The School Resource Officer(s) will maintain strict confidentiality regarding all student and school matters, in both the school setting and the community, except as may be required to be reported to his/her Officer in Charge at their respected Law enforcement Agency. At no time shall officers release any information pertaining to/her duties as School Resource Officer(s) unless authorized by the Chief of Police and the Chino Valley Unified School District.

12. SCHOOL SAFETY AUTHORITIES AND REFERENCES

- Homeland Security Act of 2002, PL 100-707 (Nov.25, 2002)
- Robert T. Stafford Disaster Relief and Emergency Assistance Act, PL 100-707 (Nov. 23, 1988), amending the Disaster Relief Act of 1974, PL 93-288
- Homeland Security Presidential Directive No. 5 (2003)
- FEMA, "Developing and Maintaining Emergency Operations Plans: Comprehensive Preparedness Guide (CPG) 101," Version 2.0, https://www.fema.gov/media-library-data/20130726-1828-25045-0014/cpg_101_comprehensive_preparedness_guide_developing_and_maintaining_emergency_ operations_plans_2010.pdf
- FEMA, "Guide for Developing High-Quality School Emergency Operation Plans" Version 2013, https://www.fema.gov/media-library-data/20130726-1922-25045-3638/rems_ihe_guide.pdf .
- FEMA, "Sample School Emergency Operations Plan," November 2013 https://www.training.fema.gov/programs/emischool/el361toolkit/assets/sampleplan.pdf
- Pennsylvania Department of Emergency Management, "All-Hazards School Safety Planning Toolkit," http://www.pema.pa.gov/planningandpreparedness/communityandstateplanning/Pages/All- Hazards-School-Safety-Planning-Toolkit.aspx#.V6yQbJgrKM8
- Readiness and Emergency Management for School (REMS) Technical Assistance Center's: "Guide for Developing High-Quality Emergency Operations Plans for K-12 Schools." http://rems.ed.gov/K12GuideForDevelHQSchool.aspx
- Ohio Attorney General School Safety Task Force, "School Safety/Emergency Operations Plan," June 2013, https://education.ohio.gov/getattachment/Topics/Other-Resources/School- Safety/SSTF-School-Plan-Template.pdf.aspx .
- Texas Department of Public Safety, "Emergency Management Plan: Basic Plan," Version 1.10 05/05, http://teacherweb.com/tx/couplandschool/schoolhomepage/EMERGENCYOPERATIONSPLANup date09take2.doc .
- NIMS, Department of Homeland Security, FEMA: http://www.fema.gov/national-incident- management-system.
- FEMA: IS-100 Introduction to Incident Command System: http://training.fema.gov/EMIWeb/IS/course Overview.aspx?code=is-100.b.

- An Introduction: NIMS, Department of Homeland Security, FEMA: IS-700 National Incident Management System (NIMS) http://training.fema.gov/EMIWeb/IS/courseOverview.aspx?code=is- 700. a.
- FEMA All-Hazards Training Document: http://training.fema.gov/EMIWeb/emischool/EL361 Toolkit/assets/SamplePlan.pdf

References

- National Response Framework (as revised)
- National Incident Management System
- Federal Emergency Management Agency's (FEMA) Comprehensive Preparedness Guide (CPG) 101: Developing and Maintaining Emergency Operations Plans, November 2020, Version 3.0 (draftv0.5)

State

Authorities
- California Disaster Assistance Act, California Government Code Section 8680 et. seq.
- California Disaster and Civil Defense Master Mutual Aid Agreement
- California Government Code, Title 1, Chapter 4, Division 8, Section 3100 - Disaster Service Workers
- California Government Code, Title 1, Chapter 4, Division 8, Section 8635 - Continuity of Government
- California Government Code, Title 2, Division 1, Chapter 7 – California Emergency Services Act
- California Government Code, Title 19, Division 2 – Standardized Emergency Management System
- California Water Code, § 128-Department of Water Resources - Flood Fighting

References
- Standardize Emergency Management System
- California Disaster Assistance Act
- California State Emergency Plan, October 1, 2017