



Little Panda Preschool
205 Granada Ave San Francisco CA 94112

Emergency Operations Plan

INTRODUCTION

A. Purpose of the Plan

The purpose of the Emergency Plan is to identify and respond to incidents by outlining the responsibilities and duties of Little Panda Preschool and its employees. Developing, maintaining, and exercising the plan empowers employees in an incident to act quickly and knowledgeably. In addition, the plan educates staff, faculty, students, and other key stakeholders on their roles and responsibilities before, during, and after an incident. This plan provides parents and other members of the community with assurances that Little Panda Preschool has established guidelines and procedures to respond to incidents/hazards in an effective way.

The developed guidelines and procedures for dealing with existing and potential student and school incidents are defined in the plan below. 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. Faculty and staff have been trained to assess the seriousness of incidents and respond according to these established procedures and guidelines. Little Panda Preschool regularly schedules in- service training for faculty and staff.

Lastly, developing, maintaining, and exercising the school's emergency plan increases Little Panda Preschool's legal protection. Schools without established incident management procedures have been found 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.

B. Scope of the Plan

The Little Panda Emergency Plan outlines the expectations of staff/faculty; roles and responsibilities; direction and control systems; internal and external communications plans; training and sustainability plans; authority and references as defined by local, tribal, State, and Federal government mandates; common and specialized procedures; and specific hazard vulnerabilities and responses/recovery.

Definitions

Incident: An incident is an occurrence – natural, technological, or human-caused – that requires a response to protect life or property. The principal/building administrator shall have the authority to determine when an incident has occurred and to implement the procedures within this Emergency Plan.

Little Panda Preschool Emergency Operations Plan 1

Hazards: Hazards shall include situations involving threats of harm to students, personnel, and/or

facilities. Hazards include but are not limited to natural, 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.

School Board Policy Statement

The Little Panda Preschool Emergency Plan operates within the framework of the California School Board policy.

C. Situation Overview/Hazard Analysis Summary

Table 1. High-Priority Hazards

Fire	Fire hazards are the most prevalent types of hazard. Our school has mapped and planned out everything necessary for a fire.
Intruder	While a hostile intruder incident has never occurred, Little Panda Preschool, like any school, is vulnerable to intruders.
	Little Panda Preschool, like other public institutions, is vulnerable to terrorist activity.

Preparedness, Prevention, and Mitigation Overview

Preparedness is achieved and maintained through a continuous cycle of planning, organizing, training, equipping, exercising, evaluating, and taking corrective action. Ongoing preparedness efforts require Little Panda Preschool fosters preparedness at all levels including students, parents, teachers, and staff. Examples of preparedness actions include maintaining this plan, conducting training, planning and implementing drills and exercises, etc.

Prevention includes actions to avoid an incident or to intervene to stop an incident from occurring. Little Panda Preschool is committed to taking proactive prevention measures whenever possible to protect the safety and security of students and staff. Our policies include zero tolerance for bullying and other actions that undermine the safe haven of our school. Recent upgrades to security systems offer greater protection of our students. In addition, Little Panda Preschool requires all adults to display identification badges.

Mitigation includes activities to reduce the loss of life and property from natural and/or human caused disasters by avoiding or lessening the impact of a disaster and providing value to the public by creating safer communities. Little Panda Preschool has taken action to reduce or eliminate the adverse effects of natural, technological, and human-caused hazards on people and property. For example, of the many hazards that can endanger a school facility and its service to the community, the most prevalent is fire. Little Panda Preschool was built in accordance with State building codes, in the form of approved materials, fire-resistant assemblies, exiting requirements, the width and design of stairs, the dimensions of corridors, fire suppression systems, and many other standards.

D. Planning Assumptions and Limitations

Stating the planning assumptions allows Little Panda Preschool to deviate from the plan if certain assumptions prove not to be true during operations. The School EOP assumes: The school community will continue to be exposed and subject to hazards and incidents described in the Hazard Analysis Summary, as well as lesser hazards and others that may develop in the future.

A major disaster could occur at any time, and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, some emergency situations occur with little or no warning.

A single site incident (e.g., fire, gas main breakage) could occur at any time without warning and the employees of the school affected cannot, and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property. Following a major or catastrophic incident, the school may have to rely on its own resources to be self-sustaining for up to 72 hours.

There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response will reduce the number and severity of injuries. Outside assistance from local fire, law enforcement, and emergency managers will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until responders arrive at the incident scene.

Proper prevention and mitigation actions, such as creating a positive school environment and conducting fire inspections, will prevent or reduce incident-related losses.

Maintaining the School EOP and providing frequent opportunities for stakeholders (staff, students, parents, first responders, etc.) to exercise the plan can improve the school's readiness to respond to incidents.

A spirit of volunteerism among school employees, students, and families will result in their providing assistance and support to incident management efforts.

Limitations

It is the policy of Little Panda Preschool that no guarantee is implied by this plan of a perfect incident management system. As personnel and resources may be overwhelmed, Little Panda Preschool can only endeavor to make every reasonable effort to manage the situation, with the resources and information available at the time.

CONCEPT OF OPERATIONS

This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their routine day-to-day functions. To the extent possible, the same personnel and material resources used for day-to-day activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions

that do not contribute directly to the incident may be suspended. The personnel, equipment, and

Little Panda Preschool Emergency Operations Plan 3

supplies that would typically be required for those routine functions will be redirected to accomplish assigned incident management tasks.

National Incident Management System (NIMS)

The National Incident Management System (NIMS) is a set of principles that provides a systematic, proactive approach guiding government agencies at all levels, 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, in order to reduce the loss of life or property and harm to the environment. This system ensures that those involved in incident response/recovery understand what their roles are and have the tools they need to be effective.

According to Homeland Security Presidential Directive 5 and the U.S. Department of Education, school districts are among local agencies that must adopt NIMS if they receive Federal grant funds. As part of its NIMS implementation, Little Panda Preschool participates in the local government's NIMS preparedness program and believes it is essential to ensure that response/recovery services are delivered to schools in a timely and effective manner.

Little Panda Preschool recognizes that staff and students will be first responders during an incident. Adopting NIMS enables staff and students to respond more effectively to an incident and enhances cooperation, coordination, and communication among school officials, first responders, and emergency managers.

Implementation of the Incident Command System (ICS)

In a major emergency or disaster, Little Panda Preschool may be damaged or need to be evacuated, people may be injured, and/or other incident management activities may need to be initiated. These activities must be organized and coordinated to ensure efficient incident management. The Incident Command System (ICS) will be used to manage all incidents and major planned events. [Note: The ICS approach can be used in all phases of incident management, including pre-incident activities, response, and recovery.]

The Incident Commander at Preschool will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an incident command post (ICP) and provide an assessment of the situation to the principal or other officials, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a qualified Incident Commander.

Initial Response

School personnel are usually first on the scene of an incident in a school setting. Staff and faculty are expected to take charge and manage the incident until it is resolved or command is transferred to someone more qualified and/or to an emergency responder agency with legal authority to assume

responsibility. Staff will seek guidance and direction from local officials and seek technical assistance from State and Federal agencies and industry where appropriate.

The principal or his/her designee is responsible for activating the School EOP, including common and specialized procedures as well as hazard-specific incident plans. The principal or designee will assign an Incident Commander based who is most qualified for that type of incident.

ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITIES

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

A list of the kinds of tasks to be performed by position and organization.

An overview of who does what.

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

School staff may be required to remain at school to assist in an incident. In the event that this School EOP is activated, staff will be assigned to serve within the Incident Command System based on their expertise and training and the needs of the incident.

Principal/Building Administrator

Teacher Tiffany may serve as the Incident Commander or delegate that authority to a qualified individual. At all times, Teacher Tiffany still retains the overall responsibility for the overall safety of students and staff. However, delegating the authority to manage the incident allows Teacher Tiffany to focus on policy-level activities and interfacing with other agencies and parents. Teacher Tiffany shall coordinate between the superintendent's office and the Incident Commander.

Incident Commander

The Incident Commander responsibilities include:

Assume overall direction of all incident management procedures based on actions and procedures outlined in this EOP.

Take steps deemed necessary to ensure the safety of students, staff, and other individuals.

Determine whether to implement incident management protocols (e.g., Evacuation, Reverse Evacuation, Shelter in Place, Lockdown, etc.), as described more fully in the functional annexes in this document.

Arrange for transfer of students, staff, and other individuals when safety is threatened by a disaster.

Little Panda Preschool Emergency Operations Plan 5

Work with emergency services personnel. (Depending on the incident, community agencies such as law enforcement or fire department may have jurisdiction for investigations, rescue procedures, etc.)

Keep Teacher Tiffany and other officials informed of the situation.

Teachers

Teachers shall be responsible for the supervision of students and shall remain with students until directed otherwise.

Responsibilities include:

Supervise students under their charge.

Take steps to ensure the safety of students, staff, and other individuals in the implementation of incident management protocols.

Direct students in their charge to inside or outside assembly areas, in accordance with signals, warning, written notification, or intercom orders according to established incident management procedures.

Give appropriate action command during an incident.

Take attendance when class relocates to an outside or inside assembly area or evacuates to another location.

Report missing students to the Incident Commander or designee.

Execute assignments as directed by the Incident Commander or ICS supervisor. Obtain first aid services for injured students from the 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.

Parents/Guardians

Responsibilities include:

Encourage and support school safety, violence prevention, and incident preparedness programs within the school.

Participate in volunteer service projects for promoting school incident preparedness. Provide the school with requested information concerning the incident, early and late dismissals, and other related release information.

Practice incident management preparedness in the home to reinforce school training and ensure family safety.

Understanding their roles during a school emergency.

DIRECTION, CONTROL, AND COORDINATION

A. School Incident Command System (ICS)

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

Little Panda Preschool Emergency Operations Plan 6

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

The ICS is organized into the following functional areas:

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

School-related responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization, and determine strategies to implement protocols and adapt as needed.

- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants (including students, staff, volunteers, and responders).

- Coordinate media relations and information dissemination with the principal. Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises. Document all activities.

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

Specific responsibilities include:

- Analyze school staffing to develop a Parent-Student Reunification Plan, and implement an incident action plan.

- Monitor site utilities (i.e., electric, gas, water, heat/ventilation/air conditioning) and shut off only

if danger exists or directed by Incident Commander, and assist in securing facility. Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies, and request additional supplies from the Logistics Section. Provide and access psychological first aid services for those in need, and access local/regional providers for ongoing crisis counseling for students, staff, and parents.

Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure, and request needed supplies from the Logistics Section.

Document all activities.

As needed, the types of Strike Teams described in the following table may be established within the Operations Section.

Table: Operations Section Teams

Strike Team	Potential Responsibilities
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Little Panda Preschool Emergency Operations Plan 7

Search & Rescue Team	<p>Search & Rescue Teams search the entire school facility, entering only after they have checked the outside for signs of structural damage and determined 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, that their locations are documented so that professional responders can locate them easily and extricate them). Search and Rescue Teams are also responsible for:</p> <ul style="list-style-type: none"> Identifying and marking unsafe areas. Conducting initial damage assessment. Obtaining injury and missing student reports from teachers.
First Aid Team	<p>First Aid Teams provide triage, treatment, and psychological first aid services. First Aid Teams are responsible for:</p> <ul style="list-style-type: none"> Setting up first aid area for students. Assessing and treating injuries. Completing master injury report. <p>Note: The Logistics Section provides care to responders (if needed). The Operations Section First Aid Team is dedicated to students or other disaster victims.</p>

<p>Evacuation/ Shelter/Care Team</p>	<p>Evacuation, shelter, and student care in an incident are among the most important tasks faced by schools. These tasks include student accounting, protection from weather, providing for sanitation needs, and providing for food and water. The Evacuation/Shelter/Care Team is responsible for:</p> <ul style="list-style-type: none"> Accounting for the whereabouts of all students, staff, and volunteers. Setting up a secure assembly area. Managing sheltering and sanitation operations. Managing student feeding and hydration. Coordinating with the Student Release Team. Coordinating with the Logistics Section to secure the needed space and supplies.
<p>Facility & Security Response Team</p>	<p>The Facility & Security Response Team is responsible for:</p> <ul style="list-style-type: none"> Locating all utilities and turning them off, if necessary. Securing and isolating fire/HazMat. Assessing and notifying officials of fire/HazMat. Conducting perimeter control.
<p>Crisis Intervention Team</p>	<p>The Crisis Intervention Team is responsible for:</p> <ul style="list-style-type: none"> Assessing need for onsite mental health support. Determining need for outside agency assistance. Providing onsite intervention/counseling. Monitoring well-being of school Incident Management Team, staff, and students, and reporting all findings to the Operations Section Chief.

Student Release Team	<p>Reunification refers to getting students reunited with their parents or guardians in an efficient and orderly manner. Reunification can be an enormous challenge and takes a lot of planning. The Student Release Team is responsible for:</p> <ul style="list-style-type: none"> Setting up secure reunion area. Checking student emergency cards for authorized releases. Completing release logs. Coordinating with the Public Information Officer on external messages.
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Planning Section: Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Duties may include:

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

- Document all activities.

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

Additional responsibilities include:

- Establish and oversee communications center and activities during an incident (two-way radio, battery-powered radio, written updates, etc.), and develop telephone tree for after-hours communication.

- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident, and monitor inventory of supplies and equipment.

- Document all activities.

Finance/Administration Section: Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement, and recovering school records following an incident. Additional duties may include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph or videotape damage to property.

- Develop a system to monitor and track expenses and financial losses, and secure all records.

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

B. Coordination With Policy/Coordination Group

In complex incidents, a Policy/Coordination Group will be convened at the school district operations center. The role of the Policy/Coordination Group is to:

- Support the on-scene Incident Commander.

Little Panda Preschool Emergency Operations Plan 9

- Provide policy and strategic guidance.

- Help ensure that adequate resources are available.

- Identify and resolve issues common to all organizations.

- Keep elected officials and other executives informed of the situation and decisions.

- Provide factual information, both internally and externally through the Joint C.

Coordination With First Responders

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

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

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

COMMUNICATIONS

Communication is a critical part of incident management. This section outlines Little Panda Preschool's communications plan and supports its mission to provide clear, effective internal and external communication between the school, staff, students, parents, responders, and media.

Internal Communications

Communication Between Staff/Faculty Members

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

Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.

End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication With the School District Office

External Communications

Communicating with the larger school community begins before an incident occurs. In the event of an incident, parents, media, and first responders will require clear and concise messages from Little

Little Panda Preschool Emergency Operations Plan 10
Panda Preschool about the incident, what is being done about it, and the safety of the children and staff.

Communication With Parents

Before an incident occurs, Little Panda Preschool will:

Develop a relationship with parents so that they trust and know how to access alerts and incident information.

Inform parents about the school's Emergency Operations Plan, its purpose, and its objectives. Information will be included in the school's bulletin board.

Identify parents who are willing to volunteer in case of an incident, include them in preparation efforts, and include them in training.

Be prepared with translation services for non-English-speaking families and students with limited English proficiency. In the event of an incident, Little Panda Preschool will: Disseminate information via text messages, radio announcements, and emails to inform parents about exactly what is known to have happened.

Implement the plan to manage phone calls and parents who arrive at school.

Describe how the school and school district are handling the situation.

Provide information regarding possible reactions of their children and ways to talk with them.

Provide a phone number, Web site address, or recorded hotline where parents can receive updated incident information.

Inform parents and students when and where school will resume.

After an incident, Little Panda Preschool administrators will schedule and attend an open question and-answer meeting for parents as soon as possible.

Communication With First Responders

The Incident Commander will maintain communication with first responders during an incident. Transfer of command will occur when first responders arrive on the scene to assume management of the incident under their jurisdiction. Little Panda Preschool frequently exercises the School EOP with first responders to practice effective coordination and transfer of command. Communication After an Incident (Recovery Process)

After the safety and status of staff and students have been assured, and emergency conditions have abated following an incident, staff/faculty will assemble to support the restoration of the school's educational programs. Defining mission-critical operations and staffing will be a starting point for the recovery process. Collecting and disseminating information will facilitate the recovery process. The staff/faculty teams will:

- 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).

- Examine critical information technology assets and personnel resources, and determine the impact on the school operations for each asset and resource that is unavailable or damaged.

Little Panda Preschool Emergency Operations Plan 11

- Document damaged facilities, lost equipment and resources, and special personnel expenses that will be required for insurance claims and requests for State and Federal assistance. Provide detailed facilities data to the school district office so that it can estimate temporary space reallocation needs and strategies.

- Arrange for ongoing status reports during the recovery activities to: a) estimate when the educational program can be fully operational; and b) identify special facility, equipment, and personnel issues or resources that will facilitate the resumption of classes.

- Educate school personnel, students, and parents on available crisis counseling services.

Communication Tools

Some common internal and external communication tools that Little Panda Preschool may use include the following:

- Standard telephone: Little Panda Preschool has designated a school telephone number as a recorded "hotline" for parents to call for information during incidents. The goal is to keep other telephone lines free for communication with first responders and others.

- Cellular telephones: These phones may be the only tool working when electric service is out; they are useful to faculty/staff en route to or from a site.

ADMINISTRATION, FINANCE, AND LOGISTICS

A. Agreements and Contracts

If school resources prove to be inadequate during an incident, Little Panda Preschool will request assistance from local emergency services, other agencies, and industry in accordance with existing mutual aid agreements and contracts (see Section IV, Direction, Control, and Coordination, for specific details). Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school officials and are in writing. Agreements and contracts identify the school district officials authorized to request assistance pursuant to those documents.

B. Recordkeeping

Administrative Controls

Little Panda Preschool is responsible for establishing the administrative controls necessary to manage the expenditure of funds and to provide reasonable accountability and justification for expenditures made to support incident management operations. These administrative controls will be done in accordance with the established local fiscal policies and standard cost accounting procedures.

Activity Logs

The ICS Section Chiefs will maintain accurate logs recording key incident management activities, including:

- Activation or deactivation of incident facilities.

- Significant changes in the incident situation.

- Major commitments of resources or requests for additional resources from external sources.

Little Panda Preschool Emergency Operations Plan 12

- Issuance of protective action recommendations to the staff and students.

- Evacuations.

- Casualties.

- Containment or termination of the incident.

C. Incident Costs

1. Annual Incident Management Costs

The ICS Finance and Administration Section is responsible for maintaining records summarizing the use of personnel, equipment, and supplies to obtain an estimate of annual incident response costs that can be used in preparing future school budgets.

Incident Costs

The ICS Finance and Administration Section Chief will maintain detailed records of costs for incident management and operations to include:

- Personnel costs, especially overtime costs,

Equipment operations costs,

Costs for leased or rented equipment,

Costs for contract services to support incident management operations, and Costs of specialized supplies expended for incident management operations. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

D. Preservation of Records

In order to continue normal school operations following an incident, vital records must be protected. These include legal documents and student files as well as property and tax records. The principal causes of damage to records are fire and water; therefore, essential records should be protected accordingly. Details are outlined in the Continuity of Operations (COOP) Procedures, a functional annex of this plan.

PLAN DEVELOPMENT, MAINTENANCE, AND DISTRIBUTION

The Core School Emergency Operations Planning Team is responsible for the overall maintenance and revision of the Little Panda Preschool EOP. The Exercise Planning Team is responsible for coordinating training and exercising the School EOP. Both teams are expected to work closely together to make recommendations for revising and enhancing the plan.

The School Board and the superintendent are responsible for approving and promulgating this plan. Community fire, law enforcement, and emergency managers' approval and suggestions will also be requested.

Approval and Dissemination of the Plan

Following are steps we take to have the plan approved:

Review and Validate the Plan

Present the Plan (for Comment or Suggestion)

Little Panda Preschool Emergency Operations Plan 13

Obtain Plan Approval (School Board)

Distribute the Plan

Record of Changes

Each update or change to the plan will be tracked. The record of changes will include: the change number, the date of the change, and the name of the person who made the change. The record of changes will be in table format and maintained by the Core School Emergency Operations Planning Team.

Record of Distribution

Copies of plans and annexes will be distributed to those tasked in this document. The record of

distribution will be kept as proof that tasked individuals and organizations have acknowledged their receipt, review, and/or acceptance of the plan. The Core School Emergency Operations Planning Team will indicate the title and name of the person receiving the plan, the agency to which the receiver belongs, the date of delivery, and the number of copies delivered. Copies of the plan may be made available to the public and media without the sensitive information at the discretion of the School Board.

Plan Review and Updates

The basic plan and its annexes will be reviewed annually by the Core School Emergency Operations Planning Team, emergency management agencies, and others deemed appropriate by school administration. The principal will establish a schedule for annual review of planning documents. The School EOP will be updated based upon deficiencies identified during incident management activities and exercises and when changes in threat hazards, resources and capabilities, or school structure occur.

Training and Exercising the Plan

Little Panda Preschool understands the importance of training, drills, and exercises in maintaining and planning for an incident. To ensure that district personnel and community first responders are aware of their duties and responsibilities under the school plan and the most current procedures, the following training, drill, and exercise actions will occur. The Exercise Planning Team will coordinate training and exercising efforts in accordance with the Homeland Security Exercise and Evaluation Program.

Basic training and refresher training sessions will be conducted during the first in- service day of the school year for all school personnel in coordination with local fire, law enforcement, and emergency managers.

Mandatory School EOP training will include:

- Hazard and incident awareness training for all staff.

- Orientation to the School EOP.

- First aid and CPR

Little Panda Preschool Emergency Operations Plan 14

- Team training to address specific incident response or recovery activities, such as Parent-Student Reunification, Special Needs, and Relocation.

- Two online FEMA courses: ICS 100 and IS-700. Both courses are available for free at FEMA's Emergency Management Institute Web site.

Additional training will include drills, and tabletop and functional exercises. Drills will be conducted at least once per semester. Exercises will occur at least once per school year. The details of training are outlined in the Multi-Year Training and Exercise Plan (see Appendix F). Records of the training provided including date(s), type of training, and participant roster will be maintained. Approved

parent volunteers and community members will also be incorporated into larger training efforts.

All Little Panda Preschool staff members are expected to develop personal and family emergency plans. Each family should anticipate that a staff member may be required to remain at school following a catastrophic event. Knowing that the family is prepared and can handle the situation will enable school staff to do their jobs more effectively.

Functional Annexes

Note: Functional annexes address all-hazard critical operational functions, including:

- Common procedures, and

- Specialized procedures.

Each functional annex describes the policies, processes, roles, and responsibilities for that function. All functional annexes should address:

- Situations under which the procedures should be used.

- Who has the authority to activate the procedures.

- Specific actions to be taken when the procedures are implemented.

Functional annexes do not repeat content but rather build on the information within the basic plan. This section presents three sample functional annexes.

DROP, COVER, AND HOLD PROCEDURE

I. PURPOSE

In cases of an incident requiring drop, cover, and hold, the following procedure should be adhered to by students and staff.

II. SCOPE

The drop, cover, and hold procedure outlines steps to be taken by staff/students to prevent injury or death during an incident. Designated staff members and bus drivers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex.

The plan outlines procedures for students/staff located:

- Indoors.

- Outdoors.

- In a moving vehicle.

Little Panda Preschool Emergency Operations Plan 15

III. RESPONSIBILITIES

To implement the drop, cover, and hold procedure:

- All staff and students will undergo training and participate in incident management training and

drills.

Staff and bus drivers assigned to work with special needs students will undergo in depth training.

Emergency management and response personnel will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Indoor Procedure

When indoors, students/staff should:

Drop to the floor.

Cover by getting under a sturdy table, desk, or other piece of furniture. If there is no suitable furniture nearby, cover their face and head with their arms.

Hold on to the table or desk until directed to stop.

When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Note: Under no circumstances should staff/students use the elevators to evacuate.

Outdoor Procedure

When outdoors, students/staff should:

Move away from buildings, streetlights, and utility wires.

Drop to the ground.

Cover their face and head with their arms.

When directed by the principal and/or when it is safe to do so, staff members will evacuate students to pre-assigned locations.

Moving Vehicle Procedure

When in a moving vehicle, drivers/staff should:

Stop as quickly as safety permits.

Instruct all students/staff to stay in the vehicle.

When it is safe to do so, proceed cautiously or evacuate the vehicle.

CONTINUITY OF OPERATIONS (COOP) PROCEDURES

I. PURPOSE

The purpose of these Continuity of Operations (COOP) procedures is to ensure that there are

procedures in place to maintain or rapidly resume essential operations within the school after an incident that results in disruption of normal activities or services to the school. Failure to maintain these critical services would significantly affect the education and/or service mission of the school in an adverse way.

Little Panda Preschool Emergency Operations Plan 16

II. SCOPE

It is the responsibility of Little Panda Preschool officials to protect students and staff from incidents and restore critical operations as soon as it is safe to do so. This responsibility involves identifying and mitigating hazards, preparing for and responding to incidents, and managing the recovery. These COOP procedures are written to address these responsibilities before, during, and after times of routine work schedules.

The COOP procedures outline actions needed to maintain and/or rapidly resume essential academic, business, and physical services after an incident. Little Panda Preschool relies on strong internal and external communication systems and partnerships with contractors and organizations to quickly recovery following an incident.

III. RESPONSIBILITIES

The delegation of authority and management responsibilities in event of an incident follows the hierarchy outlined in previous sections.

Designated school staff/faculty COOP procedures personnel, in conjunction with the principal, will perform the essential functions listed in Table 3.

Table: Essential Functions Performed by COOP Procedures Personnel

<p>Teacher Tiffany</p>	<ul style="list-style-type: none"> Determine when to close schools, and/or send students/staff to alternate locations. Disseminate information internally to students and staff. Communicate with parents, media, and the larger school community. Identify a line of succession, including who is responsible for restoring which business functions for schools/districts. Ensure systems are in place for rapid contract execution after an incident. Identify relocation areas for classrooms and administrative operations. Create a system for registering students (out of district or into alternative schools). Brief and train staff regarding their additional responsibilities.
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	Secure and provide needed personnel, equipment and supplies, facilities, resources, and services required for continued operations. Identify strategies to continue teaching (e.g, using the Internet, providing tutors for homebound students, rearranging tests). Reevaluate the curriculum.
School Secretary/Office Staff	Maintain inventory. Maintain essential records (and copies of records) including school's insurance policy.

Little Panda Preschool Emergency Operations Plan 17

	<p>Ensure redundancy of records is kept at a different physical location.</p> <p>Secure classroom equipment, books, and materials in advance.</p> <p>Restore administrative and recordkeeping functions such as payroll, accounting, and personal records.</p> <p>Retrieve, collect, and maintain personnel data.</p> <p>Provide accounts payable and cash management services.</p>
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To implement the COOP procedures:

All core COOP procedures personnel as well as senior staff will undergo annual training on executing the COOP procedures. Training will be designed to inform each participant of his/her responsibilities (and those of others) during implementation of COOP procedures.

Identified COOP procedures personnel will participate in exercises to test academic, physical, and business systems. Training will include testing the information technology (IT) systems and backup data including testing of offsite backup system data and IT operating systems in cooperation with the district office.

IV. PROCEDURES

The following procedures will be followed by staff/faculty to assist in the execution of essential functions and the day-to-day operations.

Activation and Relocation

The principal will determine when to activate and implement the COOP procedures and make the decision to relocate to the alternate site. Authority for activation may be delegated. The activation may occur with or without warning. The principal or designee (with delegated authority) will activate the COOP procedures whenever it is determined the school is not suitable for safe occupancy or functional operation. The principal will also notify the district office and provide contact information for the relocation.

Alert, Notification, and Implementation Process

Each Core School Emergency Operations Planning Team member will be part of the telephone tree used to notify employees of COOP procedures activation and provide situation information, as available. Parents/guardians will be alerted and notified using the automated notification system as important information becomes available.

Relocation Sites

Relocation sites have been identified as locations to establish management and to implement essential functions if warranted by an incident. Each school site will have more than one potential relocation site, in different wind directions from the incident site. One site can be accessed by walking and other site(s) by transportation services.

Little Panda Preschool Emergency Operations Plan 18

Human Capital Management

Employees responsible for essential functions are cross-trained. Identified special needs employees are provided Americans with Disabilities Act (ADA) accommodation and guidance in their responsibilities as well as the assistance that may be provided by coworkers in event of an incident. A coworker may assist the individual, in the appropriate capacity, to an area of safety. All personnel are also encouraged to plan for their families' well-being before a disaster strikes.

Reconstitution

In most instances of COOP procedures implementation, reconstitution will be a reverse execution of those duties and procedures listed above, including:

- Inform staff that the threat of or incident no longer exists, and provide instructions for the resumption of normal operations.

- Supervise an orderly return to the school building.

- Conduct an after-action review of COOP operations and effectiveness of plans and procedures.

RECOVERY: PSYCHOLOGICAL HEALING PROCEDURES

I. PURPOSE

These procedures have been developed to provide an emotional catharsis to students/staff impacted by trauma at school or in the community. Following a traumatic event or incident, the following recovery procedures should be implemented to assist students, staff, and their families in the healing process.

II. SCOPE

The following procedures outline steps to be taken by staff/students following a trauma, a serious injury or death, and/or a major incident impacting the community. Mental health professionals available in the school community such as nurses and social workers are required to participate in the development, implementation, and evaluation of the School EOP as it relates to this annex. Additional advice will be sought from outside psychologists and mental health experts.

III. RESPONSIBILITIES

To implement the recovery: psychological healing procedures:

All staff will undergo training to learn how to recognize signs of trauma.

Members of the Crisis Response Team will undergo in depth training to learn how to assist in managing trauma.

Parents and guardians will be offered tips on how to recognize signs of trauma. Mental health experts will review and provide input into the plan.

IV. SPECIALIZED PROCEDURES

The following procedures will be implemented by staff/faculty when directed by the principal or when deemed appropriate by the situation.

Immediately Following a Serious Injury or Death and/or Major Incident

Little Panda Preschool Emergency Operations Plan 19

Convene a staff meeting immediately to discuss how the situation is being handled and to discuss what resources are available to staff, students, and families (refer to the communication procedures in the basic plan).

Set up crisis centers and designate private rooms for private counseling/defusing. Staff should include outside mental health professionals to assist with staff grief.

Encourage teachers to facilitate class discussions about the incident and allow students to openly discuss feelings, fears, and concerns shortly after the incident. Any students who are excessively distraught should be referred to the crisis response team.

Accept donations. In the first hours and days after a major incident, offers of help will probably be plentiful; however, offers will diminish considerably as time passes. Donations given and not used can always be returned.

Designate a place for staff, students, and community members to leave well-wishes, messages, and items.

Hospital/Funeral Arrangements

Provide staff with information regarding visitation and/or funeral arrangements (time, location, customs) when available. If the funeral is scheduled during a school day, all student and staff will be

excused from school.

Encourage staff and students to attend the funeral to provide support for the family and bring closure to the incident.

Designate staff person(s) to visit the hospital and/or attend the funeral to represent the school.

Post-Incident Procedures

Allow for changes in normal routines or schedules to address injury or death; however, recommend students and staff return to their normal routine as soon as possible after the funeral.

Follow up with students and staff who receive counseling and refer them to outside mental health professionals as needed.

Donate all remaining memorial items to charity.

Discuss and approve memorials with the school board's consent.

Hazard- and Threat-Specific Annexes

Note: The hazard- and threat-specific annexes:

Provide unique procedures, roles, and responsibilities that apply to a specific hazard. Include provisions and applications for warning the public and disseminating emergency public information.

Do not repeat information presented in the basic plan or functional annexes.

Repeating information is not advisable for the following reasons:

School staff and students should learn and exercise simple procedures that apply to all hazards.

The hazard-specific annexes should present only hazard-unique information. Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.

The plan becomes larger and more difficult for users to comprehend.

Little Panda Preschool Emergency Operations Plan 20

Hazard- and threat-specific annexes do not repeat content but rather build on the information within the basic plan. This section presents three sample annexes.

HUMAN-CAUSED HAZARDS: INTRUDER

I. PURPOSE

The purpose of this annex is to ensure that there are procedures in place to protect staff/students and school property in the event of an intruder onto school grounds or in the school building.

II. SCOPE

The annex outlines additional responsibilities and duties as well as procedures for staff responding to an intruder on school grounds or in the school building.

III. CORE FUNCTIONS

In the event of an intruder, Little Panda Preschool will contact law enforcement agencies for their assistance. Practiced procedures may be put into action to alert and protect students and faculty/staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression, and to keep students safe.

Operational Functions/Procedures That May Be Activated

Operational functions or procedures that may be activated in the event of an intruder on campus include the following:

- Evacuation

- Reverse Evacuation

- Lockout

- Lockdown

- Parent-Student Reunification

- Recovery: Psychological Healing

Activating the EOP

The principal will determine the need to activate the EOP and designate an Incident Commander to implement the procedures specified in this annex. The school Incident Commander will transfer command upon the arrival of a law enforcement Incident Commander who has authority to manage the incident.

Incident Commander Actions

- Issue stand-by instruction.

- Determine what procedures should be activated depending on the location and nature of the intruder.

- Consult with local law enforcement and emergency management agencies and monitor the situation.

Little Panda Preschool Emergency Operations Plan 21

- If appropriate and safe to do so, request intruder to leave campus in a calm, courteous, and confident manner.

Notify law enforcement Officers to assist if necessary.

Provide a description and location of intruder.

Keep subject in view until police or law enforcement arrives.

Activate communications plan.

Designate an administrator or staff member to coordinate with public safety at their command post; provide a site map and keys to public safety personnel.

Notify Teacher Tiffany of the status and action taken. Teacher Tiffany shall notify the superintendent of schools.

Be available to deal with the media and bystanders and keep site clear of visitors. Activate the Crisis Response Team to implement recovery: psychological healing procedures. Update Teacher Tiffany, Incident Management Team, and Section Chiefs of any significant changes.

Do not allow staff and students to enter or leave the building until proper authorities have determined that it is safe to do so.

Give the "all clear" signal after the threat has passed.

Determine whether school will be closed or remain open.

Document all actions taken.

Staff Actions

Notify the Incident Commander or designee. Provide description and location of the intruder. Visually inspect the intruder for indications of a weapon.

Keep intruder in view until police or law enforcement arrives. Stay calm. Do not indicate any threat to the intruder.

Isolate intruder from students. Lock classroom and office doors. Close blinds and stay clear of windows and panes of glass.

Remain inside rooms until the "all clear" instruction is announced

