



# San Francisco Unified School District School Site Emergency Plan

**MIRALOMA**



## PREFACE

The School Site Emergency Plan is designed for use as a school resource for prevention/mitigation, preparedness, response, and recovery planning and training as well as functioning as a template for meeting the requirements for the annual Safety Plan Process under Senate Bill 187, Education Code Section 35294, Statutes of 1998, and the National Incident Management System. It is designed to be a living document that is updated as necessary to meet site, District, and community needs, forms, and/or requirements—therefore, it should be maintained in hard copy and electronic form.

**This document is *NOT* intended to be a “grab and go” guide in an actual emergency.**



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## SECTION 1: INTRODUCTION

### Overview

The School Site Emergency Plan provides an operational template for individual schools to prepare for, respond to, and recover from disasters that may occur within the greater San Francisco area. The emergency organizational structure identified in this plan is consistent with the federally mandated National Incident Management System (NIMS) and the State of California's Standardized Emergency Management System (SEMS), and it effectively structures emergency response at all levels in compliance with the Incident Command System (ICS).

### Purpose

The purpose of the School Site Emergency Plan is to provide a unified template for school sites to respond and recover from an emergency, disaster, or event resulting in the disruption of normal school operations.

### Scope

The School Site Emergency Plan guides a coordinated school staff response to an emergency, disaster, or event and aids in directing emergency response activities toward reaching an agreed upon goal. School Site Emergency Plan procedures are scalable in order to address incidents that may develop over time and those that may occur without warning.

### Objectives

The objectives for the School Site Emergency Plan are as follows:

1. Protect the safety and welfare of students, school staff, and visitors.
2. Provide for a safe and coordinated response to emergencies.
3. Protect the District's facilities and properties.
4. Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
5. Provide for the interface and coordination between sites and the District Department Operations Center (DOC).
6. Provide for the interface and coordination between the District DOC and the City and County of San Francisco's (CCSF's) Emergency Operations Center (EOC).
7. Provide for the orderly conversion of pre-designated District sites to mass care sites, when necessary.



## SECTION 2: CONCEPT OF OPERATIONS

### National Incident Management System

Incidents typically begin and end locally and are managed on a daily basis at the jurisdictional level. Incident management includes prevention and protection, as well as response, mitigation, and recovery. However, successful incident management operations often depend on the involvement of multiple jurisdictions, levels of government, functional agencies, and/or emergency responder disciplines.

The National Incident Management System (NIMS) is a comprehensive, national approach—applicable to all jurisdictional levels across functional disciplines—designed to improve the effectiveness of emergency management/response personnel across the full spectrum of potential incidents and hazard scenarios. NIMS is based on the premise that using a common incident management framework will give emergency management/response personnel a flexible but standardized system for emergency management and incident response activities.

**Table 1: Overview of NIMS**

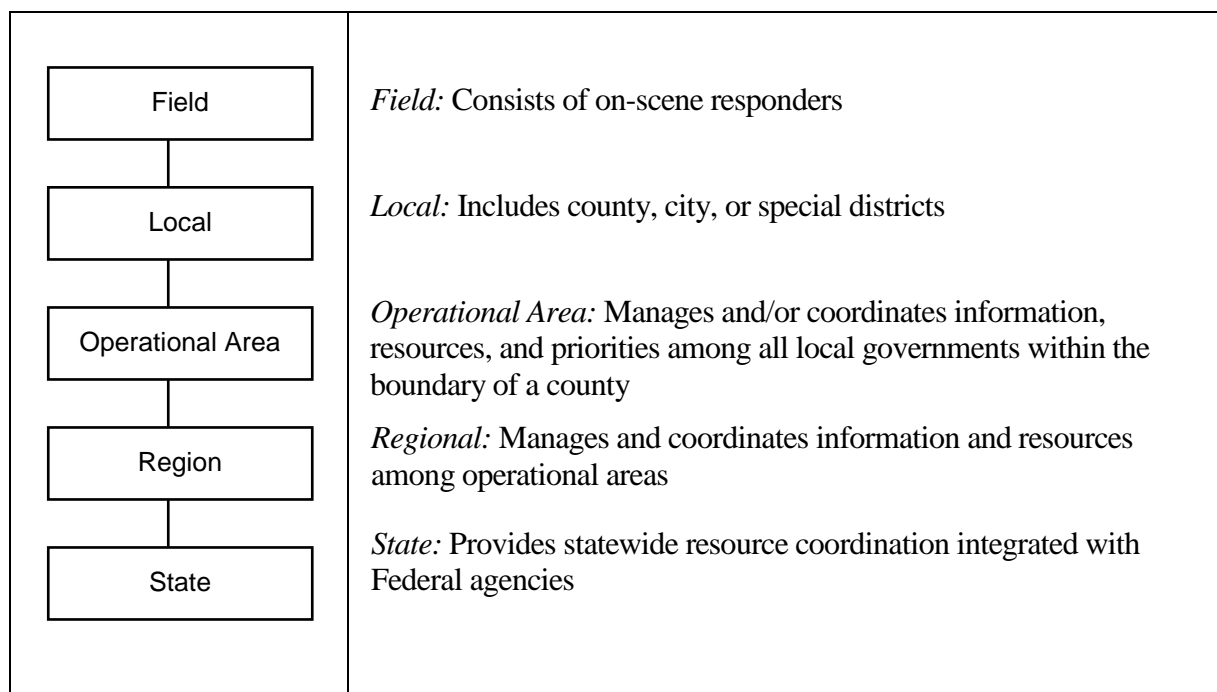
NIMS is . . .	NIMS is <i>not</i> . . .
<ul style="list-style-type: none"> <li>• a comprehensive, nationwide, systematic approach to incident management, including ICS, Multi-agency Coordination Systems, and Public Information.</li> <li>• a set of preparedness concepts and principles for all hazards.</li> <li>• a set of essential principles for a common operating picture and interoperability of communications and information management.</li> <li>• a set of standardized resource management procedures that enable coordination among different jurisdictions or organizations.</li> <li>• scalable to enable its use for all incidents (from day-to-day to large-scale incidents).</li> <li>• a dynamic system that promotes ongoing management and maintenance.</li> </ul>	<ul style="list-style-type: none"> <li>• a response plan.</li> <li>• only used during large-scale incidents.</li> <li>• a communications plan.</li> <li>• only applicable to certain emergency management/incident response personnel.</li> <li>• only ICS or an organization chart.</li> <li>• a static system.</li> </ul>

## Standardized Emergency Management System

In accordance with the Standardized Emergency Management System (SEMS), California's emergency response operations rely on a system in which government levels work together from the field upward, in a single, integrated structure. Incidents are managed at the lowest possible level. Local government has primary responsibility for emergency response activities within its jurisdiction. Operational areas (OAs), the region, and the State provide support to local jurisdictions.

SEMS also provides a standardized response structure for emergencies involving multiple jurisdictions or multiple agencies in California. It defines a standard management structure and a standard terminology for statewide use. SEMS is applicable to all organizational levels and functions in the emergency response system. There are five designated levels in the SEMS organization, which are identified in Figure 1.

**Figure 1: SEMS Organizational Levels**



## Incident Command System

The Incident Command System (ICS) is a standardized, on-scene, all-hazard incident management concept. ICS is based on a flexible, scalable response organization providing a common framework within which people can work together effectively.

A key principle of ICS is its flexibility. The ICS organization may be expanded easily from a very small size for routine events to a larger organization capable of handling catastrophic events.

Standardization through the use of common terminology is an important part of ICS. Common terminology helps to define organizational functions, incident facilities (e.g., EOC, DOC), resource

descriptions, and position titles. Incident terminology should be known before an emergency, disaster, or event.

## Primary Incident Command System Functions

### **Incident/School Commander (the “leader”)**

The Command Section is responsible for overall policy, direction, and coordination of the emergency response effort during the incident. The Command Section Staff is also responsible for interacting with response agencies and the DOC.

### **Operations Section (the “doers”)**

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reducing the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

### **Planning/Intelligence Section (the “thinkers”)**

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District DOC/Field action plans for implementation by the Operations Section.

### **Logistics Section (the “getters”)**

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

### **Finance and Administration Section (the “collectors”)**

The Finance and Administration Section is responsible for accounting and financial activities such as establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

## ICS Unified Command Structure

Unified Command is an important element in multijurisdictional or multiagency domestic incident management. It provides guidelines to enable agencies with different legal, geographic, and functional responsibilities to coordinate, plan, and interact effectively.

As a team effort, Unified Command overcomes much of the inefficiency and duplication of effort that can occur when agencies from different functional and geographic jurisdictions, or agencies at different levels of government, operating without a common system or organizational framework.

All agencies with jurisdictional authority or functional responsibility for any or all aspects of an incident participate in the Unified Command structure and contribute the following process and responsibilities:

- Determine overall incident strategies

- Select objectives
- Ensure that joint planning for tactical activities is accomplished in accordance with approved incident objectives
- Ensure the integration of tactical operations
- Approve, commit, and make optimal use of all assigned resources

**Advantages of Using Unified Command**

- One set of objectives is developed for the entire incident.
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

## SECTION 3: PREPAREDNESS EFFORTS

### Preparedness

Emergency preparedness at schools starts with school staff emergency preparedness at home. To ensure school staff are able to adequately respond to an emergency, disaster, or event, the following personal preparedness measures should be taken:

- Create a 72-hour emergency supply kit for the home.
- Create an emergency car kit / office kit, including comfortable clothes and shoes as well as medications.
- Develop a plan to reunite with family members.
- Develop a neighborhood preparedness program.

To help school staff with personal emergency preparedness, brochures are available from the local chapter of the American Red Cross (at [www.redcrossbayarea.org](http://www.redcrossbayarea.org)), from the San Francisco Department of Emergency Services (at [www.72hours.org](http://www.72hours.org)), or by request through the San Francisco Unified School District (SFUSD) Office of Emergency Planning.

### Disaster Service Workers

Section 3100 of the California Government Code states that public employees are disaster service workers (DSWs) who are subject to the disaster service activities assigned to them by their superiors or by law. The term *public employees* includes all personnel employed by State of California agencies, California county and city agencies, and public districts, excluding legally employed aliens. SFUSD employees are designated as DSWs. Section 3100 of the California Government Code applies to public school employees for cases in which:

1. a local emergency has been proclaimed,
2. a State of Emergency has been proclaimed, or
3. a Federal disaster declaration has been made.

### Responsibilities

#### District Responsibilities

In case of a declared emergency by the superintendent during school hours, all students will be required to remain at schools, Child Development Centers (CDCs) or an alternate safe site under the supervision of the school principal/site manager or other school staff assigned by the principal/site manager or designee. Students will not be permitted to leave the school site until:

1. regular dismissal time and only if it is considered safe to do so, *or*
2. an adult authorized by the parent or legal guardian whose name appears on the Student Emergency/Medical Information Card arrives to pick up the student. Additionally, please note the following:
  - a. If students are en route to school, they shall continue to school.

- b. If students are on their way home from school, they are to continue home.

During a declared emergency, those students who have not been picked up by their parents or other authorized person may be taken by District personnel to another site where consolidated care, food and shelter, can be provided. This information will be given to the media stations and posted at the original site, if possible, to keep parents/guardians informed. Refer to the *San Francisco Unified School District Emergency Operations Plan – Parent Child Reunification Appendix* for additional information on short- and long-term reunification.

### Parent/Guardian Responsibilities

Parents and legal guardians of students will be provided with a Student Emergency/Medical Information Card each year. In case of a declared emergency, students will be released ONLY to persons designated on this card. Parents/guardians are responsible for ensuring that information on the Student Emergency/Medical Information Card is current at all times.

Parents/guardians are asked to share with the schools the responsibility for informing students what they should do in case of an emergency, disaster, or event. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents/guardians that are contrary to the District's stated policy on retention at school and authorized release in case of a severe emergency.

### Drills

Each school site is responsible for conducting routine earthquake and fire drills. The principal/site manager or designee shall keep a copy of each drill conducted on the Emergency Drill Report form (*Appendix E: Exercise and Drill Record*) and file a copy with the Superintendent/Director of Emergency Planning.

#### Earthquake Drills

The following standards must be met to ensure a successful earthquake drill:

- The Fire Alarm/Public Announcement can be heard/seen by all staff and students.
- Immediately after the earthquake alarm/public announcement sounds, all students, teachers and other employees:
  - DROP down on the floor;
  - take COVER under a sturdy desk, table, or other furniture with backs to the windows and protect head and neck with arms; and
  - HOLD onto the furniture and be prepared to move with it.

- Pre-assigned teachers and staff will report to the Principal's Office to check-in for the Emergency Response Team.
- Upon sounding of the *all clear*, students and staff will return to their appropriate classroom, and the teacher will take roll. Missing students must be reported to the principal/site manager or designee immediately.

### Fire Drills

*Principals/Site Managers or designee shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year at all high schools. (Code of Regulations, Title 5, Section 550)*

The following standards must be met to ensure a successful fire drill:

- The Fire Alarm/Public Announcement can be heard and/or seen by all staff and students.
- Orderly evacuation begins immediately and is completed within minutes of the initial alarm, with minimal congestion at exit gates.
- Teachers and students will gather in an orderly fashion in pre-designated evacuation areas away from fire lanes.
- Teachers will take roll once in the evacuation area. Any missing students will be immediately reported to the Principal/Site Manager or designee.
- Upon sounding of the *all clear*, students and staff will return to their appropriate classroom and the teacher will take roll. Missing students must be reported to the principal/site manager or designee immediately.

## SECTION 4: EMERGENCY RESPONSE ROLES

### Overview

In the event of an emergency, school personnel must be aware and familiar with their emergency response roles and responsibilities. School personnel emergency response roles are identified and described in this section. In those incidences involving localized emergencies normally concerning one school, the Crises Response Team (CRT), as delineated in the SFUSD School Crises Response Manual, will be activated.

### Emergency Response Team

The Site Emergency Response Team (ERT) is responsible for coordinating emergency response by all staff and students at the school site. The ERT organization, which is consistent with the statewide Standardized Emergency Management System (SEMS), is composed of the Command, Operations, Planning, Logistics, and Administration/Finance Sections. ERT functions will be activated to the extent required by the situation, and within the limits of available staff to fulfill each function. When necessary, available personnel may assume more than one role until additional personnel are able to respond. ERTs will remain in charge of the incident until relieved by emergency first responders.

### Non-Instructional Staff

Non-Instructional staff members not assigned as ERT members will assist with emergency response duties as assigned by the School Administrator or designee. Teachers and child development center staff not assigned as ERT members are responsible for providing care and supervision of students; directing students in appropriate emergency procedures; sending students in need of first aid to the first aid station; calming frightened students; helping restore order; taking attendance; reporting missing students and their last known location to the Search and Rescue Team; and assisting other staff and students as needed.

### School Administrator

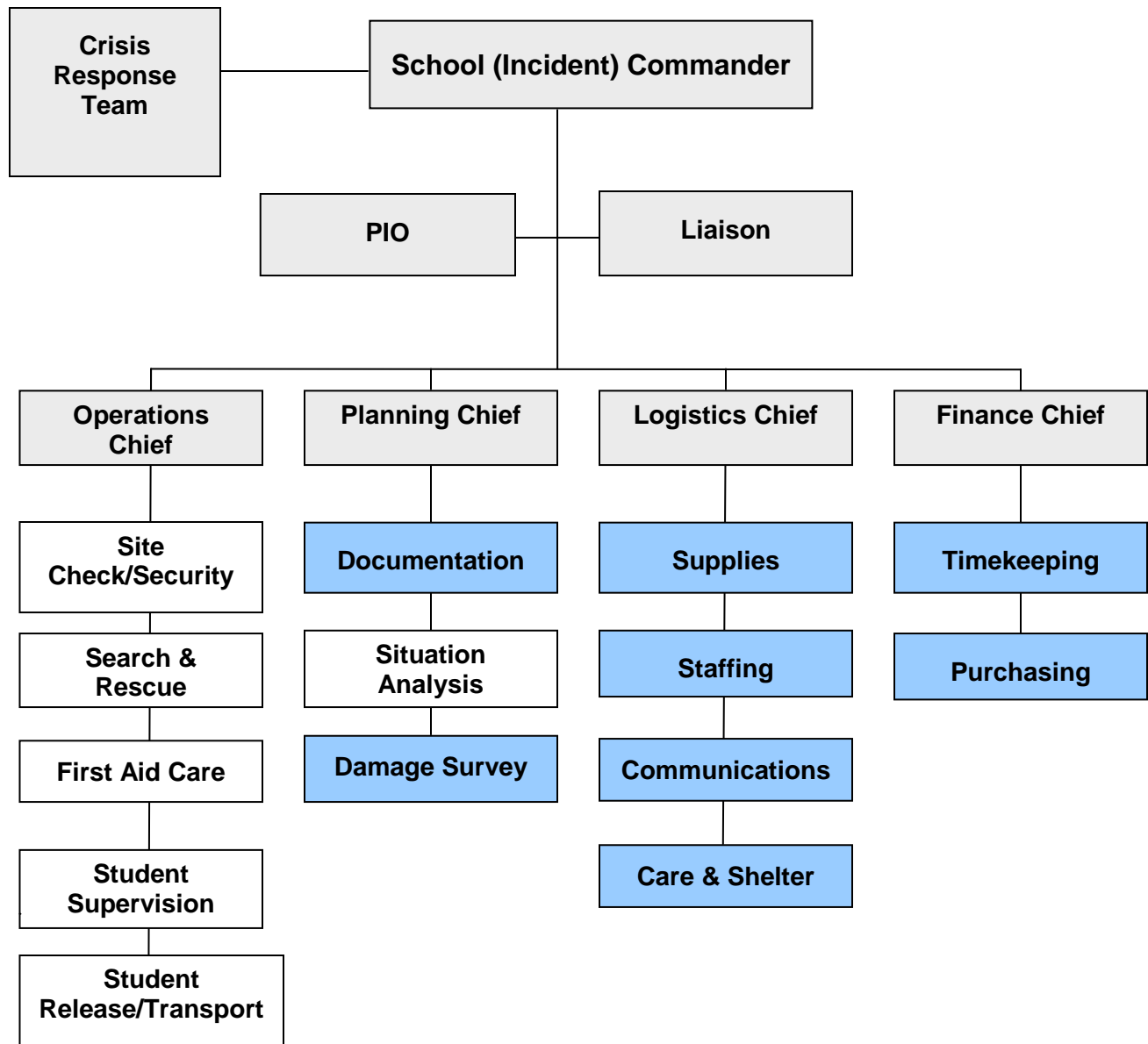
The School Administrator or their designee implements the School Site Emergency Plan when notified of a declared emergency by the SFUSD DOC Commander or when deemed necessary; establishes a Site Command; orders evacuation from building and/or site as deemed appropriate; directs ERT response to life safety threats (fires, fallen electrical lines, hazardous material spill, etc.); collects, analyzes, and reports status and damage information to the Divisional Coordinator at the SFUSD DOC; and determines the need for and requests public safety assistance when necessary.

During off-hours, and upon notification of the SFUSD DOC Commander, or the occurrence of an obvious disaster, the School Administrator or their designee reports immediately to the school site to conduct damage survey. Those sites pre-designated as American Red Cross shelters will prepare to receive evacuees when requested to do so by the Director of Emergency Planning or



the SFUSD DOC Commander. The School Administrator or their designee will initiate a recall to duty of additional site personnel as warranted by the situation.

## School Incident Command System



If your school has limited staff, the boxes shaded in blue can be filled at the time of the event. All other boxes need to be filled out. The names of Plans, Logistics, and Finance Section Chiefs can be listed in other boxes with the exception of Operations Chief, Crisis Response Team (CRT) Debrief Lead and Incident Command/CRT Leader.



School Emergency Response Teams

Command Staff

Team	Team Leader
<b>Incident Commander:</b> Oversees management of the incident.	Ron Machado
<b>Public Information Officer (PIO):</b> Coordinates with the SFUSD DOC PIO on the release of information to the media and prepares and distributes press releases, as appropriate and with the concurrence of the SFUSD DOC.	Diane Thompson
<b>Liaison:</b> Acts as a communications link between the site and the SFUSD DOC. Works closely with outside agencies (SFFD, SFPD, etc.) and the SFUSD DOC.	Kay Kirman

Operations

Team	Team Leader	Staff
<b>Operations Section Chief:</b> Organizes and oversees each Operations Team, as necessary; ensures that teams are properly equipped for their assigned role and when necessary; requests outside assistance from the School Administrator or designee.	Claire Shepley	

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**[Miraloma Elementary]**



Team	Team Leader	Staff
<p><b>Safety and Security:</b> Organizes safety and security teams as indicated; extinguishes fires, if possible; ensures that emergency assembly area(s) are accessible and safe; secures evacuation routes and assists in site evacuation, if required; secures access to the site by emergency vehicles; secures building against unauthorized re-entry; seals off and posts areas where hazardous conditions exist.</p>	<p>Becca Stewart</p>	<p>Wah Kung</p>
<p><b>Search and Rescue:</b> Assigns search and rescue teams to complete a systematic search of all rooms in pre-assigned areas, including bathrooms, library, and offices, for injured and/or trapped students and employees; requests on-site medical assistance, as indicated; and reports status to the Operations Section Chief.</p>	<p>Patrick Mendonca</p>	<p>Jeff Jensen</p>
<p><b>First Aid Care:</b> Establishes a first aid station, if necessary; assigns first aid teams; assesses injured and provides first aid care as indicated; determines the need for skilled medical and coordinates requests for assistance through the School Administrator or designee; establishes priorities for the transport of the injured to hospitals, when transport is available; and maintains a record of the name and destination of those transported.</p>	<p>Talat Jabbar</p>	<p>Laura Lison Bessy Proctor</p>

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Team	Team Leader	Staff
<p><b>Student Supervision:</b> Establishes location(s) and provides a safe and calm environment for students; ensures all students are accounted for and works with Student Release to reunite students and parents.</p>	<p>Susan Hammond</p>	<p>Jennifer Santos  Andrea Simmons  Jillian Eierweiss  Hana Huang  Kelley Lehman  Diane Rosen  John Mehring  Elyse Campbell  Christie Kitsuda  Mia Straghalis  Yukendra Harris  Katie Nelson</p>
<p><b>Student Release/Transport:</b> Oversees the release of students to parents or authorized person indicated on the Student Emergency/Medical Card and completes and maintains student release forms. Coordinates with the SFUSD DOC in the acquisition of transportation in the event an evacuation is required.</p>	<p>Eliska Mobley</p>	<p>Martha Bella  Karen Orosco</p>



Planning

Team	Team Leader	Staff
<p><b>Planning Section Chief:</b> Organizes and oversees damage survey teams, if necessary; compiles damage and status information; ensures that teams are properly equipped for their assigned role; when necessary, requests outside assistance from the School Administrator or designee; and ensures that an accurate written record of the site’s emergency response is initiated and maintained.</p>	<p>Lori Chambers</p>	
<p><b>Documentation:</b> Organizes all status reports coming to and from the SFUSD DOC; compiles a written record of emergency response activities; and compiles damage and status documentation for the post-event critique and After Action Report.</p>		
<p><b>Situation Analysis:</b> Works closely with the Planning Section Chief to gather information/intelligence and provide the most up-to-date information regarding the incident.</p>	<p>Janet Pandolfi</p>	
<p><b>Damage Survey:</b> Assigns damage survey teams to conduct a systematic survey of site damages; surveys damage to utility systems and shuts down main power, and water mains, as indicated; follows damage control procedures to provide the safest possible environment and limit damage to site facility; safeguards all usable water within the building; performs emergency repairs, as necessary; and reports status to the Operations Section Chief.</p>		



Logistics

Team	Team Leader	Staff
<p><b>Logistics Section Chief:</b> Recruits and manages staff and volunteers as requested by other Branch Coordinators; procures supplies and equipment to support response operations; and arranges for conversion of the site to a Red Cross shelter when requested.</p>	<p>Natalie Endo</p>	
<p><b>Supply:</b> Obtains and distributes equipment and supplies necessary to support emergency operations; tracks all supplies and equipment; and reports to the Logistics Section Chief.</p>		
<p><b>Staffing:</b> Works closely with the Planning Section Chief to provide guidance about staffing needs.</p>		
<p><b>Communications:</b> Utilizes communication tools (phone, 800-MHz) to maintain communication with the SFUSD DOC.</p>	<p>Ron Machado</p>	
<p><b>Care and Shelter:</b> Assesses restroom and cooking facilities and the adequacy of available food, water, blankets, and other supplies; determines what additional equipment and supplies are needed; and requests needed resources from the Supply Branch Coordinator.</p>		



Finance

Team	Team Leader	Staff
<b>Finance Section Chief:</b> Oversees all members of the Finance Team; ensures that all financial data is being recorded and catalogued properly for future reimbursement.		
<b>Timekeeping:</b> Compiles a record of employee time devoted to response and recovery efforts.		
<b>Purchasing:</b> Compiles all disaster-related expenditures.		

## SECTION 5: EMERGENCY RESPONSE ACTIONS

The following emergency response actions refer to the Principal, Site Manager, or appropriate designee as the “School Administrator.” In addition, Public Information Officers (PIOs) for the San Francisco Unified School District (SFUSD) are referred to as the Office of Public Outreach and Communication, and each site must assign an Emergency Planning Coordinator who is responsible for emergency response actions at each individual school site.

It is important to note that school administrators are responsible for the health and safety of students and staff during an emergency. Although the following procedures refer to specific actions, school administrators must exercise discretion in implementing standardized procedures, and should consider modifications, as necessary, to ensure the health and safety of all personnel during an emergency.

Every effort has been made to address the requirements for the special needs population, where appropriate. It is the responsibility of the school administrator, individual teachers, and other classroom aides to ensure that hearing, sight, mobility impaired students, as well as other special needs students, are accounted for and receive appropriate instructions.

### Bomb Threat

In most cases, threats of a bomb or other explosive device will be received by telephone.

- Attempt to gain as much information as possible using the “Bomb Threat Checklist” in *Appendix C*. Do not hang up on the caller.
- Immediately notify the School Administrator and alert them to call 9-1-1 and provide:
  - Name
  - Call back phone number
  - Exact street location with the nearest cross street
  - Nature of incident
  - Number and location of people involved and/or injured
- The School Administrator will notify Leadership Equity Achievement Design (LEAD).
- Instruct all students and staff to turn off cellular devices and radios.
- Sound the fire alarm to evacuate all involved buildings.
- Secure all campus exits to prevent re-entry to buildings.
- Follow directions from the San Francisco Police Department (SFPD).
- Re-occupy buildings when instructed to do so by SFPD.

## Earthquake

### Earthquake Procedures Inside

- DROP** to the ground. For those students and staff who are physically unable to drop to the ground, they should remain seated and cover their heads with their arms and hands.
- COVER** under or near desks, tables, or chairs in a kneeling or sitting position.
- HOLD** onto table or chair legs. Protect eyes from flying glass and debris by using your arm to cover your eyes.
- Remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
- School staff should check for injuries and assess the general safety of the room.
- Report any hazards to the school Damage Survey Team.
- All Emergency Response Teams (ERTs) should report to the School Administrators Office or pre-designated location.

### Earthquake Procedures Outside

- Move away from overhead hazards such as power lines, trees, and buildings. **DROP** to the ground and **COVER** the back of the neck with your hands.
- Do not enter buildings until it is safe to do so.
- School staff should check for injuries.
- Report any hazards to the school Damage Survey Team.
- All ERTs should report to the School Administrators Office or pre-designated location.

## Fire

### **Fire in a School Building**

- The School Administrator will:
  - call 9-1-1,
  - sound the fire alarm, and
  - notify the Superintendent and LEAD.
  
- School Staff will:
  - supervise evacuation according to the Emergency Evacuation Plan posted in every classroom,
  - close doors upon evacuating,
  - take roll books and take roll at evacuation site, and
  - report missing students to the School Administrator.
  
- The Custodian or ERT member will open necessary gates for emergency vehicles.
  
- Re-occupy buildings when ordered to do so by San Francisco Fire Department (SFFD).

### **Fire Near School**

- The School Administrator will:
  - call 9-1-1,
  - sound the fire alarm, and
  - notify the Superintendent and LEAD.
  
- If appropriate, re-occupy buildings when ordered to do so by SFFD.

## Gas Leak

The person detecting the odor of natural gas will:

- Notify the School Administrator
- Determine where the odor of gas is emanating from (a particular room or area, inside or outside the building).

The School Administrator will:

- Immediately call 9-1-1 and notify SFFD and provide:
  - building address,
  - site name,
  - description of the odor, and
  - location of the odor.
- If ordered to do so, evacuate the building.
- If the gas odor emanates from outside the building, close all windows and doors and remain inside. Follow the instructions of the SFFD.
- Notify Pacific Gas & Electric (PG&E) at 1-800-468-4743
- Notify Buildings & Grounds (B&G) at 695-5525

## Intruder on Campus

A campus intruder is defined as an individual who loiters or creates disturbances on school property. If an intruder is found on campus:

- Assess the situation and if it appears safe to approach the intruder, greet the individual in a polite and non-threatening manner.
- Identify yourself as a school official.
- Ask the intruder for identification.
- Ask them what his/her purpose is for being on campus.
- Advise the intruder of trespass laws.
- Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- If the intruder gives no indication of voluntarily leaving the premises, call 9-1-1 and provide a description and location of the intruder. Notify staff to lock down.

If an intruder appears on school grounds during recess or lunch:

- Outdoor supervisors should immediately notify the School Administrator and guide all students to nearby buildings.
- Lock all doors and windows.
- Wait for further instructions from school officials or SFPD.

In the event the perpetrator(s) is inside a classroom:

1. Staff should take a leadership role and perform the following actions:
  - Calm, reassure, and quiet others (students/staff).
  - Staff actions will influence others.
2. Staff should attempt to actively diffuse the situation:
  - Attempt to quietly move students away from the perpetrator.
  - If deemed safe to do so, staff should approach the perpetrator in a calm, non-confrontational manner and ask him/her to leave the campus.
3. If the perpetrator leaves the classroom, staff should immediately block the door using whatever is available (desks, file cabinets, books, or other furniture)



## Lockdown: Active Shooter

- School staff should move students into classrooms and buildings and call 9-1-1.
- Begin lockdown procedures including covering windows, turning off lights, and seeking cover under or near furniture and away from windows.
- Use appropriate communication methods (i.e., phones, radios, etc.) to contact the School Administrator.
- Take roll and identify all students and staff in the classroom.
- Conduct anxiety-reducing activities as per the District Crisis Response Manual.
- Be prepared for an evacuation at any time.
- Place a red card under the door or in the window if someone in the room requires medical attention.
- Follow the directions of SFPD.

## Medical Emergencies

In the event of a medical emergency, school staff should calmly and carefully assess the situation and immediately notify 9-1-1. School staff should follow directions given in the first aid flip chart and only take those measures which they are qualified to do. When handling medical emergencies, latex or rubber gloves must be worn at all times.

### Bleeding

- Apply direct pressure to the wound.
- Maintain the pressure until the bleeding stops.
- If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- If limb appears to be broken, minimize the movement, but take appropriate actions to stop the bleeding.

### Shock

- Take necessary actions to keep the individual's body temperature as close to normal as possible.
- Do not attempt to move the victim unless there is an apparent threat to life.
- Stay with the victim until 9-1-1 arrives on-scene.

### Choking (*American Red Cross, Adult CPR/AED Skills Card*)

- Stand behind the individual who is choking.
- Lean the individual slightly forward and give five back blows with the heel of your hand.
- Place the thumb side of one of your fists against the individual's abdomen, just above the navel and well below the end of the breastbone.
- Grasp your fist with your other hand, give an abdominal thrust.
- Repeat until the object comes out, the person can breathe or cough forcefully, or the person becomes unconscious.

*Note: If a child is removed from the site by ambulance, an appropriate staff member should ride along to provide comfort and notify the parents/guardians.*

## Power Outage / Rolling Blackouts

*It is the District's intent that schools will remain open during a power outage.*

### How to Prepare for an Outage

- Ensure portable lighting (i.e., flashlights and batteries) is available at your school site.
- Keep hallways and pathways clear at all times.
- Ensure school staff have established alternative teaching methods and plans to be used during power outages.
- Conduct a survey of your school site for the classrooms and offices with no windows and identify relocation options.

### During an Outage

- Contact Buildings and Grounds (B&G) Work Control (415-695-5515 or 415-695-5508) and LEAD immediately if your school site is experiencing a blackout.
- After 30 minutes, have pre-identified ERT members walk through campus and check on the status of individuals in each building.
- Ensure students use a buddy system when going to the restroom.
- Do NOT use candles or gas lanterns.
- Turn off computers, monitors, printers, copiers, major appliances, and lights when not in use or needed.

## Shelter-in-Place

Shelter-in-Place may be directed if there is a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Shelter-in-Place will be routinely practiced during the school year.

- Shelter:** Move all students and staff inside.
- Shut:** Lock all doors and close windows.
- Listen:** Remain quiet to hear critical instructions from the School Administrator and/or emergency responders.
  - If there is no direction, continue instructional/work activities until the situation is resolved or you are directed to do otherwise.

If the incident involves gas leaks or chemical spills, follow the procedures below:

- Advise students to cover their mouths and nose with a damp cloth or handkerchief to protect from any airborne hazards.
- A member of the ERT should close all vents and turn off ventilation systems.
- Advise students to maintain shelter-in-place procedures until the *all clear* or evacuation signal is given by the School Administrator and/or emergency responders.

## SECTION 6: EMERGENCY EVACUATION PROCEDURES

Schools are responsible for identifying and planning safe ingress and egress routes on their school property as well as appropriate evacuation routes. In addition, schools must plan for assisting students, staff, and visitors with disabilities. Under the Americans with Disabilities Act (ADA) of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and or/cognitively/emotionally impaired, must be assisted.

Schools must develop plans that identify the location of potential evacuation sites. Evacuation plans must also address the following:

- The population of people with disabilities/special needs.
- Appropriate signage and equipment (e.g., EVAC Chairs) needed for individuals with disabilities/special needs.
- Training for school staff to assist individuals with disabilities/special needs.
- Coordination with first responders.

### Evacuation Locations

In the event of an emergency, either an on-campus or off-campus evacuation may be necessary. In order to be prepared, schools must identify safe evacuation locations to relocate the school population.

#### A) On-Campus Evacuation Location

School officials should review their school site layout and determine where the safest outdoor location is on campus to assemble students and staff. It is important to ensure there is adequate space for the entire school population and there is no danger of falling debris or power lines.

List the on-campus evacuation locations below:

Primary Location	Upper yard, Kindergarten yard, Sidewalk above SW 2 <sup>nd</sup> floor exit
Secondary Location	Miraloma Park Baseball Field

Below are the Evacuation Maps:

## Evacuation Maps

See attachment "Emergency Maps"

### Off-Campus Evacuation Location (Sister Sites)

The District has pre-identified alternate locations or sister sites to act as the off-campus evacuation for each school. These sister sites were identified to house the entire school population. In most instances, each school has a pre-identified secondary off-campus location.

List the organization, address, and contact information of the identified off-campus evacuation locations below:

#### *Primary Off-Site Evacuation Location*

Organization	SOTA HS
Address	555 Portola Drive
Point of Contact	
Phone Number	

#### *Secondary Off-Site Evacuation Location*

Organization	Glen Park ES
Address	151 Lippard Ave
Point of Contact	
Phone Number	

### Evacuation Routes

If an emergency occurs and an evacuation is needed, school sites should have pre-designated routes to all evacuation locations. Each classroom is required to have posted its primary and secondary evacuation routes from the classroom. Each school should also provide a relocation map to its primary and secondary sister sites. Below are the sister site maps.

## Sister Site Maps

[INSERT SISTER SITE MAP #1]

\*\*\*Maps to come



[INSERT SISTER SITE MAP #2]

## Evacuation Procedures

### On-Campus Evacuation

The need to evacuate a building on campus should occur after the decision has been made that it is unsafe to remain in the building.

- If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned on-campus location.
- School staff must take roll at the evacuation area to ensure that all students are accounted for.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- School staff should identify any students who need medical attention and provide appropriate care.
- School staff should remain with their students and help to calm them.
- If it is determined school buildings are safe to re-enter, school staff will lead students back to their classrooms quickly and calmly. Roll should be taken once all students are back in the room.
- Students should be debriefed to calm fears about the evacuation as per the District Crisis Response Manual.

### Off-Campus Evacuation

Off-campus evacuation is implemented after a decision is made that it is unsafe to remain on campus and evacuation to an off-site assembly area is required.

- If it is determined an evacuation is needed, school staff should assemble students and use the pre-designated evacuation routes to report to the assigned off-campus location.
- School staff must take roll at the evacuation location to ensure that account is made for all students.
- Students who are missing or left behind due to serious injury should be immediately reported to school officials.
- The Superintendent of Schools and LEAD should be immediately notified of the evacuation.



## APPENDIX A: EMERGENCY PHONE NUMBERS

Agency / Organization	Phone Number
<b>Emergency Response Agencies</b>	
Ambulance	9-1-1
San Francisco Fire – Rescue Department	9-1-1
San Francisco Police Department	9-1-1
<b>Hospitals</b>	
Franciscan Treatment	415-353-6305
St. Francis Hospital	415-353-6000
San Francisco General Hospital	415-206-8111
<b>SFUSD Support Services</b>	
SFUSD Asbestos Control Office	415-241-6431
SFUSD Buildings & Ground Works Control	415-695-5525 (or 415-695-5508)
SFUSD Children’s Crisis Response	415-970-3800
SFUSD Emergency Planning Office	415-355-6927
SFUSD Environmental Health Officer	415-241-6431
SFUSD Needle Stick Hotline (24 hours)	415-469-4411
SFUSD Nurse of the Day	415-242-2615
SFUSD Safe School Line	415-241-2141
SFUSD Security*	415-695-5665
SFUSD Student Nutrition Services	415-749-3627
SFUSD Superintendent of Schools	415-241-6121
SFUSD Transportation	415-695-5725
<b>Leadership Equity Achievement Design (LEAD)</b>	
Elementary	415-241-6310
Middle School	415-241-6607
High School	415-241-6478
CDC	415-750-8599
<b>City and County Departments</b>	
Department of Public Health	415-554-9000
San Francisco Animal Control	415-554-6364
San Francisco Poison Control	1-800-876-4766

\* SFUSD Security should be utilized after normal business hours, on weekends, or on holidays.

## APPENDIX B: EMERGENCY SUPPLIES

### THE AMERICAN RED CROSS

#### RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

#### Introduction

##### What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

##### Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

##### How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

##### Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in

various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

### **Recommended Supplies**

The following lists address classroom kits, supplies for the whole school and Search & Rescue gear recommended by American Red Cross.

#### **Classroom Kit**

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

#### **Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food**

##### **Water**

- ½ gallon per person per day times three days, with small paper cups

##### **First Aid**

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus

- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

**Sanitation Supplies** (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

**Tools per Campus**

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

**Other Supplies**

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.

- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

### **Food**

The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

### **Search & Rescue (S&R) Equipment**

Training on how to do light Search & Rescue is required—contact the SFFD Neighborhood Emergency Response Team (NERT) for information on scheduling training.

### **Protective Gear per S&R Team Member**

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

### **Gear per S&R Team**

- Backpack with First Aid supplies
- Master Keys

## APPENDIX C: BOMB THREAT REPORT FORM

<b>School:</b>	<b>Time Call Received:</b>	<b>Call Taken By:</b>
<b>Date:</b>	<b>Time Caller Hung Up:</b>	<b>Title:</b>
	<b>Caller ID Info (*69):</b>	

<b>Questions to Ask:</b>	<b>Exact Wording of Threat: “</b>								
								“	
1. When will the bomb explode?	<b>Caller's Voice:</b> (circle all that apply)				<b>Caller's Language:</b> (circle all that apply)		<b>Background Sounds:</b> (circle all that apply)		
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery	
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System	
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises	
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office	
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery	
7. Why?	Soft	Ragged	Clearing Throat	Normal	<b>Caller Demographics</b> (Circle One)		Animal Noises	Clear	
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female	Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone	
10. What is your name, address, phone?	<b>Other Observations:</b>								

## APPENDIX D: Parent-Child Reunification Procedures

In an effort to address all hazard incidents, the San Francisco Unified School District (SFUSD) has developed short- and long-term parent-child reunification procedures. Short-term procedures outline the appropriate steps to be taken at individual school sites. When reunification procedures exceed the scope of school site operations, SFUSD will implement long-term procedures to consolidate resources and increase efficiency.

### School Site Reunification: Short Term

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#### Student Emergency/Medical Information Card

All students are required to have a Student Emergency/Medical Information Card on file at their school site. Student Emergency/Medical Information Cards must be updated every school year, and the school should be notified of any changes of information on the student emergency/medical information cards. Student Emergency/Medical Information Cards will be distributed to students on the first day of school and must be returned promptly. Student emergency cards require the following information:

- Parent/guardian/caregiver current address and phone number
- The student's doctor/health care provider and insurance information
- Any medication(s) or chronic illness(es) related to the student

#### Parent-Child Reunification

In the event that an emergency occurs on or near a school site, parents (or guardians) must report to the school site and adhere to the following procedures required for releasing a student. School sites must work in conjunction with the SFUSD Department Operations Center (DOC) throughout the parent-child reunification process.

The following procedures provide a general guideline for parent-child reunification throughout SFUSD. Each school site is responsible for adhering to the following three principals when implementing its reunification process: (1) a safe and secure check-in area for parents, (2) a separate area designated for the reunification of parents and children, and (3) a safe and secure exit for parents and children.

#### Preparation

- At the start of the school year, each school site should prepare an emergency bin containing copies of Student Emergency/Medical Information Cards, name tags for all students and staff, lists of all student and staff names, pre-printed signs with letters A–Z, sharpie markers, pens, and tape.
- Emergency bins should be updated on a routine basis.

#### Reunification

- School staff should set up two tables inside the main gate of the school site. One table will be designated for students with last names beginning A–M. The second table will be designated for students with last names beginning N–Z. Each table will have two binders

with all students' names and Student Emergency/Medical Information Cards. Each table must be clearly and adequately marked with the appropriate letters.

- Parents or guardians arriving to the school site must wait in the appropriate line and be able to identify their child by name for pick-up. A school staff member will be responsible for directing parents to the appropriate lines.
- School staff members working at the tables will highlight students' names in the appropriate binder and verify the parent or guardian name. *Only contacts listed on the student emergency/medical information card may pick up a child.* Parents/Guardians must have a valid ID and/or be recognized as Parents/Guardians of the student by a school staff member. Highlighting the students' name will indicate a parent or guardian has arrived to pick up the student.
- At the student assembly area, school staff will post signs with the letters A–Z. Signs should be pre-made and stored in the school site emergency bin. Students should line up behind the letter that represents the first letter of their last name.
- All students must wear name tags indicating their last name, first name. (If possible, name tags with names already printed on them will be kept in the emergency bin and distributed to school staff responsible at each line, A–Z).
- Once parents/guardians have arrived, a runner will notify the child and escort them to the reunification area.
- After parents/guardians are reunited with their child, school staff will escort and/or direct the parent/guardian and child to the exit gate (the exit gate should *not* be the same as the main gate).
- Two-to-four school staff members should be placed at the exit gate with copies of the Student Emergency/Medical Information Cards. All parents/guardians should be cross-referenced on the emergency/medical information card prior to exiting the gate.
- Upon exiting the school sites, students must remove their name tags and give them to the school staff. School staff must use a sharpie marker to write one of the following codes on the students name tag:
  - M** – if the mother picked up the student
  - F** – if the father picked up the student
  - G** – if the guardian picked up the student
  - GM** – if the grandmother picked up the student
  - GF** – if the grandfather picked up the student
  - O + NAME** – if someone other than the above picked up the student
- School staff should attach the student's name tag to the Student Emergency/Medical Information Card and place them in a file for documentation, which is retained in a secure location.

### **Additional Information Regarding Students Age 18 and Older**

- Students who are 18 years of age or older may legally leave the premises, but will be encouraged to stay until contact with a parent/guardian can be made. Students leaving

without an adult must check out at the exit gate and school staff must mark an “18” on their name tag.

- For accountability/tracking purposes, 18-year-olds must communicate their intended destination (e.g., home, grandparents’ house, neighbor’s house) for any adult who may come looking for them.

## **District-Wide Reunification: Long Term**

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The SFUSD Policy Group will implement District-wide reunification, and the SFUSD DOC will disseminate information to the school sites. The District-wide reunification process is designed to allow SFUSD to continue parent-child reunification procedures during extended hours and to consolidate resources and reunification sites. The District reunification sites are based on the City and County of San Francisco (CCSF) nine Emergency Response Districts (ERDs).

### **Reunification**

- If appropriate, the SFUSD Policy Group will make the decision to implement the District-wide reunification process.
- The SFUSD DOC will contact each individual school site to obtain situational awareness regarding the number of students remaining at the schools and the staff available to work at District reunification sites.
- The SFUSD DOC will determine the appropriate District reunification sites based on pre-determined primary and secondary sites (see Table A.1).
- The SFUSD DOC will identify and coordinate transportation needs for each school site as well as the staffing needs for each reunification site.
- School sites will continue the parent-child reunification process until transportation arrives to transfer students to the District reunification sites. Once students are safely transported to the district reunification sites, staff may be released from the school site, and the school will be closed.
- School sites must post signs and clearly indicate the place to which students have been relocated.
- Once the district reunification sites have been established, standard school site reunification procedures will begin.
- The Policy Group will determine when to reduce the reunification sites to one consolidated site based on the number of students remaining.
- The SFUSD DOC will identify the school site to be used based on location, structural integrity and size.
- When deemed appropriate, the Policy Group will authorize the deactivation of the reunification sites and the remaining students will be handed over to the custody of the Human Service Agency, Child Protection Services.

## **Death of a Student**

The following are recommendations in the event of a death resulting from an isolated incident or in the case of mass casualties from a major emergency:

- Activate the Crisis Response Team (CRT).
- Inform parents/guardian in a private place. Ask them if there is anyone else who should be informed.
- Inform parents/guardians that the body may be viewed.
- In cases where the body may be difficult to view, recommend parents/guardians do not view body.

## **Grief Counseling**

Following a disaster or major emergency, the Supervisor of School Health Programs will collaborate with the Superintendent and Human Resources to organize or arrange for Crisis Incident Stress Debriefing (CISD) Teams to debrief and counsel emergency responders, staff, and students, as necessary.

**Table D.1: SFUSD Reunification Sites**

Site Name	Address	Neighborhood	ERD
<b>Galileo High School (P)</b>	1150 Francisco Street	Marina, Pacific Heights, Western Addition	1
Francisco Middle School (S)	2190 Powell Street	North Beach, Chinatown	1
<b>Mission High School (P)</b>	3750 18 <sup>th</sup> Street	Mission, Noe Valley, Diamond Heights	2
Everett Middle School (S)	450 Church Street	Mission, Noe Valley, Diamond Heights	2
300 Seneca Avenue (S)	300 Seneca Avenue	Outer Mission, Ingleside, Oceanview	9
<b>International Studies (P)</b>	655 DeHaro Street	Potrero Hill, Bayview, Hunter Point	3
Downtown High School (S)	693 Vermont Street	Potrero, Bayview, Hunter Hill	3
<b>Marina Middle School (P)</b>	3500 Fillmore Street	Marina, Pacific Heights, Western Addition	4
Claire Lilienthal (S)	3630 Divisadero Street	Marina, Pacific Heights, Western Addition	4
<b>James Lick (P)</b>	1220 Noe Street	Mission, Noe Valley, Diamond Heights	6
John O'Connell High School (S)	2355 Folsom Street	Mission, Noe Valley, Diamond Heights	6
Horace Mann Middle School (S)	3351 23 <sup>rd</sup> Street	Mission, Noe Valley, Diamond Heights	6
<b>George Washington High School (P)</b>	600 32 <sup>nd</sup> Street	Richmond	7
Presidio Middle School (S)	450 30 <sup>th</sup> Avenue	Richmond	7
Roosevelt (S)	460 Arguello Blvd.	Richmond	7
<b>Lincoln High School (P)</b>	2162 24 <sup>th</sup> Avenue	Sunset	8
A.P. Gianni Middle School (S)	3151 Ortega Street	Sunset	8
Herbert Hoover Middle School (S)	2290 14 <sup>th</sup> Avenue	Sunset	8
<b>Balboa High School (P)</b>	1000 Cayuga Avenue	Outer Mission, Ingleside, Oceanview	9
James Denman (S)	241 Oneida Avenue	Outer Mission, Ingleside, Oceanview	9
<b>Burton High School (P)</b>	200 Mansell Street	Portero Hill, Bayview, Hunter Point	0
Visitacion Valley (S)	450 Raymond Avenue	Portero Hill, Bayview, Hunter Point	0

(P) Primary Site

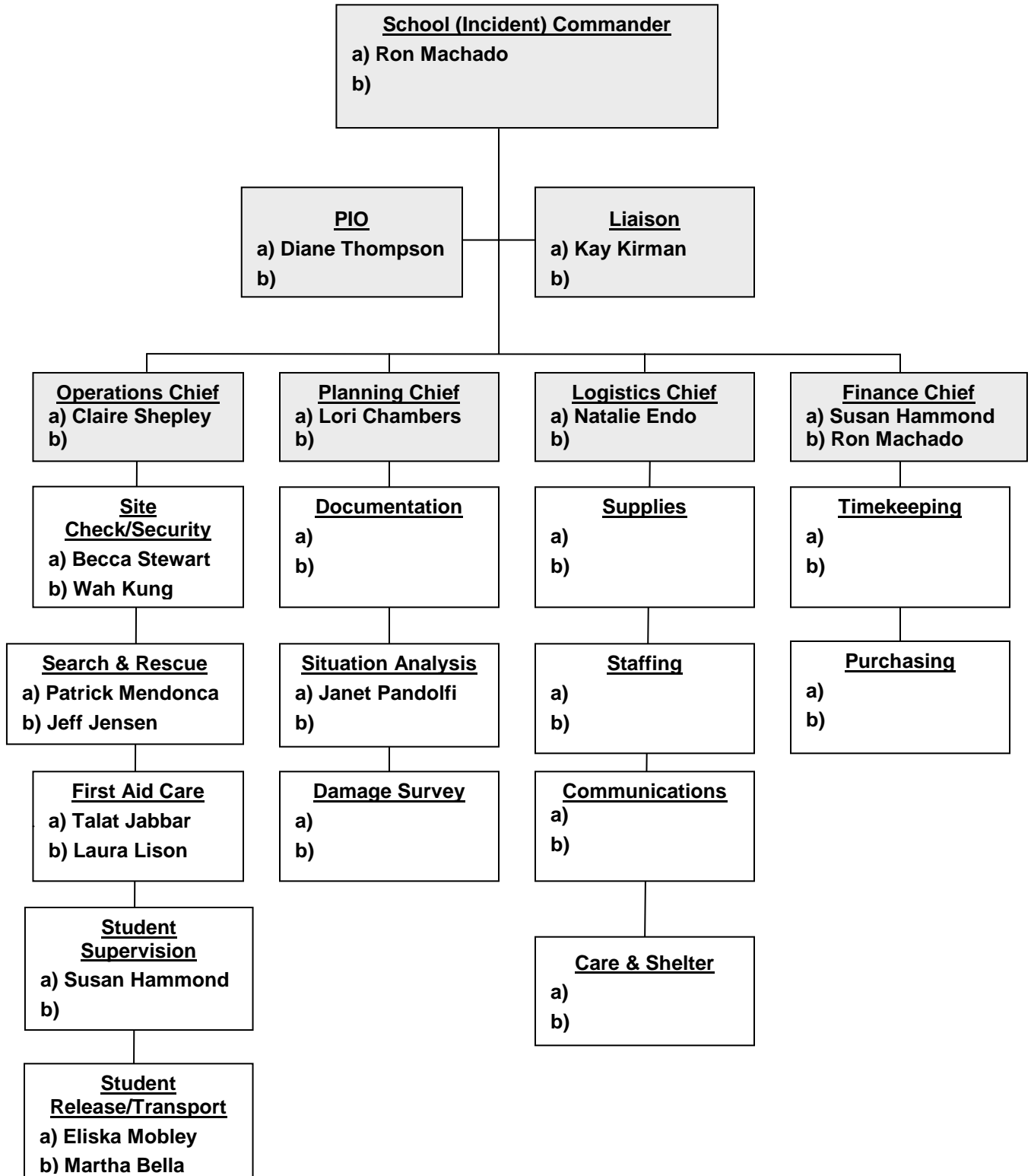
(S) Secondary Site

(ERD) Fire Department Emergency District





## APPENDIX F: SCHOOL INCIDENT COMMAND SYSTEM





## APPENDIX G: EMERGENCY OPERATIONS TEMPLATE

To assist in an emergency, administrative personnel need to create and store critical information as to the organization and management of the school site. Please fill out this template and attach a map of your school. Keep a copy with your emergency response materials and send a copy to your LEAD and The Emergency Preparedness Department.

Name of School: Miraloma Elementary	
Name of Principal: Ron Machado	Principal's Cell #:

School phone: (415) 469-4734	School fax: (415) 469-4069		
School population:	Number faculty/staff:		
School session hours: 7:50am to 1:50pm	Delivery hours:		
Opening building time:	Closing building time:		
Custodial-First in at:	Last out at:		
Location of custodial supplies:			
After school activities:			
Identify location of all school gates and key numbers to gate padlocks:			
North:	South:	East:	West:
Show exits from school building on school map/plan:			
Main building:	Gym building:	Other:	
Where are emergency keys located?			
Location of roof access:		Key number to roof:	
Auditorium key number:		Café key number:	
Location main water valves for fire safety:			Key number:
Location main electrical panel for school:			Key number:
Location main telephone panel for school:			Key number:
Location student emergency cards:			Key number:

**\* FAX The Emergency Operations Template to your LEAD. The Emergency Preparedness Dept. Fax number is (415) 355-7305**