



Safety Plan

2023-2024

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This is a modified version of our safety plan with specific safety procedures removed. If you would like to review our complete safety plan, please contact a school site administrator.

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I. IF AN ACTIVE EMERGENCY CALL 911

II. Emergency Services Phone Numbers

Lathrop Manteca Fire District*	209-941-5100
Police:	
San Joaquin County Sheriff	209-468-4400
Lathrop Police Department	209-647-6400
Manteca Police Department	209-456-8100
Stockton Police Department	209-937-8377
San Joaquin County Office of Emergency Services	209-953-6200
PG&E	800-743-5000
San Joaquin County Irrigation District	209-249-4600
State Warning Center*	800-852-7550
Federal Emergency Management Agency (FEMA)	415-923-7100
National Response Center	800-424-8802
Hospitals:	
San Joaquin General Hospital (Emergency)	209-468-6300
General Information	209-468-6000
Dameron Hospital, Stockton	209-944-5550
Doctors' Hospital of Manteca	209-823-3111
Kaiser Hospital	209-825-3700
St. Joseph's Medical Center, Stockton	209-943-2000
Poison Control Center	800-222-1222
San Joaquin County Child Protective Services	209-468-1333
San Joaquin County Behavioral Health	209-468-8660
American Red Cross	209-833-0255

*Notify these agencies in the event of release or threatened release of hazardous materials

The Comprehensive School Safety Plan Overview

A. Administrative Message

It is my privilege to share with you STEAM Academy's Comprehensive School Site Safety Plan.

Staff at our Academy was asked to identify statistics of crime of at-risk populations (of which I am happy to report are very few), a more comprehensive hazard analysis, strategies to mitigate these issues as they were outlined.

I am pleased to confirm that this collaborative process brought forth the concept of an Emergency Response Guide. An Emergency Response Guide (ERG) is a document that will assist our staff and teachers in a "What to do..." scenario. These scenarios were a concept brought forth by emergency management partners with the Lathrop Police Services and the Lathrop-Manteca Fire District. The ERG is not meant to identify every scenario that the school might encounter; however, to identify what likely hazards we face, who to call, and what we need to do to assist in a smoother mitigation of that particular emergency.

The Comprehensive School Safety Plan (CSSP) is required by Education Code 32282-32289 to be reviewed and updated by March 1 annually and subsequently submitted for approval to the Governing Board. The contents of the CSSP should include at a minimum, information assessing the current status of school crime committed on school campus and at school-related functions, strategies and programs that provide or maintain a high level of school safety, and procedures for complying with existing laws related to school safety.

Additionally, this Comprehensive School Safety Plan was a cooperative effort between the San Joaquin County Sheriff's Office (serving as Lathrop Police Services and our local law enforcement provider), teachers, community leaders, the Lathrop-Manteca Fire District (our local fire & emergency services provider), as well as STEAM Academy staff. This document, inclusive with its appendices, is meant to serve the purpose of a completed "School Site Safety Plan" as is required by Education Code 32280, the current adopted Fire Code as outlined by the Lathrop Manteca Fire District, and generally accepted best practices concerning emergency response management.

Brenda Scholl, Executive Director

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B. Safety Plan Approvals

The following stake holders have reviewed and been asked to support this document as our Comprehensive School Site Safety Plan. Their support is identified through their signature as outlined below. Their support ranges from consistency and conformance to mandates, codes, and references made in this document. Ultimately this document consists of a Main Body of work, as well as the various appendices.

Reviewed and approved by:

Date Approved

Authorized Representative Signature

		Date Approved	Authorized Representative Signature
<input type="checkbox"/>	Lathrop-Manteca Fire District	_____	_____
<input type="checkbox"/>	Lathrop Police Department	_____	_____
<input type="checkbox"/>	School Site Council	_____	_____
<input type="checkbox"/>	River Islands Academies Governing Board	_____	_____

C. Approvals Timeline

- A hearing was held on August 3, 2015, at the NextGeneration STEAM Academy to obtain public input pursuant to Education Code 32288
- School staff was advised of the new school safety plan on August 10, 2015, during a Staff Meeting. E.C. 35294.2 (e)
- In September 2015, the staff was directed to review and seek further input concerning the document
- In December 2015, school staff and administrators met with emergency managers to review the document and increase the scope of hazard identification
- In December 2015 and January 2016, the plan was re-drafted to include the suggestions of local emergency managers
- The plan was reviewed and agreed upon at the School Site Council Meeting on February 10, 2016
- The plan was reviewed and agreed upon at the Executive Committee on March 10, 2016.
- The Safety Plan was reviewed and agreed upon at the Governing Board Meeting on April 14, 2016
- The plan was reviewed and updated with Lathrop Manteca Fire District and Lathrop Police Services on January 15, 2018
- Staff and facility changes were updated in the plan in January of 2018
- The Safety Plan was reviewed and updated by the School Site Council on February 9, 2018.
- The Safety Plan was reviewed and agreed upon at the Executive Committee on February 12, 2018
- The Safety Plan was reviewed and agreed upon at the Governing Board Meeting on March 15, 2018
- The plan was resubmitted for approvals in February 2021 and updated annually. Updates: 8/2019, 2/2021, 2/2022, 10/2022, 10/2023

D. Safety Plan Notifications and Communications

The safety plan was updated on _____ and the following agencies were notified:

- Lathrop Manteca Fire District
- Lathrop Police Services
- City of Lathrop
- Banta Elementary School District
- River Islands at Lathrop Development Partners
- Other: _____

III. Introduction

This guide will provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Site and the Academies Administration of the school climate in relation to the current status of school crime committed on campus and at school-related functions. Based on this assessment, safety goals have been set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the Parent Club, the local fire department and the school principal before being presented to the board of trustees for final review and adoption. This review includes the following mandated components:
 - Child Abuse reporting procedures
 - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations
 - Procedures to notify teachers and staff of dangerous students
 - Sexual harassment policy
 - Safe ingress and egress to and from school
 - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning (discipline guidelines)
 - Dress code
 - Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

A. Staff Training Statement

The staff has been trained on the contents of this entire plan through an in-service and the staff handbook.

B. Implementation of Plan

The plan has been distributed to all departments and is available to all staff, students, parents, and the community to review.

IV. General Information

STEAM Academy at River Islands is located in the central valley near the intersections of Interstate 5, Interstate 205, and the Highway 120 by-pass. The school site resides in the south western portion of San Joaquin County in the City of Lathrop. The City of Lathrop is well known for its growth, and quality of life as one of the few small cities residing near the San Joaquin Delta Estuary.

This document is intended to enhance the effectiveness of the safety of our children by having a practical document for the means of analyzing data for preparedness, response, mitigation, and training. In addition, this document is meant to supply migrating information between an actual response and the emergency response community. The documents' appendices are entirely derived from this document. Where applicable these documents appendices are provided as a quick reference for employees and volunteers. This provides detailed action outcomes when confronted with an emergency that most closely resembles the Hazard Assessment Index.

Affected by the school, the City of Lathrop currently provides Police Protection Services to the community through an Agreement for Services with the San Joaquin County Sheriff's Office. The service levels are set through objectives derived from the City of Lathrop Council and City Manager. The City of Lathrop's Emergency Rescue, Fire, Emergency Medical, and Hazardous Materials Responses fall under the purview of the Lathrop-Manteca Fire District. Hazardous Materials Response for the City of Lathrop is contracted by agreement between the Lathrop-Manteca Fire District and the City of Lathrop. The Lathrop-Manteca Fire District and the City of Lathrop are unique in that the Fire District not only provides services to the City, but also provides services to the unincorporated areas completely surrounding the City. This assists in providing a continuity of Emergency Services to the community (city and business) and its residents. The City of Lathrop and its emergency response partners all work in a cohesive relationship to deliver the best possible services to the school and its stakeholders.

A. School Profile

STEAM Academy at River Islands is an independent charter school of River Islands Academies - authorized by Banta Unified School District. It is the second elementary school in the academies and opened with grades T/K through eighth grade. It is located in the River Islands Development Project and eventually will provide schools for approximately 11,000 students in grades K-12. The school is five years old and houses state-of-the-art technology uniquely suited for the integration of STEAM learning. It is surrounded by the Delta that has been reinforced to the point that it has been approved for a rare 300-year guarantee against flooding in the housing development area. The school is easily accessible by the I-5 Interstate freeway. It sits on the outskirts of the Lathrop and Manteca communities in central San Joaquin Valley.

Current enrollment	754
Grades TK-8	10 Grade Levels
Certificated staff	32
Classified staff	43

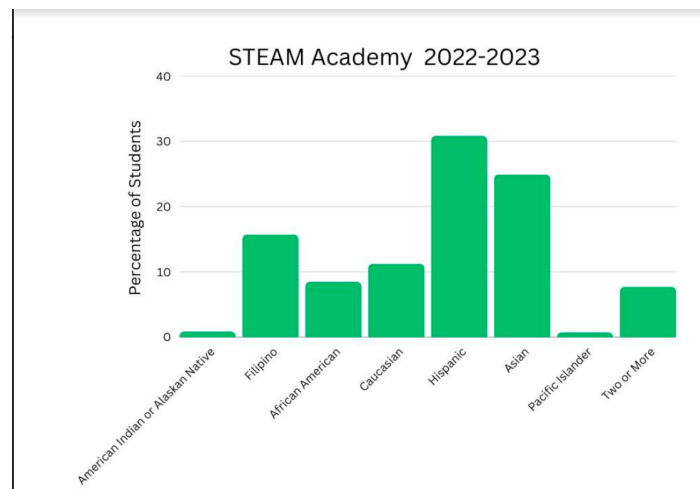
B. Safe School Mission

We are committed to providing our students and faculty with a safe environment free of dangers within our campus; an environment conducive to learning supported by Character Counts strategies, intervention and prevention program. Every effort will be made to provide our families, students and staff with the utmost safety and protection throughout the school campus.

C. Description of School Facilities

D. Personal Characteristics of Students

Student enrollment: 28.9% of students qualifying for Free or Reduced Priced Meals, 15.7 % qualifying for English learner services, and XX% of students with an IEP.



1: Data from [CDE Dashboard](#)

E. City of Lathrop Statistical Information

The STEAM Academy resides within the jurisdictional boundary of the City of Lathrop. As with any site-specific statistical information, the degree of relevancy resides within parameters. As a community partner there is purpose in reporting these same demographics for the surrounding community as a benchmark. Lathrop is an increasingly diverse city, with more than 50 percent of its population identified as a minority race or ethnicity in 2010. Lathrop residents are some of the most highly diverse in the state, with approximately 12 percent having a bachelor's degree or higher¹.

The city has a large proportion employed in management, professional, and service-related occupations, and additionally were exempt salaried employees. With its reputation for good schools, Lathrop continues to attract families with children. There are 4 elementary schools, one high school, and two collegiate education schools located within the City of Lathrop.

All of the schools are located within the city limits of Lathrop and the service area of the Lathrop-Manteca Fire District and the Manteca District Ambulance Service, thus creating additional continuity in the

¹ <http://www.areavibes.com/lathrop-ca/demographics/>

emergency response network. Lathrop's housing values have steadily grown since the great recession of 2008, and the central valley's relative affordable housing as compared to the bay area index is a continued factor for growth in the number of households. Lathrop's population and the ability to see differing perspectives have proved to be a great asset.

F. City of Lathrop Demographics as of 2021

Ethnicity	%	Ethnicity	%
American Indian or Alaskan Native	0.15	Native Hawaiian	0.38
Asian	23.33	African American	8.15
Caucasian	46.81	Other Race	12.93
Mixed Race	8.25		

The Lathrop population is approximately 33,983 in 2023 compared to 22,341 in 2020. Lathrop is currently growing at a rate of 5.28% annually and its population has increased by 16.7% since the most recent census, which recorded a population of 29,121 in 2020. Spanning over 19.8 miles, Lathrop has a population density of 1,714.10 people per square mile.

G. LCAP Advisory Committee

Education Code Section 35294.2 (e) requires that the Comprehensive School Safety Plan be reviewed and updated at least annually by the ELCAP Advisory Committee. The ELCAP Advisory Committee for STEAM Academy for 2023-2024 school year is composed of the following individuals.

LCAP Advisory Committee	Title
Angel Mendoza	Principal
Channa Bland (Wilson)	Assistant Principal
Lauren Koertzen	Certificated Teacher
Sarah Nelson	Parent
Francesca Gonser	Parent
Catherine Hendricks	Parent

² <https://worldpopulationreview.com/us-cities/lathrop-ca-population>

H. Accountability of Life Safety

Hierarchy is a way to structure an organization using different levels of authority and a vertical link, or chain of command, between superior and subordinate levels of the organization. Higher levels direct lower levels of the hierarchy. You can think of an organizational hierarchy as a pyramid. The highest level of authority is at the top of the pyramid, and orders flow from this top level down to the next level where it continues to move on down until it reaches the level where the order is supposed to be carried out.

Information and directions flow vertically in a hierarchical structure. Information flows up through each level until it reaches the top. After all the information has been received and assessed, a decision will be made at the top and will flow down through the levels of the hierarchy until it reaches the level where the decision will be implemented. Also, note that the top level of the hierarchy often coordinates all the activities and communication of the various parts of the organization.

A traditional hierarchical structure clearly defines each employee's role within the organization and defines the nature of their relationship with other employees. Hierarchical organizations are often tall with narrow spans of control, which gets wider as we move down the structure. They are often centralized with the most important decisions being taken by senior management. This concept assists in an efficient delivery of direction and communication throughout the organization.

It is imperative for school sites to have an effective system in place to track their personnel at any emergency incident, during times of crisis, as well as during the day-to-day operations. A manager should have a system that begins tracking their members upon arrival at their work assignment, at the scene of an emergency, and continuing through operations during the effective work hours. Managers cannot have an effective personnel accountability system if it does not operate under the framework of an organizational structure. Proper use of the accountability and the incident command system, including the accountability system, will reduce freelancing, thus reducing employee injuries and fatalities, while providing for clear outcomes through management objectives, not only during emergencies, but period workflow as well.

Administrators must always consider safety for their employees, and one progressive step in that direction would be to adopt an effective Personal Accountability System (PAS). The development of such a system may begin by reviewing FEMA, NIMS, NFPA, and SEMS guidelines. These guidelines recommend that emergency management work within the incident command system. More of these information systems can be found in the section regarding incident management. Whether managers and supervisors oversee volunteers or career staff, the framework to build the system is already present. Simply adopting a system and developing a policy will not offer a complete accountability model. It must be communicated and practiced until it becomes a routine function of government. Every member must participate for the system to be effective. One example of managers and supervisors to provide for accountability of personnel through this hierarchy could be during a proposed evacuation. If the manager at the top of the hierarchy wants to know that all employees have safely been evacuated, or are accounted for at a completely separate location, then each manager starts the process with a single order given by this top administrator. This order is typically predetermined in order to be as efficient as possible. One order commonly used as an example may be a fire drill. In this example each employee, supervisor, manager and subsequent administrator then reports back (in this order), to the top administrator to ensure that all members have evacuated and are accounted for safety. To assist in routes of evacuation examples of evacuation routes and maps are given below with multiple meeting place locations.

I. Training and Exercise

The School Administration will review this CSSP and test aspects of the ERG annually at a minimum through tabletops, drills, or exercises in conjunction with the Lathrop Manteca Fire District, Lathrop Police Services. These tabletops, drills, and exercises will be organized through a joint effort of the school, the Lathrop Manteca Fire District, and the City of Lathrop Police Services. This training will be documented, and a copy retained by both the Lathrop-Manteca Fire District and the City of Lathrop.

No employee or member of STEAM Academy will take part in a role that they have not been trained to participate or accomplish. The school will keep records of any training that coincides with the level of preparedness, services rendered, or other roles that employees/workers may be called upon for action. As an example, an employee should not intervene in a medical injury by providing first aid if the employee/worker has not been properly trained, and/or the school administration has no documentation that the training has occurred. These omissions of service assist the school, its subsidiaries, and employees from taking on undue liability for the actions of what might or might not be those of a reasonable and prudent person. Any action taken will have at a minimum taken place after the appropriate notification to alerting the emergency response system, or 911.

Training of mandated reporters shall include child abuse identification and reporting. All employees receiving such training shall receive written notice of state reporting requirements and employees' confidentiality rights. (Penal Code 11165.7)

Training shall also include guidance in the appropriate discipline of students, physical contact with students, and maintenance of ethical relationships with students to avoid actions that may be misinterpreted as child abuse. (cf.5144 – Discipline), (cf. 5145.7 – Sexual Harassment).

Fire Drills shall take place at a minimum of every calendar month; and will not take the place of other disaster preparedness drills or exercises. The Executive Director will affect record keeping control procedures. Appropriate printed records of all directed training will be kept on file and made available to any Public Safety Official.

All Emergency Preparedness Drills or Exercises will be in accordance with Chapter 4 of the 2013 California Fire Code.

V. School Reports

A. School Crime Status (E.C. 32282.a.)

STEAM Academy is a new school that has not experienced high incidents of crime on campus or during school-related functions. The campus is surrounded by new single-family homes. At present, there are only some small offices and the school in the area. Under construction is Lathrop Police Department’s new building headquarters. There are no known safety hazards on campus or nearby at this time.

2022-2023 Summary Data	
Total Suspensions	14
Total In-School Suspensions	0
Suspensions Related to Violence/Drugs	7
Persistently Dangerous Expulsions	1
Number of Firearm Incidents	0
Average Daily Attendance Rate	92.8%

B. Safe School Assessment Resources

The following resources were analyzed to develop an understanding of current conditions of school safety and standard practices to develop a comprehensive plan of action and procedures to ensure students, staff and visitors are provided a safe and secure environment.

- ✓ Staff and Administration input
- ✓ SART Data
- ✓ Discipline referral data
- ✓ Healthy Kids Survey Results
- ✓ Suspension, Truancy, and Expulsion Data
- ✓ School Site Council Input

VI. School Safety Practices, Policies and Procedures (E.C. 32282.a.)

See below for list of policies and procedures (Penal Codes 11164-11174.3 and Child Abuse & Neglect Reporting Act).

A. Child Abuse Reporting Procedures

School employees are obligated to report all known or suspected incidents of child abuse and neglect in accordance with law, Board policy, and Administrative Regulation. Employees shall not investigate any suspected incidents but rather shall fully cooperate with agencies responsible for reporting, investigating and prosecuting cases of child abuse and neglect. School employees are mandated reporters. Mandated reporters include but are not limited to teachers, classified employees, certificated pupil personnel employees, and administrators. (Penal Code 11165.7)

Reporting Procedures

- Complete Child Abuse reporting form.
- Call Children and Family Services immediately to verbally report (209) 468-1333
- Ask for the name of the person you are giving the report
- Forward the completed Child Abuse Report form to admin within 36 hours
- Do not pass on the responsibility to report. However, you can/should consult with your Principal
- If you have a reasonable suspicion, you then have a duty to check (reasonable suspicion creates a duty)
- If in doubt, call CPS and report
- The burden of proof is not with you. Children and Family Services will do the investigation.
- School staff is not liable for defamation if done in the course and scope of your employment

B. Notification of Dangerous Pupils to Teachers

(Pursuant to Education Code 49079) The school shall inform the teachers annually of students who were suspended or expelled for the previous three school years except for the following offenses:

- Education Code 48900 (h) – possession/use of tobacco
- Education Code 48900.2 – sexual harassment
- Education Code 48900.3 – hate violence
- Education Code 48900.4 – harassment of school/district personnel or pupil; threats/intimidation
- Education Code 48900.7 –terrorist threat

The Principal /teacher shall keep this information in confidence and must not further disseminate. The Governing Board desires to provide a safe, orderly working environment for all employees. As part of the school's comprehensive school safety plan, the Principal shall develop strategies for protecting employees from potentially dangerous persons and situations and for assisting them in the event of an emergency situation.

The Principal shall ensure that employees are informed, in accordance with law, regarding crimes and offenses by students who may pose a danger in the classroom.

C. Hate Crime Reporting Procedures

The school affirms the right of every student to be protected from hate-motivated behavior. It is the intent of our school to promote harmonious relationships that enable students to gain a true understanding of the civil rights and social responsibilities of people in our society. Behavior or statements that degrade an individual on the basis of his/her race, ethnicity, culture, heritage, gender, sexual orientation, physical/mental attributes, religious beliefs, or practices shall not be tolerated.

D. Campus Accountability Policy

Visitors

Many individuals visit the campus as volunteers or to participate in school events. All volunteers must be DOJ and FBI cleared. To maintain a safe and secure environment, all parents and visitors are required to check in at the school office upon arrival, obtain and wear a visitor's badge, and then return to the school office upon departure.

E. Discrimination and Harassment Policies

Nondiscrimination in School

School programs, activities and employment shall be free from discrimination based on sex, race, color, religion, national origin, ancestry, ethnic group, sexual orientation, marital or parental status, physical or mental disability section 504 disability or any other unlawful consideration. The school takes steps to assure that the lack of English will not be a barrier to admission and participation in school programs. (Title VI Civil Rights Act of 1964 and Title IX, Education Amendment Act of 1972)

Student Harassment Policy

Includes, but is not limited to, unwelcome sexual advances, unwanted requests for sexual favors or other unwanted verbal, visual or physical conduct of an equal nature made against another person of the same or opposite gender, in the educational setting, when: (Education Code 231.5; 55 CCR 4916)

- Submission to the conduct is explicitly or implicitly made as a term or condition of a student's academic status or progress.
- Submission to or rejection of the conduct by a student is used as the basis for academic decisions affecting the student.
- The conduct has the purpose or effect of having a negative impact on the student's academic performance, or of creating an intimidating, hostile or offensive educational environment.
- Submission to or rejection of the conduct by the student is used as the basis for any decision affecting the student regarding benefits and services, honors, programs, or activities available at or through any district program or activity.

Types of conduct which are prohibited in the Academies and which may constitute sexual harassment include, but are not limited to:

- Unwelcome leering, sexual flirtations or propositions

- Sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Graphic verbal comments about an individual's body, or overly personal conversation
- Spreading sexual rumors
- Teasing or sexual remarks about students enrolled in a predominantly single-gender class
- Massaging, grabbing, fondling, stroking or brushing the body
- Touching an individual's body or clothes in a sexual way
- Purposefully cornering or blocking normal movements
- Displaying sexually suggestive objects

Notification regarding STEAM Academy's policy will include Annual Notice, posting in the main administration building, Comprehensive School Safety Plan, student orientation, and provided to employees.

Complaint Process

If you feel you are a victim of harassment at school or a school related activity, immediately report the harassment to the Principal of the school. Harassment complaints may also be made to the Governing Board President by calling 209-879-7900. If you report harassment you will be protected from retaliation.

Investigation of Complaints at school shall be promptly investigated by the Principal. Enforcement of the policy may include the following actions:

- Removing vulgar or offending graffiti.
- Providing staff in-service and student instruction or counseling.
- Notifying parents/guardians of the actions taken.
- Notifying Child Protective Services
- Taking appropriate disciplinary action. In addition, the Principal or designee may take disciplinary measures against any person who is found to have made a complaint of sexual harassment, which he/she knew, was not true.

Disciplinary Measures

A student who engages in sexual harassment of anyone at school or at a school related activity is in violation of this policy and shall be subject to disciplinary action.

A student who engages in sexual harassment of anyone at school or at a school related activity is in violation of this policy and shall be subject to disciplinary action. For students in grades 4—7, disciplinary action may include suspension and/or expulsion, provided that in imposing such discipline the entire circumstances of the incident(s) shall be taken into account.

Anti-Bullying

The River Islands Academies believe every child is entitled to a safe school environment free from Discrimination and bullying. Consistent with state and federal law, the Academies prohibit bullying and discrimination and provides a timely and effective complaint procedure for pupils who believe they have been the victim of bullying or discrimination. This applies to all acts related to school activity or school attendance occurring within a school under the jurisdiction of the Executive Director of the River Islands

Academies.

Additionally, the CDE has developed and posted an online training module related to bullying and bullying prevention, including cyberbullying. The Bullying Module—School Safety document can be accessed at <https://www.cde.ca.gov/ls/ss/se/documents/bullymodule1.docx>. This module will be made available on a yearly basis to all staff that work closely with students.

School Uniform Policy

The purpose of our School wide Uniform Policy is to support a safe learning environment for our students of STEAM Academy. The children of this state have the right to an effective public-school education. Both students and staff have the constitutional right to be safe and secure in their school.

VII. Communications and Procedures

A. Regulations and Procedures Related to Student Safety

1. Child Abuse and Reporting – AR Definitions

Child abuse or neglect includes the following: (Penal Code 11165.6)

- A physical injury inflicted by other than accidental means on a child by another person
- Sexual abuse of a child as defined in Penal Code 11165.1
- Neglect as defined in Penal Code 11165.2
- Willful cruelty or unjustifiable punishment of a child as defined in Penal Code 11165.3
- Unlawful corporal punishment or injury resulting in a traumatic condition as defined in Penal Code 11165.4
- Abuse or neglect of a child in out-of-home care, including at school, as defined in Penal Code 11165.5

Child abuse or neglect does not include:

- A mutual affray between minors (Penal Code 11165.6)
- An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of his/her employment (Penal Code 11165.6)
- The exercise by a teacher, Executive Director or other certificated employee of the same degree of physical control over a student that a parent/guardian would be privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
- An amount of force that is reasonable and necessary for a school employee to quell a disturbance threatening physical injury to persons or damage to property, to protect himself/herself, or to obtain weapons or other dangerous objects within the control of the student (Education Code 49001)
- Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by the student (Education Code 49001)

Mandated reporters include but are not limited to teachers; classified employees; certificated pupil personnel employees; administrators.

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on his/her training and experience, to suspect child abuse or neglect. (Penal Code 11166)

2. Reporting Procedures

Whenever any mandated reporter, in his/her professional capacity or within the scope of his/her employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably

suspects has been the victim of child abuse or neglect, that mandated reporter shall report to any Police Services, sheriff's department, county probation department if designated by the county to receive such reports, or the county welfare department (Penal Code 11166)

The mandated reporter shall make this report by telephone immediately or as soon as practically possible. (Penal Code 11166). CPS (209) 468- 1333

The reporting duties are individual and cannot be delegated to another person. Reporting the information to an employer, supervisor, school Executive Director, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, and when there is agreement among them, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom he/she knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Within 36 hours of receiving the information concerning the incident, the mandated reporter shall prepare and send to the appropriate agency a written report which includes a completed Department of Justice form. (Penal Code 11166, 11168)

Mandated reporters may obtain copies of the above form from either the school or the appropriate agency.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- The name, business address and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- The child's name and address, present location and, where applicable, school, grade and class
- The names, addresses and telephone numbers of the child's parents/guardians
- The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information
- The name, address, telephone number and other relevant personal information about the person(s) who might have abused or neglected the child

The mandated reporter shall make a report even if some of this information is not known or is uncertain to him/her. (Penal Code 11167)

Employees reporting child abuse or neglect to the appropriate agency are encouraged, but not required, to notify the Executive Director or designee as soon as possible after the initial telephone report to an appropriate agency.

The Executive Director so notified shall provide the mandated reporter with any assistance necessary to

ensure that reporting procedures are carried out in accordance with law, Board Policy and Administrative Regulation. At the mandated reporter's request, the Executive Director may assist in completing and filing these forms.

Any person shall notify a peace officer if he/she reasonably believes that he/she has observed the commission of any of the following offenses where the victim is a child under age 14: (Penal Code 152.3, 288)

- Murder
- Rape
- Lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury

3. Victim Interviews

Upon request, a representative of an agency investigating suspected child abuse or neglect may interview a suspected victim during school hours, on school premises, concerning a report of suspected child abuse or neglect that occurred within the child's home or out-of-home care facility. The child shall be given the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the child. (Penal Code 11174.3)

- The purpose of the selected person's presence at the interview is to lend support to the child and enable him/her to be as comfortable as possible.
- The selected person shall not participate in the interview.
- The selected person shall not discuss the facts or circumstances of the case with the child.
- The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5.

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

4. Release of a Child to a Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Executive Director shall not notify the parent/guardian as required in other instances of removal of a child from school, but rather shall provide the Peace Officer with the address and telephone number of the child's parent/guardian. It is the responsibility of the Peace Officer or agent to notify the parent/guardian of the situation. (Education Code 48906)

Peace Officers shall be asked to sign an appropriate release or acceptance of responsibility form. (cf. 5145.11 - Questioning and Apprehension)

5. Parent/Guardian Complaints

Upon request, the Executive Director shall provide parents/guardians with procedures whereby they can report suspected child abuse occurring at a school site to appropriate agencies. Such procedures shall be in the primary language of the parent/guardian and, when communicating orally regarding those procedures, an interpreter shall be provided for parents/guardians whose primary language is other than English. (Education Code 48987)

To file a complaint against a school employee or other person suspected of child abuse or neglect at a school site, parents/guardians may file a report by telephone, in person or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint to any school employee, that employee shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency and also is obligated to file a report himself/herself using the procedures described above for mandated reporters. (cf. 1312.1 – Complaints Concerning School Employees)

In addition, if the child is enrolled in special education a separate complaint may be filed with the California Department of Education under 5 CCR 4650(a)(viii)(C).

6. Disciplinary Action

Any school employee accused of abusing or neglecting a student may be subject to reassignment or a paid leave of absence pending the outcome of an investigation by the appropriate agency.

If a determination is made that an employee has committed child abuse or neglect, the school may take disciplinary action, including suspension and dismissal, in accordance with law, Board policy and Administrative Regulations. The Executive Director shall seek legal counsel in connection with either the suspension or dismissal of the employee. (cf. 4117.4 – Dismissal), (cf. 4118 – Suspension/Disciplinary Action), (cf. 4218 – Dismissal/Suspension/Disciplinary Action)

7. Notifications

The Executive Director shall give persons hired by the school a statement informing them that they are mandated by law to report suspected child abuse and neglect, inform them of their reporting obligations under Penal Code 11166, and provide a copy of Penal Code 11165.7 and 11166. Before beginning employment, employees shall sign the statement indicating that they have knowledge of the reporting obligation under Penal Code 11166 and that they will comply with those provisions. The signed statements shall be retained by the Executive Director. (Penal Code 11166.5) (cf. 4112.9/4212.9/4312.9 – Employee Notifications)

The Executive Director shall also notify all employees that:

- A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report. Any other person making a report shall not incur civil or criminal liability unless it can be proven that he/she knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)
- If a mandated reporter fails to report an incident of known or reasonably suspected child abuse or neglect, he/she is guilty of a misdemeanor punishable by a fine and/or imprisonment. (Penal Code 11166)
- No employee shall be subject to any sanction by the school for making a report. (Penal Code 11166)

8. Visitors/Outsiders

The Executive Director or designee shall post at every entrance STEAM Academy a notice setting forth visitor registration requirements, hours during which registration is required, the registration location, the

route to take to that location, and the penalties for violation of registration requirements. (Penal Code 627.6)

Unless otherwise directed by the Executive Director or designee, a staff member shall accompany visitors while they are on school grounds.

9. Outsider Registration

Any person entering our campus who is not a school employee is required to register upon entering school premises during school hours: (Penal Code 627.1, 627.2, Evidence Code 1070)

- A parent volunteering in the classroom may sign in on the “Volunteer Registration Form” indicating their child’s room number and their child’s name.
- A student on suspension shall not enter campus, while on suspension, without permission of the Executive Director and must be accompanied by a legal guardian.

10. Registration Procedure

In order to register, outsiders shall, upon request, furnish the Executive Director or designee with the following information: (Penal Code 627.3)

- His/her name, address and occupation
- His/her age, if less than 21
- His/her purpose for entering school grounds
- Proof of identity
- Other information consistent with the provisions of law.

11. Denial of Registration

The following provisions of law shall apply to outsiders. Outsiders do not include students, parents/guardians, elected public officials, or other persons listed in Penal Code 627.1

- The Executive Director or designee may refuse to register any outsider if he/she reasonably concludes that the outsider’s presence or acts would disrupt the school, students, or employees; would result in damage to property; or would result in the distribution or use of a controlled substance. The Executive Director or designee or school security officer may revoke an outsider’s registration if he/she has a reasonable basis for concluding that the outsider’s presence on school grounds would interfere or is interfering with the peaceful conduct of school activities or would disrupt or is disrupting the school, students or staff. (Penal Code 627.4)
- The Executive Director or designee may order that an outsider who has failed to register, or whose registration privileges have been denied or revoked, promptly leave school grounds.
- When an outsider is directed to leave, the Executive Director or designee shall inform the outsider that if he/she reenters the school with seven days, he/she will be guilty of a misdemeanor subject to a fine and/or imprisonment (Penal Code 627.7)

12. Weapons and Dangerous Instruments

The Governing Board desires students and staff to be free from the danger presented by firearms and other weapons.

Weapons and dangerous instruments include, but are not limited to:

- Firearms: pistols, revolvers, shotguns, rifles, “zip guns,” stun guns,” tasers, and any other device capable of propelling a projectile by the force of an explosion or other form of combustion.
- Knives: any dirk, dagger or other weapons with a fixed, sharpened blade fitted primarily for stabbing, weapons with a blade fitted primarily for stabbing, weapons with a blade longer than 3-1/2 inches, folding knives with a blade that locks into place, and razors with an unguarded blade (Ed. Code 48915)
- Explosive and/or incendiary devices: pipe bombs, time bombs, cap guns, containers of inflammable fluids, and other hazardous devices
- Any instrument that expels a metallic projectile, such as a BB or pellet, through the force of air pressure, carbon dioxide pressure or spring action, or any spot marker gun (Penal Code 626.10)
- Any other dangerous device, instrument or weapon, especially those defined in Penal Code 12020, including a blackjack, slingshot, billy, nunchucks, sandclub, sandbag, metal knuckles, or any metal plate with three or more radiating points with one or more sharp edges designed for use as a weapon
- Any imitation firearm, defined as a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm (Ed. Code 48900)

If an employee knows that a student possesses any of the above devices, he/she shall use his/her own judgment as to the dangerousness of the situation and, based upon this analysis, shall do one of the following:

- Confiscate the object and deliver it to the Executive Director immediately
- Immediately notify the Executive Director, who shall take appropriate action
- Immediately notify the local law enforcement agency and the Executive Director
- When informing the Executive Director about the possession or seizure of a weapon or dangerous device, the employee shall report the name(s) of persons involved, witnesses, location, and the circumstances of any seizure.
- The Executive Director shall report any possession of a weapon or dangerous instrument, including imitation firearm, to the student’s parents/guardians by telephone or in person, and shall follow this notification with a letter.

13. Possession of Weapons

The Board prohibits any person other than authorized law enforcement or security personnel from possessing weapons, imitation firearms, or dangerous instruments of any kind in school buildings, on school grounds, or at a school-related or school-sponsored activity away from school, or while going to or coming from school.

Students possessing without permission or threatening others with a weapon, dangerous instrument or imitation firearm are subject to suspension and/or expulsion in accordance with law, Board policy and administrative regulations.

Under the power granted to the Board to maintain order and discipline in the school and to protect the safety of students, staff and the public, any school employee is authorized to confiscate a weapon, dangerous instrument or imitation firearm from any person on school grounds.

The Executive Director or designee shall notify law enforcement authorities when any student possesses a weapon or commits any act of assault with a firearm or other weapon (Ed. Code 48902; Penal Code 245, 626.10)

14. Possession of Pepper Spray

To prevent potential misuse that may harm students or staff, students are prohibited from carrying tear gas or tear gas weapons such as pepper spray on campus or at school activities.

15. Reporting of Dangerous Objects

The Board encourages students to promptly report the presence of weapons, injurious objects or other suspicious activity to school authorities. The identity of a student who reports such activity shall remain confidential to the extent permitted by law.

B. Emergency Assessments

1. Emergency Assessment

A “hazard” is defined by FEMA as “any event or condition with the potential to cause fatalities, injuries, property damage, infrastructure damage, agricultural loss, environmental damage, business interruption, or other loss.” Hazard mitigation is defined by FEMA as “any action taken to reduce or eliminate the long-term risk to human life and property from natural hazards.” Hazard assessment is the initial process of identifying those hazards that would need mitigation. For the purposes of this hazard assessment, hazards include natural, accidental, and adversarial/human caused.

Hazard mitigation is distinguished from other disaster management functions by measures that make development and the natural environment safer and more disaster resilient. Effective mitigation begins with identifying the threats and hazards a community faces and determining the associated vulnerabilities and consequences. Understanding risks makes it possible to develop strategies and plans to manage them.

The purpose of mitigation planning is to identify policies and actions that can be implemented over the long term to reduce risk and future losses. Mitigation Plans form the foundation for a community's long-term strategy to reduce disaster losses and break the cycle of disaster damage, reconstruction, and repeated damage. Hazard mitigation differs from emergency preparedness, which focuses on activities designed to make a person, place, organization, or community more ready to take appropriate action in a disaster with emergency response, equipment, food, shelter, and medicine.

However, hazard mitigation, emergency preparedness, and an emergency response guide go hand-in-hand because where time or financial resources may preclude certain desirable mitigation actions, emergency preparedness and actions can make it possible to respond and recover more efficiently despite losses that may be unavoidable.

2. Climate Emergencies Assessment

The City of Lathrop experiences weather patterns typically associated with the State of California’s central valley region. The National Weather Service places the City within the Northern San Joaquin Valley Region. Summertime highs during the months of June, July, and August range from the mid 80’s to just over 100 degrees. Seasonably the months of June, July, and August are typically the warmest months with temperatures routinely reaching just above 100 degrees. The months of December and January are seasonably the coldest months of the year. Day time lows routinely drop to the mid 50’s, and nighttime lows reach to just below freezing.

Climate Emergencies have the ability to effect aging populations, flood prone areas, business and city infrastructure. Aging populations are inherently susceptible to extreme temperatures. Eleven to twelve percent of the City of Lathrop’s population is over the age of 55. This is the percentage portion of the vulnerable population that may be affected by Climate Emergencies in the City of Lathrop. As a matter of routine, the San Joaquin County Office of Emergency Services in partnership with the San Joaquin County Public Health Services Department has established “cooling centers” in times past during extreme heat conditions. Identified cooling centers are monitored by public health officials to determine their effectiveness. Generally, these centers are identified by means of press releases performed by the county, and then left to the individual centers and communities to disseminate the information as deemed appropriate. Through the partnership developed between the City of Lathrop and the Lathrop-Manteca Fire District, the fire district has routinely sent personnel throughout the community to check various vulnerable populations. The Fire District utilizes its community fire houses that have intimate knowledge of

their response district to assess effectiveness and provide assistance when deemed appropriate.

These conditions can be considered an example of a climate emergency. Inversely, during winter months the City of Lathrop has experienced freezing temperatures that have ruptured business water infrastructure. These scenarios present failures of large water pipes that have a systemic effect. They're failure erodes drainage, compaction, and in general cause havoc with great expense for necessary repairs, and a return to normalcy. Indirectly, un-seasonal warm rains also have the ability to effect emergent conditions within the City of Lathrop. These rains melt snowpack at an alarming rate and thus have the ability to cause a rise in local water ways, primarily the San Joaquin River of the Delta Estuary.

3. Earthquake Emergency Assessment

An earthquake is a naturally induced shaking of the ground. It is caused by an abrupt shift of rock along a fracture in the Earth's crust called a fault. Within seconds, an earthquake releases stress that has slowly accumulated within the rock. Sometimes the release occurs near the surface and sometimes it comes from deep within the crust. Seismic activity is described in terms of magnitude and intensity. Magnitude characterizes the total energy released and Intensity subjectively describes the effects at a particular place. While an earthquake has only one magnitude, its intensity varies throughout the affected region.

A fault is defined as a fracture in the earth along which rocks on one side have been displaced with respect to those on the other side. Most faults are the result of repeated movement that may have taken place suddenly and/or by slow creep. A fault is distinguished from those fractures or shears caused by land sliding or other gravity-induced ground failures. A fault zone is a zone of related faults that commonly are braided and sub parallel but may be branching and divergent. A fault zone has significant width (with respect to the scale at which the fault is being considered, portrayed, or investigated), ranging from a few feet to several miles.

In 1935, Charles Richter of the California Institute of Technology devised a logarithmic magnitude scale known as the Richter Magnitude Scale. On the Richter scale, magnitude is expressed in whole numbers and decimals. In qualitative terms, an earthquake of 5.0 is a moderate event, 6.0 characterizes a strong event, 7.0 is a major earthquake, and a great quake exceeds 8.0. The scale is open ended but the highest magnitude known to have been calculated occurred during the evening of May 22, 1960, in the country of Chili and was approximately 9.5 on the Richter scale.² On this logarithmic scale, each whole number increase in magnitude represents a tenfold increase in the energy released by the earthquake. Furthermore, a magnitude 6.0 earthquake generates elastic-wave energy that is approximately 30 times greater than that generated by a magnitude 5.0 earthquake, 900 (30 x 30) greater than that of a magnitude 4.0 earthquake, and so forth. This scale was only accurate to describe moderate sized earthquakes, so it was replaced with the Moment Magnitude scale.

Making assumptions on the effects of an earthquake on physical objects based on magnitude can lead to errors because energy released by an earthquake does not always mean intense ground motion. Some earthquakes, like episodic tremor and slip quakes, may have magnitude of 6, but they are unnoticeable without instruments because the energy is released very slowly. The effect of an earthquake on the Earth's surface is called the intensity. In the United States the most commonly used intensity scale is the Modified Mercalli Intensity Scale. This scale, composed of 12 increasing levels of intensity ranging from imperceptible to catastrophic, is an evaluation of the severity of ground motion at a given location measured relative to the effects of earthquakes on people and property.

² http://earthquake.usgs.gov/earthquakes/world/events/1960_05_22.php

Earthquakes have multiple secondary hazards. Some pertinent hazards are listed below.

Liquefaction: Soft soils or human-made fills can subside or experience liquefaction or lateral spreading in an earthquake. Liquefaction commonly causes lack of support for structures located on the liquefiable soils. Ground failures are likely: ground cracking or sand boils from layers of and sometimes located a number of meters under the surface. Lateral spreading is a landslide that occurs on very shallow slopes due to the liquefiable nature of the soil. Liquefaction is directly related to the level of soil saturation combined with layers of small loose particles like sand, some gravel, or silt.

Dam or lock failure: This is also a possibility during an earthquake. Likely causes are either a fracture of the retention wall or the failure of the soils under the structure. There are no dams directly within the City of Lathrop, but the water level of the San Joaquin River does depend on locks located predominantly from Friant Dam. A dam failure in the region may have an impact on daily life within Lathrop. The Lathrop-Manteca Fire District, the San Joaquin County office of Emergency Services (OES), and the City of Lathrop have prior experience of monitoring various water shed flood level stages. For additional flooding information please see the Tabbed Index 3.0 Flooding Emergencies. It is very likely that the Bay Area region will experience another earthquake of some disrupting proportion.³

Petroleum Pipeline Break: The Pacific Gas and Electric Company Pipeline, placed underground, traverses multiple areas of the City of Lathrop.

An abstract of the Executive Summary from the US Geological Survey Open-File Report 03 214 (Earthquake Probabilities in the San Francisco Region (2002-2031) said: Drawing on new data and new methodologies, we have concluded that there is a 0.62 probability (that is, a 62% probability) of a major, damaging earthquake striking the greater San Francisco Bay Region (SFBR) over the next 30 years (2002–2031). Such earthquakes are most likely to occur on seven main fault systems identified in this study but may also occur on faults that were not characterized as part of the study (that is, in the “background”) (Figure ES.1). Our results come from a comprehensive analysis lead by the USGS and involving input from a broad group of geologists, seismologists, and other earth scientists representing government, academia and the private sector. The results of this study are appropriate for use in estimating seismic hazard in the SFBR and estimating the intensity of ground shaking expected for specified “scenario” earthquakes. In addition, they provide a basis for calculating earthquake insurance premiums, planning and prioritizing expenditures for seismic upgrades of structures, and developing building codes.

The City of Lathrop is positioned approximately 65 miles east from the City of San Francisco, and roughly twenty miles to the north west of the City of Modesto. This places the City of Lathrop in a geographic location near the Bay Area consortium. When identifying the most applicable study of compiled information concerning the earth’s geoscience, the US Geological Study is the source most applicable. The USGS’s formed a working group to study the probabilities of earthquakes in California with numerous local research partnerships. This working group published a document called “Earthquake Probabilities in the San Francisco Bay Region: 2002-2031”. This identifies the region, its hazards, and the probabilities of earthquakes that would mostly affect the City of Lathrop.

Furthermore, this document identified that the City of Lathrop’s greatest potential to danger rests with the Greenville South Fault and the Great Valley 7 area fault. As identified further in this document both these faults as outlined have estimated a less than 3% chance of having an earthquake of or greater than a 6.7 magnitude. While this news is positive for the City of Lathrop and its planning efforts, the City’s other factors of proximity, soil classifications, and waterway infrastructure show that Lathrop still may have a significant response to the effects and predictions outlined in the study.

[Earthquake Probabilities in the San Francisco Bay Region: 2002-2031 \(Applicable Synopsys\)](#)

³ Earthquake Probabilities in the San Francisco Bay Region: 2002–2031. Open-File Report 03-214

Earthquakes in the San Francisco Bay Region result from strain energy constantly accumulating across the region because of the northwestward motion of the Pacific Plate relative to the North American Plate. The region experienced large and destructive earthquakes in 1838, 1868, 1906, and 1989, and future large earthquakes to relieve this continually accumulating strain are a certainty. For our study we define the SFBR (San Francisco Bay Region) as extending from Healdsburg on the northwest to Salinas on the southeast. It encloses the entire metropolitan area, including its most rapidly expanding urban and suburban areas. We have used the term "major" earthquake as one with $M \geq 6.7$ (where M is moment magnitude). As experience from recent earthquakes in Northridge, California ($M 6.7$, 1994, 20 killed, \$20B in direct losses) and Kobe, Japan ($M 6.9$, 1995, 5500 killed, \$147B in direct losses), earthquakes of this size can have a profound impact on the social and economic fabric of densely urbanized areas.

Implications for earthquake hazard Earthquake probabilities are one key component in estimating the seismic hazard in a region, but not the only one. Most earthquake damage is caused by strong, sustained ground shaking. The strength and duration of shaking at a particular location depends on the earthquake's size, its distance from the location, soil conditions at the location, and details about the rupture itself and the propagation of the seismic waves from it.⁴

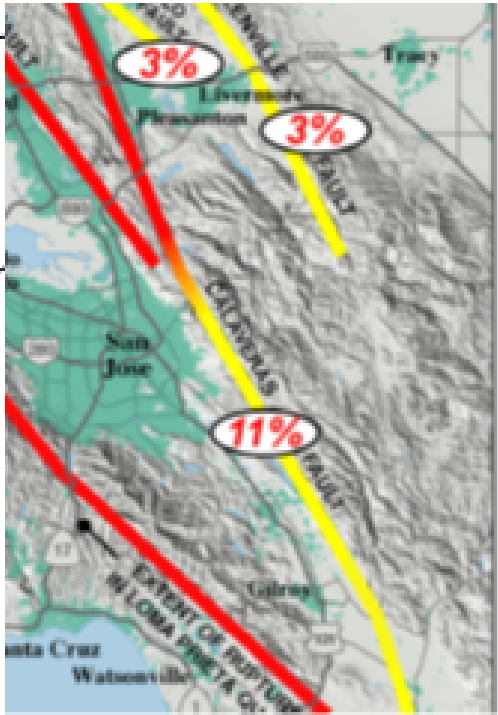
Greenville Fault

The Greenville fault is the easternmost strand of the San Andreas strike-slip fault system in SFBR. It extends from the eastern flank of Mt. Diablo south to San Antonio Valley, a length of 43 ± 20 km. The Greenville fault is the least studied and most poorly known of the strike-slip faults considered in this study. The central Greenville fault produced $M = 5.8$ and 5.4 earthquakes in 1980 (Bolt et al., 1981). Micro seismicity displays a sub vertical alignment of epicenters extending to depths of approximately 17 km at the latitude of Livermore Valley (Hill et al., 1990). For the Greenville fault, WGNCEP 96 assigned a slip rate of 2 ± 1 mm/yr.; a length and width of 73 km and 11 km, respectively; and a maximum earthquake of $M = 6.9$ with recurrence interval of 550 years. WGNCEP 96 did not segment the Greenville fault.

⁴ Earthquake Probabilities in the San Francisco Bay Region: 2002–2031. Open-File Report 03-214

Green Valley Fault
(Segment 7)

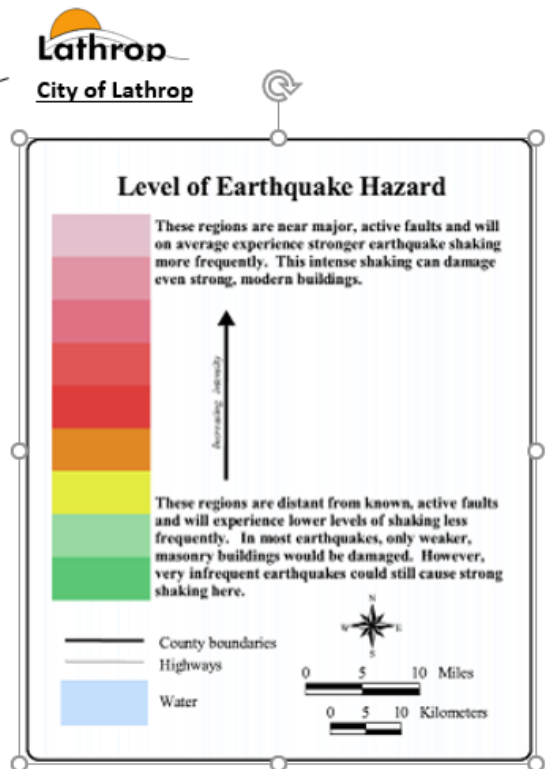
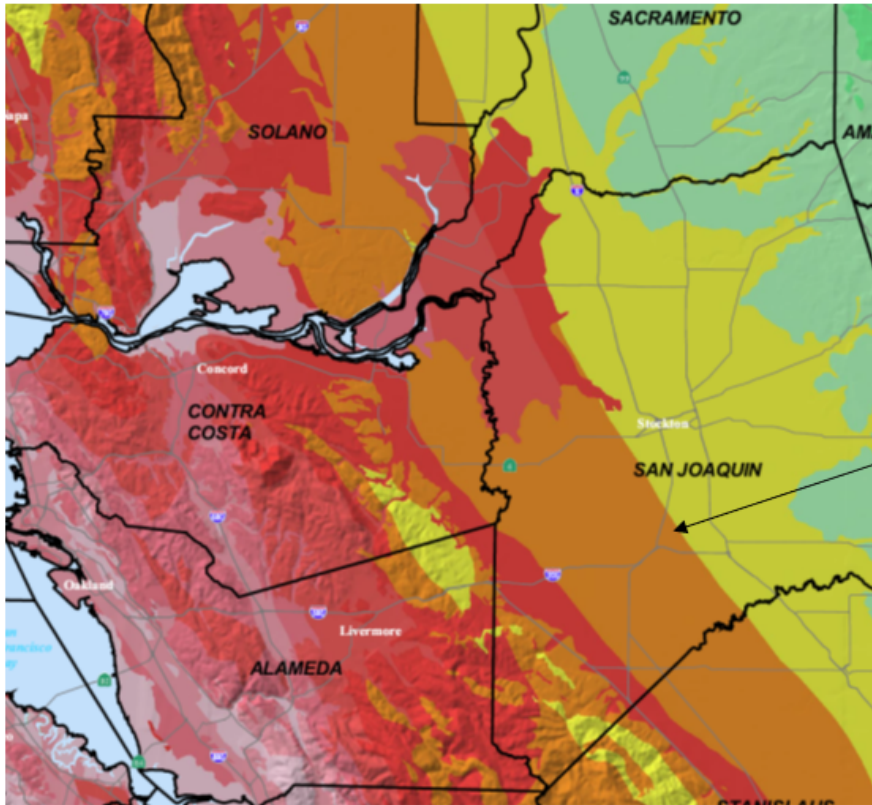
Greenville Fault
(South)



**Earthquake Shaking Potential for the San Francisco Bay Region Counties
Summer, 2003**

Segmentation

The segmentation proposed by the East Bay SCG, the northern Greenville (GN) and southern Greenville (GS) segments, is based largely on differences in geomorphic expression of Holocene faulting and the location of the 1980 earthquakes. WG 02 currently proposes two segments (Figure 3.11), although three were used three segments in our earlier model (WG 99). This change was made to reflect shortening of the northern extent of Holocene displacement along the Greenville fault based on re-evaluation of geologic mapping.



Greenville-North (GN)

The north segment boundary is chosen to coincide with the northern end of the aftershock zone of the 1980 M = 5.8 earthquake. Most of GN is geo-morphically well expressed with clear evidence of Holocene activity. Minor right lateral surface offset occurred on the GN during the 1980 Livermore earthquake (Hart, 1981). The southern termination of GN is the structural intersection with the left-lateral Las Positas fault near the southern margin of the Livermore Basin. The length of GN is 27 km.

Greenville-South (GS)

GS extends southward from GN to San Antonio Valley and is clearly identified by its geomorphic expression of Holocene fault activity, including linear valleys, deflected and beheaded drainages, and uphill-facing scarps. The southern boundary of GS is not well defined.

Unruh and Sawyer (1999) suggest that the fault forms a left-restraining step-over to the Ortigalita fault across the Mt. Oso anticline. The East Bay SCG places the southern end of GS at the Mt. Oso anticline with an uncertainty of ± 10 km. The length of GS is estimated at 24 km.

Slip Rate

The Greenville fault has traditionally been viewed as having a low slip rate. Wright and others (1982) estimated a late-Quaternary rate of 0.5 to 0.7 mm/yr. based on 90 m of dextral offset on stream terraces during the past 125 to 180 ka. Ages of these terraces, based on soil-profile development, are highly uncertain. Paleo-seismic trench investigations across one strand of the Greenville fault documented Holocene surface-rupturing events. Assuming a 1:3 ratio of vertical-to-horizontal separation, Wright and others (1982) estimated a horizontal slip rate of approximately 0.1 to 0.3 mm/yr.

Unruh and Sawyer (1997) proposed that contractional deformation in the Mt. Diablo-Livermore area is primarily the result of a restraining stepover between the Greenville and Concord faults.

If this model is correct, then the late-Cenozoic shortening rate across Mt. Diablo can be used to estimate a long-term average slip rate for the Greenville fault. Including the uncertainties in these data, the average rate of horizontal motion parallel to the Greenville fault due to shortening in the Mt. Diablo fold-and-thrust belt is about 1.4 mm/yr. (7 km in 5 million years) to about 3.5 mm/yr. (12 km in 3.4 million years). EBay SCG opted for the better determined, but longer-term averaged slip rate of 2 ± 1 mm/yr. on the Greenville fault to satisfy the kinematic model for growth of the Mt. Diablo anticline and related contractional structures in the Livermore area. The clear geomorphic expression of the Greenville fault does not seem consistent with slip rates of just fractions a mm/yr.

The assessment description for the San Joaquin County Office of Emergency Services provides that there is a low probability of a future earthquake event of the magnitude it would take to consider large scale disaster. However, the same plan provides that while there is a relatively minor probability of this type of event, the hazard does present danger to our community given the above factors and geographic proximity to the Bay Area Region.⁵

⁵ http://www.sjgov.org/Oes/getplan/LHMP/Attach1_RiskAssessment.pdf (Attachment 1- FEMA's Hazard ID Summary Table)

4. Flood Emergencies Assessment

Extreme Weather

Rain, Wind, Heat & Air Quality

In the case of extreme weather conditions, the following procedures will be followed:

- School Administration will assess the level of threat.
- If need be, administration will place the school on a Rainy-Day-Type schedule (*All staff members will continue with their normal duties for this schedule, keeping all students inside*).
- The level of threat increases, where student and staff safety become jeopardized, Administration will make the necessary telephone calls to the district office and await instruction for school closure and student release.

Dam Failure

There are 14 major dams that have been identified as having the potential to inundate portions of San Joaquin County in the event of dam failure. Only three of these dams, Camanche, Camanche South Shore, and Farmington are located within the County. Many dam facilities are above stream from another dam. The County maintains inundation maps for all 15 of the dams that would affect this county. This could cause a cascading event of multiple structure failure.

All facilities feed into the main rivers surrounding San Joaquin County:

- Sacramento
- Cosumnes
- Mokelumne
- Stanislaus
- San Joaquin

Of the Dams that protect and store water shed, the New Melones Dam is of great concern. A failure of this dam would inundate the major populace of San Joaquin County and the entire City of Lathrop. The extent of flooding from a catastrophic dam failure has been modeled by each of the dam owners in their dam plan. These documents are maintained at County OES and include maps of the area that would be flooded, as well as time of arrival of flood waters and the maximum depth those waters would reach in a worst-case scenario. Dam plan documentation extends across many linear feet of shelving and is therefore not included in this plan in detail. New Melones Dam regulates the Stanislaus River water flows. The flow of the San Joaquin River is affected by the operation of numerous dams including Friant near Fresno as well as the effects from the Stanislaus River at the confluence near the River Junction Area in South San Joaquin County. Despite the number of dams near San Joaquin County, the risk of flooding from dam failure is considered very low, because the likelihood of dam failure is low. A dam failure can occur as the result of an earthquake, as an isolated incident due to structural instability, or during heavy rains causing reservoir accumulation that exceeds design capacity of the dam.

History of New Melones Dam

In the late 1890's during the Gold Rush, settlers began to divert water from the rivers to various areas throughout the foothills. Later in the decade, utilities began harnessing the rivers for hydroelectric power which was exported out of the basin. The U.S. Congress passed the Reclamation Act of 1902 which created the Reclamation Service, now the Bureau of Reclamation. Around the same time, local irrigation districts were created in the foothills. Two of these, the Oakdale and South San Joaquin Irrigation Districts constructed the 211 foot (64 m) high old Melones Dam in 1926 to provide water for agriculture. This original reservoir stored 112,500 acre-feet of water.

In 1944, Congress authorized the construction of the New Melones Dam to prevent flood damage caused by rain and snowmelt to the 35,000 acres (14,164 ha) of downstream agricultural land and the communities of Oakdale, Riverbank, and Ripon as well as others further downstream. Congress modified this authorization in the 1962 Flood Control Act to include irrigation, power, wildlife and fishery enhancement, recreation, and water quality as reasons for construction.

The U.S. Army Corps of Engineers began construction in 1966. Approval for and construction of the reservoir was not without public controversy; however, the dam was completed in 1978, and the spillway and powerhouse were completed in 1979. In this final year, the Corps transferred the project to Reclamation, which has since managed the reservoir and surrounding landscape. The reservoir is now a part of the Central Valley Project, created to provide water to arid areas in California, and to minimize downstream flooding.

Friant Dam Information

Friant Dam is located on the San Joaquin River, 25 miles northeast of Fresno, California. Completed in 1942, the dam is a concrete gravity structure, 319 feet high, with a crest length of 3,488 feet. The dam controls the San Joaquin River flows, provides downstream releases to meet requirements above Mendota Pool, and provides flood control, conservation storage, diversion into Madera and Friant-Kern Canals, prevents salt water from destroying thousands of acres in the Sacramento-San Joaquin Delta, and delivers water to a million acres of agricultural land in Fresno, Kern, Madera, and Tulare Counties in the San Joaquin Valley. The reservoir, Millerton Lake, first stored water on February 21, 1944. It has a total capacity of 520,528 acre-feet, a surface area of 4,900 acres, and is approximately 15 miles long.

In 1947, a group of riparian landowners sued the Federal Government under terms of the California Fish and Game Code, claiming Friant Dam deprived them of commercial and recreational uses related to salmon spawning and fishing. The State Attorney General concluded the United States was not required by State law to allow enough water to pass the dam to preserve fisheries below the dam site.

The issue of fish flows found new life in 1988, when first contracts for the Friant Division came up for renewal. Fifteen environmental groups sued the Federal Government that year, arguing contract renewals should be subject to environmental review under provisions of the National Environmental Policy Act (NEPA) and the Endangered Species Act (ESA). A U.S. District Court in late 1992 decided not to dismiss the case. Environmentalists now believe that, in the future, the dam will have to provide flows for fish. Passage of the CVP Improvement Act of 1992, reallocating up to 800,000 acre-feet of CVP yield for the restoration of valley fisheries, will undoubtedly impact the Friant Division.

Reclamation designed Friant's spillway to pass flood water into Millerton Lake. Flow over the spillway is controlled by three 100-foot-wide by 18-foot-high drum gates operated by buoyancy. The capacity of the spillway is 83,020 cfs at elevation 578.0. The gates rise by flotation when water enters each gate chamber. The watertight gates are in the recess of the spillway, forming a portion of the crest when lowered. Engineers designed the foundation drainage holes at a 5-inch diameter to reduce the number of clearing and re-drilling intervals required by water-deposited sediments. Due to frequent drought cycles in central California over the past fifty years, water seldom spilled at Friant.

Parts of the crest and other supplementary fixtures that were described as 'excellent looking' in the late 1960s, have developed long, wide cracks. Concrete expansion is visible along the top 6 feet of the crest, the chute surface, and the reinforced concrete portions of the structural framing around the outlets. In 1984, Reclamation predicted that deterioration and seepage will eventually jeopardize the safe operation of the dam. An engineer's safety report recommended that, after 44 years of service, a modification study be conducted to prevent the concrete's continuing decay.

On the Friant Division, there are three separate river and canal outlets: the river outlet works, the Friant-Kern Canal, and the Madera Canal. The river outlet works are four 110-inch-diameter steel pipes through Friant Dam that are controlled by four 96-inch-diameter hollow-jet valves at the outlet ends. The valves release water down a chute and into a stilling basin, which dissipates the water's energy. The capacity of the four hollow-jet valves is 16,400 cfs; however, the flow through the valves seldom exceeds 100 cfs. Small releases to the river flow through two 24-inch-diameter steel pipes branching from Penstocks 3 and 4. Releases are controlled by two 18-inch-diameter needle valves at the outlet ends.

The Friant-Kern Canal outlet works are located on the left side of the spillway. They consist of a stilling basin and four 110-inch steel pipes through the dam. These pipes are controlled by four 96-inch-diameter hollow jet valves at the outlet ends. The hollow-jet valves release water down a chute and into a stilling basin, which dissipates the water's energy.

Levee Failure

Flood characteristics of a Delta levee failure vary. For example, the height and velocity of flooding increases when the distance between the elevation of the watercourse and the island increases. A breach in a levee under non-flood conditions would be localized to the specific tract, while 100-year flood conditions could lead to levee failures on a series of Delta islands. An additional problem, which may be created by a levee failure, is the loss of evacuation routes; since in many instances, the only access routes may be roads constructed on top of the levees. The majority of levee failures are within the "Legal Delta" boundaries. With levees throughout the county, including private agricultural irrigation levees, a failure could occur anywhere. Given the historical record for this type of hazard, generally a 3-4-year cycle, a likelihood of failure will occur. As addressed in mitigation strategy and specific pre-planning, the county focuses extensive effort in mitigation, developing response plans and recovery procedures for post-flood events.

San Joaquin County has a long history of flood events in the Delta Estuary. Flooding was a fairly common occurrence in the early 1900's, but over time the incidence of Delta floods has decreased. The most notable recent events are the levee failures from the 1997 flood along the San Joaquin River, and the June 3rd, 2004, levee break on Upper Jones Tract. While extremely close in proximity to the City of Lathrop, of concern was the failure along the San Joaquin River in 1997. This area was directly south of the City of

Lathrop, and along the same levee system that secures the San Joaquin River levees within the City's boundaries. This levee failure due south of the City had minimal impacts directly to the City of Lathrop. Notable impacts were the resources committed to the flood fight and safety of the citizenry by the Lathrop Manteca Fire District. The services provided by the district during this time did not slow or erode the emergency services to the City of Lathrop or the Fire District's constituency within the City's limits.

The San Joaquin County Office of Emergency Services provides that this type of event has had a history of occurrence within the county. Furthermore, given the City of Lathrop's geographic location the San Joaquin County has provided that any Dam Failure or Levee Break could create a high amount of risk with widespread consequences to our community. For this reason, emergency responders, community planners, political leaders, and the development community from across jurisdictional boundaries have and continue to partnership across broad lines to mitigate these concerns. These partnerships include the passing of governance and funding of specifically Senate Bills 5, 1278, and 920 to mitigate areas of flood concern. The City of Lathrop, the City of Manteca, the San Joaquin County, and many other legislative bodies are involved in mitigating and funding assessments for these hazards. The City of Lathrop and its development community have been and should continue to be very involved in this process. According to San Joaquin County records the levee break of 1997 total costs were almost \$100 million in both private and public expenses.⁶ Whether levee failure, or river and stream flood, this hazard is the major predominate hazard risk for this county and quite possibly the City of Lathrop.

5. Hazardous Materials Emergencies Assessment

Hazardous materials are defined as such because of their chemical, radiological, or biological nature that can pose a potential risk to human health, property, or the environment when released. A release may occur by spilling, leaking, emitting toxic vapors or any other process that enables the material to escape its container, enter the environment, and create a potential hazard. Hazardous materials incidents can occur during the manufacture, transportation, storage and use of hazardous materials, as well as being naturally occurring. These incidents can occur as a result of human error, natural hazards, deliberate deed, or a breakdown in equipment or monitoring systems. The impact depends upon the quantity and physical properties of the chemical, environmental and weather factors at the point of release, the type of release and its proximity to human and wildlife populations and valuable ecosystems.

A hazardous materials release can be a stand-alone event or it can be associated with another catastrophe such as an earthquake or major structural/industrial fire. Multiple hazardous materials spills can occur at once in the event of such an earthquake in Northern California or could even occur as a result of extensive flooding. An example of earthquake related hazardous materials release would be damage and even uprooting of Underground Storage Tanks. Hazardous materials damage to the environment can adversely affect air quality or water quality, or cause soil contamination. Each shall be addressed individually.

Throughout the county there are several times per year when a spill results in evacuation or closing of vital infrastructure such as a major freeway. Again, due to the close relationship between hazardous materials and transportation systems, a hazardous materials release can occur anywhere along any of the roadways or freeways, along rail lines, at the Port of Stockton, on the vessel traffic route through the delta, or at an industrial facility.

⁶ http://www.sjgov.org/Oes/getplan/LHMP/Attach1_RiskAssessment.pdf (page 3-37)

Determining geographic extent or the scale of effect on the population is a daunting task. To assist this, it is important to first define a hazardous material. One common definition of a hazardous material is a substance that can cause harm to people, property, or the environment. A hazardous material can also cause immediate, delayed, or long-term effects. Finally, a hazardous material can cause an affect based on acute (one-time high dose exposure) or chronic (lower doses over a longer period of time).

Ground Contamination

Ground contamination can also be varied and widespread. In some instances, San Joaquin County has heritage hazardous waste sites identified under CERCLA Superfund sites. This includes creosote contamination and heavy metal contamination from Brownfield industrial sites, railroad lines, and shipping facilities, all now defunct. Such contaminants tend to pose a long-term hazard and even leach into adjoining surface water bodies and aquifers. Contemporary ground contamination can come from industrial accidents, large-scale traffic accidents, rail accidents, and small-scale hazardous waste illegal dumping throughout the county.

Property damage is similar to environmental damage regarding the different types of pollution.

Regarding hazardous materials, air pollution can be divided into two sources. First, air pollution can be present in the form of an air mass carrying particulates, smoke, dusts, mists etc., from the San Francisco Bay area wind currents. Little can be done at the county scale due to the creation of air pollution from other sources both manmade and natural. Second, air pollution can be created from local point and non-point sources. Point sources would include smoke from a chemical fire at a local factory. Non-point air pollution can be carbon monoxide from vehicle exhaust that is posing a health risk on high-use days with little air movement. Chemical-based air pollution can occur, by escape of volatile substances from containers, or as a discharge where a fire was involved, and has potential long-lasting harm. Examples of this would include a fuel storage tank farm fire or chemical fire involving materials such as a pesticide. Such fires could spread the plume over a wide area of the county depending on wind and seasonal weather patterns.

Air Pollution is also created from non-point sources such as automobile exhaust emissions and industrial processes. Most of the time, non-point air pollution is not a significant hazard due to atmospheric dispersion. However, during conditions of slow air movement and temperature inversions, this type of air pollution can build to hazardous levels.

Water Pollution

San Joaquin County can be significantly threatened by water pollution due to several rivers passing through the area and incorporation of a large part of the Sacramento/San Joaquin Delta. In many instances, these areas are environmentally sensitive yet are potentially exposed to a wide range of pollutants. Sources of pollution can include:

- Oil pollution from point sources such as merchant vessel traffic transiting to and from the Port of Stockton.
- Oil pollution from non-point sources such as Marinas and illegal dumping of waste oil on public property.
- Hazardous materials release from a Waterfront Facility or any industry directly or indirectly connected to a water body.
- Non-point discharge of hazardous waste from storm water runoff.
- Untreated sewage release from a Sewage Treatment Facility.

- Agricultural runoff carrying pesticides, herbicides, etc.

The most common type of water pollution activity is oil spills. Any spill that creates a sheen, sludge, or emulsion upon a navigable waterway can be considered an oil spill. Such spills occur on a daily basis and are next to near impossible to positively identify the source. Most of these spills mitigate by natural action (such as dissipation by sunlight) and are not considered a hazard. However, some sources are often repeated and pose a higher risk such as marinas, fueling docks and storm water system outflows.

Pollution to the waterways of the county and especially to the delta system present a further risk by contaminating water used for public consumption and agricultural irrigation. The County relies on water not only from local aquifers but also the rivers and the delta as well. A significant discharge of an acutely hazardous material can place a severe burden on water distribution systems if the water body is deemed unsafe. The county has limited resources to respond to a water pollution incident. The Port of Stockton is required by federal law to have on-scene resources or to have a contract with local cleanup contractors. Such cleanup activity will include deployment of harbor boom, sorbent pads and oil collection systems such as oleophilic rope or surface oil sump pumps. Recreational vessel marinas are also required by federal law to store on-site sorbent pads and sorbent booms to control any minor discharge from a vessel or fueling dock. The County Office of Emergency Services has some sorbent boom that can be used in standing water.

For non-point discharges from freeways, Caltrans maintains storm sewer covers that can block the flow of water or chemicals from a major release or fire on the freeway. It is common for such events to create overflow that leads easily into a navigable waterway.

As discussed previously, water pollution can come from a wide array of sources. Any chemical or material causing damage to a water body will travel with the hydraulic flow. In the case of rivers, such a spill or discharge will travel downstream. Lakes and reservoirs tend to be relatively stagnant as far as water flow is concerned and tend to collect and contain any such spill. The Sacramento/San Joaquin Delta poses a significant risk due to the demands placed upon the waters of the delta, environmentally sensitive areas, and potential widespread contamination due to the movement of the water. Hazardous material incidents and illegal dumps have occurred and are becoming more frequent as the County continues to industrialize and becomes a transportation hub for Northern California. While minor incidents are almost daily occurrences, major spills, chemical fires, and the formation of toxic clouds have occurred causing evacuations and environmental damage within the county. Underground storage tanks in the city are an additional source of hazardous material spills, as are freight train derailments and fuel pipeline leaks. Supplies of various grades of gasoline, diesel fuel, and aviation fuel, transit the city through supply pipelines to a number of fuel terminal facilities within the City of Lathrop. When petroleum products are received at these terminals, the fuel is then loaded onto trucks for transport to local retailers and bulk suppliers. Over 2,700 fixed facilities in San Joaquin County have been identified that meet the requirements for oversight:

- More than 55 gallons.
- 500 pounds
- 200 cubic feet of a pressurized hazardous material.
- An additional 2,270+ use hazardous materials but in lesser quantity.

The County Office of Emergency Services maintains the HMMP program under which the 2700+ facilities maintaining the above quantity of hazardous materials are inspected and monitored. Each facility must provide specific information about the materials at those facilities with quantities and location identified. Hazardous Materials Specialists inspect those facilities every three years. The results of these inspections and the hazardous materials stored or used are available to emergency first responders. There are over

130 companies and facilities in the County using and/or storing acutely hazardous materials. These range from chlorine cylinders for use in pools to certain types of industrial chemicals in a gaseous form. These facilities are required to participate in the RMP (Risk Management Program), which analyzes hazards and prepares emergency response plans. For each facility, quantity and type of materials are identified, worst-case release scenarios are modeled, emergency response plans identified, and mitigation measures (identified in the RMP as "Prevention Program") are implemented and reviewed.

Major transportation routes for hazardous materials in the County include Highways 5, 99, 580 and the major connectors, Highways 4, 12, 88, 120, 132 and 205. In addition, a major shipping channel leads to the Port of Stockton. Ships carrying anhydrous ammonia and other hazardous materials use this port on a regular basis. There are also two major railroad lines, the Burlington Northern Santa Fe and Union Pacific, which cross the County and intersect in the City of Stockton. Branch lines cross the Delta to the Bay Area and extend east to the Sierra Nevada foothills.

The City of Lathrop is unique in that it has significant methods of transportation to, in, around, and throughout the City boundaries. These methods include primarily the commercial trucking industry that is a well-established industry within the City of Lathrop. Another method of transportation includes the network of railways. The City of Lathrop has a vast array of networked railways and spurs to augment the industrial space within the City. Neither the City nor the Fire District receives regular reports containing the contents of hazardous materials traveling in or around the City by the various transportation modes. The Lathrop-Manteca Fire District prepares, conducts training exercises, and provides augmented trained first responders to assist in mitigating incidents involving the release or spill of hazardous materials. The Lathrop-Manteca Fire District has agreements in place with the San Joaquin County Office of Environmental Health/Office of Emergency Services (OES) to assist in any emergency response. These additional resources provide an additional level of response to the City in the event an emergency occurs. The City continues to monitor land use, and subsequent decisions that affect the populous of the community with regards to the storage, transportation, and use of industrial hazardous materials.

6. Fire Emergencies

Fire Emergencies

Fire emergencies in the City of Lathrop are handled by the Lathrop-Manteca Fire District. The Lathrop-Manteca Fire District has a history of providing services to the community since 1936. Fires are generally reported through the 911 system for the most efficient response. To summarize the Mission of the Lathrop-Manteca Fire District is to protect lives and property in the most efficient manner possible.⁷ The Fire District also recognizes the need to protect the environment in which the City of Lathrop exists. This serves the city by protecting its vulnerable populations that suffer from respiratory disorders that may be agitated by particulate smoke, chemicals, and other foreign pollutants. The concept of protecting our environment also protects the marquee watershed areas of the City that were/are leveraged both in its infancy and future growth.

Fire Emergencies can best be described in through three phases: incipient, free burning, and smoldering.

- **Incipient Fires:** Typically, smaller fires that are actively burning the consumable of origin
- **Free Burning Fires:** Easily identified by significant radiant heat, active fire growth, and either light or heavy black smoke patterns.

⁷ Lathrop-Manteca Fire District: Mission Statement

- **Smoldering Fires:** Hot fires that are typically contained by a lack of oxygen or fuel. Introducing oxygen in an oxygen deprived fire with plenty of available fuel can result in explosive results.

Additionally, fires can generally be separated into two types: Naturally occurring and Human Caused. Naturally occurring fires affecting the City of Lathrop are generally started from lightning, as a secondary means from power line infrastructure (birds or rodents falling after electrocution), and spontaneous ignition of organic material (hay, biomass, etc.). Human-caused fires, stemming from people's carelessness and lack of fire knowledge, are more common within and around the City of Lathrop.⁸ The City of Lathrop is mostly a residential community with high expectations of mitigation to the fire emergency problem. The Lathrop-Manteca Fire District in cooperation with the City of Lathrop, and the citizens within, have formed partnerships including the passing of the Measure C sales tax increase. This partnership as well as the efficient use of Mutual and Automatic Aid agreements work to provide the City of Lathrop with a high standard of service. The Fire District routinely reports suppression and mitigating efforts to its legislative body (the Lathrop-Manteca Fire District Board of Directors), and various other city leaders in a transparent manner. These efforts include any fire emergencies as well as other emergent/non-emergent calls for service.

In addition, the City of Lathrop is increasing in its manufacturing and service industries. These industries work cooperatively to provide the City with numerous economic incentives. Some of these incentives include head-of-household jobs, sales tax revenue, and a general increase in assessed valuation. Citizenry that is employed in the service and manufacturing industries within the City assists to the recirculation of tax dollars.

A major fire in any employment zone has the ability to damage revenue and the quality of life for the citizenry. For this reason, the Lathrop-Manteca Fire District and the City of Lathrop partner in providing code compliance with regards to the application of the Uniform Fire Code. While enforcing the Uniform Fire Code annually, the Lathrop-Manteca Fire District conducts a Pre-Fire Incident Plan. This plan allows first responders to plan for a potential fire emergency in every business within the Fire District Boundaries.

Obviously, this planning is conducted within the City of Lathrop given the boundaries as described by the Fire District. As a signatory to the Master Mutual Aid agreement with San Joaquin County, and the State of California, the Lathrop Manteca-Fire District has the ability to bring resources beyond their ownership to assist in the mitigation of any fire emergency that may arise.

Power Outage/Rolling Blackouts

It is the Academies' intent to keep schools open during a power outage. During an actual outage or anticipated outage, affected sites will be contacted as soon as practicable. Once notified, turn off computers, monitors, printers, copiers, and lights when not in use or not needed.

⁸ Lathrop-Manteca Firehouse RMS Database Reporting: 2005-2013

Fire Extinguishers

Portable fire extinguishers are classified to indicate their ability to handle specific classes and sizes of fires. Labels on extinguishers indicate the class and relative size of fire that they can be expected to handle.

Class A extinguishers are used on fires involving ordinary combustibles, such as wood, cloth, and paper.

Class B extinguishers are used on fires involving liquids, greases, and gases. Class C extinguishers are used on fires involving energized electrical equipment. Class D extinguishers are used on fires involving metals such as magnesium, titanium, zirconium, sodium, and potassium.

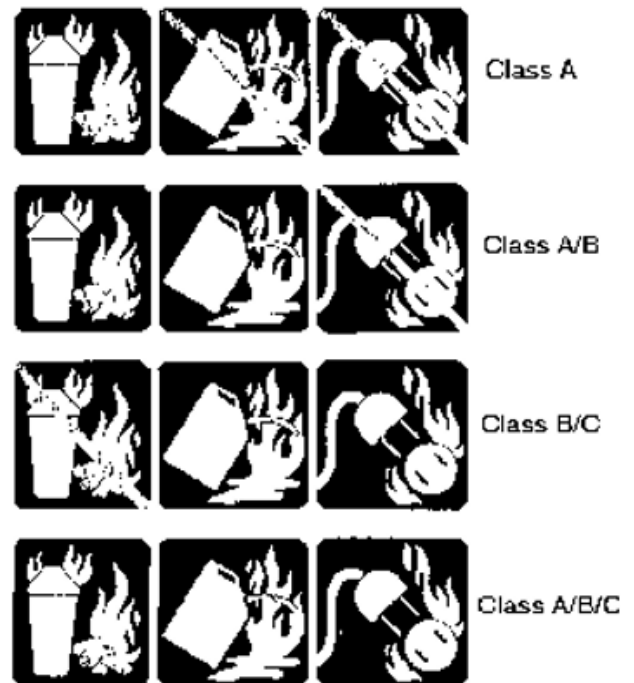
The use of fire extinguishers in the workplace must conform to the following guidelines which are specified by the OSHA standard (29 CFR 1910.157). Safe practices include:

- Selection: Portable fire extinguishers suitable to the conditions and hazards involved shall be provided and maintained in an effective operating condition.
- Accessible: Portable fire extinguishers shall be conspicuously located and mounted where they will be readily accessible. Extinguishers shall not be obstructed or obscured from view.
- Maintained: Portable fire extinguishers shall be given maintenance service at least once a year and a written record shall be maintained. Building Services is responsible for obtaining annual maintenance for the extinguishers.
- Inspected: Monthly inspections which entail visually inspecting for broken seals, damage, and low gauge pressure, depending on type of extinguisher, should be performed by the appropriate personnel. A tag affixed to the extinguisher is initialed by the inspector after each inspection.

Fire Classifications

The recommended marking system to indicate the extinguisher suitability according to class of fire is a pictorial concept that combines the uses and non-uses of extinguishers on a single label. This system is illustrated in the accompanying figure. The first set (row) of symbols illustrated in the figure is a label for use on a Class A extinguisher. The symbol at the left (which depicts a Class A fire) is blue. Since the extinguisher is not recommended for use on Class B or C fires, the remaining two symbols (which depict Class B and Class C fires) are black, with a diagonal red line through them. The second set (row) of symbols illustrated in the figure is a label for use on a Class A/B extinguisher.

The two left symbols are blue. Since the extinguisher is not recommended for use on Class C fires, the symbol on the far right (which depicts a Class C fire) is black, with a diagonal red line through it. The third set of symbols is a label for use on Class B/C extinguishers. The two right symbols are blue. Since the extinguisher is not recommended for use on Class A fires, this symbol is black, with a diagonal red line through it. The fourth set of symbols is a label for use on Class A/B/C extinguishers. All symbols on this label are blue.



Fire Class Symbols Letter-shaped symbol markings are also used to indicate extinguisher suitability according to class of fire.

Extinguishers suitable for Class A fires should be identified by a triangle containing the letter "A." If colored, the triangle should be green.

Extinguishers suitable for Class B fires should be identified by a square containing the letter "B." If colored, the square shall be colored red.

Extinguishers suitable for Class C fires should be identified by a circle containing the letter "C." If colored, the circle should be colored blue.

Extinguishers suitable for fires involving metals should be identified by a five-pointed star containing the letter "D." If colored, the star shall be colored yellow.

Extinguishers suitable for more than one class of fire should be identified by multiple symbols placed in a horizontal sequence.

Class A and Class B extinguishers carry a numerical rating to indicate how large a fire an experienced person can put out with the extinguisher. The ratings are based on reproducible physical tests conducted by Underwriters' Laboratories, Inc. Class C extinguishers have only a letter rating because there is no readily measurable quantity for Class C fires which are essentially Class A or B fires involving energized electrical equipment. Class D extinguishers likewise do not have a numerical rating. Their effectiveness is described on the faceplate.



- **Class A Ratings**

- An extinguisher for Class A fires could have any one of the following ratings: 1-A, 2-A, 3-A, 4-A, 6-A, 10-A, 20-A, 30-A, and 40-A. A 4-A extinguisher, for example, should extinguish about twice as much fire as a 2-A extinguisher.



- **Class B Ratings**

- An extinguisher for Class B fires could have any one of the following ratings: 1-B, 2-B, 5-B, 10-B, 20-B, 30-B, 40-B, and up to 640-B.



- **Class C Ratings**

- Extinguishers rated for Class C fires are tested only for electrical conductivity. However, no extinguisher gets a Class C rating without a Class A and/or Class B rating.

- **Class D Ratings**

- Class D extinguishers are tested on metal fires. The agent used depends on the metal for which the extinguisher was designed. Check the extinguisher faceplate for the unit's effectiveness on specific metals.



7. Preparing for an Outage

1. Update each student's emergency card.

2. Determine availability of portable lighting at site, e.g., flashlights & batteries.
3. Find out if when power is lost, do emergency lights go on and do the exit signs remain lit.
4. Clear away materials and boxes from hallways and pathways.
5. Ask your teachers to have alternative teaching methods and plans available.
6. Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
7. Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
8. Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
9. Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
10. Ask your staff and students to have seasonal warm clothing available.
11. Use surge protectors for all computer equipment, major appliances and electronic devices.

During an Outage

1. Contact the Executive Director if site experiences a blackout.
2. Phones connected directly to a phone jack should still be operable.
3. If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
4. Use a buddy system when going to the restrooms.
5. Do not use barbecues, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
6. Do not use candles or gas lanterns.
7. Shut off lights in unoccupied rooms.

Rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible. If a power outage is prolonged, the principal should contact the Executive Director for directions (release students/staff, evacuation to another site, etc.).

8. Utility Failure or Leak

Immediately report any building emergency or problem to Principal.

For suspected or actual utility break or water/gas leak:

1. Evacuate the immediate area.
2. Call 911
3. Do not touch fallen wires.
4. Check circuit breakers, pilot lights and other potential sources of the problem.
5. Do not return to the area until instructed to do so.

9. Medical Emergencies

Medical emergencies in the City of Lathrop occur on a frequent basis. Often time's citizens and those passing through the community have contracted illnesses and are never seen by a physician for their ailment. Other times a citizen or visiting community member may be seen at the Lathrop Urgent Care

located at 15810 Harlan Road. The urgent care at this location in Lathrop see's approximately 7,200 patients on an annual basis for various ailing conditions and treatments.

Far fewer are the numbers associated with those members whose medical emergencies tare handled by access the 911 system. The Lathrop-Manteca Fire District is the City of Lathrop's 911 emergency medical provider along with the Manteca District Ambulance Service organization. The fire district and ambulance provider respond to a rough annual estimate of 1,800 calls for emergency medical services in the City of Lathrop.

The fire district strives to have the lowest average response times that are prudently manageable given the available resources. In the month of October 2014 that time was 4 minutes and 19 seconds for Fire Engine 31's located on J Street.⁹ Additionally, the San Joaquin County Local Emergency Medical Services Agency has set an 8-minute maximum response time for our local ambulance provider. The Manteca District Ambulance service strives to set higher standards. They accomplish this by providing a station located here in the City of Lathrop on grounds leased by the fire district.

Medical treatment and the mitigation of emergencies are the basis for many disputes. It is not uncommon to have lawsuits and the "frivolous use" of terminology used to describe half-truths regarding liability. While the City of Lathrop Attorney is best positioned to comment on these matters, it should serve the City of Lathrop well to define the actions and expectations it has concerning its workers with regard to medical emergencies.

This plan outlines some very basic recognition of medical emergencies, what is a pandemic, "Good Samaritan" laws, and a recent ruling that provides one small example of the exposure that the City should try to limit.

If there is one constant measure of what a reasonable and prudent person should do, it would be to dial 911. This affords the proper certified, trained, equipped, and insured personnel arrive on scene to mitigate any recognized possible medical emergency.

According to the American College of Emergency Physicians, the following are warning signs of a medical emergency:

- Bleeding that will not stop
- Breathing problems (difficulty breathing, shortness of breath)
- Change in mental status (such as unusual behavior, confusion, difficulty arousing)
- Chest pain
- Choking
- Coughing up or vomiting blood
- Fainting or loss of consciousness
- Feelings of committing suicide
- Head or spine injury
- Severe or persistent vomiting
- Sudden injury due to a motor vehicle accident, burns or smoke inhalation, near drowning, deep or large wound, etc.
- Sudden, severe pain anywhere in the body
- Sudden dizziness, weakness, or change in vision
- Swallowing a poisonous substance

⁹ Lathrop Manteca Fire District: Fire District Board Meeting November 20, 2014, Item 8.4 Board & Activity Report, Average Unit Response Times for Engine 31

- Upper abdominal pain or pressure
- Unresponsiveness

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform. You should always wear latex or rubber gloves to prevent contact with bodily fluids.

10. Types of First Aid responses

Rescue breathing

1. Gently tilt the head back and lift the chin to open the airway.
2. Pinch the nose closed.
3. Give two slow breaths into the mouth.
4. Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
5. If you are doing the procedure correctly, you should see the chest rise and fall.

Bleeding

1. Apply direct pressure to the wound.
2. Maintain the pressure until the bleeding stops.
3. If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
4. If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

Treatment for Shock

1. Do whatever is necessary to keep the person's body temperature as close to normal as possible.
2. Attempt to rule out a broken neck or back.
3. If no back or neck injury is present, slightly elevate the person's legs.

Choking

1. Stand behind the person.
2. Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
3. Grasp your fist with your other hand, give an abdominal thrust.
4. Repeat until the object comes out.
5. If required, begin rescue breathing.

Mass Casualty

In the event of a mass casualty incident (MCI)

1. Determine what the problem is and call 9-1-1 for local emergency services.
2. Identify the problem and give the school address.
3. Determine if problem will continue or if it is over.

4. School representative will meet incident command officer (fire department or police official) who will determine exact nature of incident.
5. Site administrators/first responders will implement mass casualty tracking.
6. Protocols as appropriate to the situation.
7. Keep calm, reassure students.
8. Fire department will notify appropriate agencies for additional help.
9. Crisis team will convene.
10. Contact Executive Director to determine need to send students home

911 Emergency Call Steps

1. The first District staff member on site determines emergency and makes the 911 call. Give the 911 dispatcher the school/site address, location of the injured individual and nature of emergency. Be prepared to stay on the phone while paramedics are in route.
2. Notify principal or administrator on site. They will:
3. Get copy of student's EMERGENCY CARD for paramedics. Parent signature for medical treatment and the student's allergies, medications and health conditions are on this card.
4. Call parent/guardian. Contact parents as soon as possible.
5. Call the School Nurse for medical expertise and advice.
6. Designate someone to wait in front of the school to guide emergency vehicle to the area closest to the injured individual.
7. Complete 911 Log and Accident report for the district office.

Suicide Threats and Attempts

Do's:

1. Listen to what the person is saying and take her/his suicidal threat seriously, many times a person may be looking for just that assurance.
2. Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.
3. Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.
4. Get help by contacting an appropriate Crisis Response Team (CRT) member. Never attempt to handle a potential suicide by yourself.
5. Stay with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts:

1. Don't leave the person alone for even a minute.
2. Don't act shocked or be sworn to secrecy.
3. Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.
4. Don't let the person convince you that the crisis is over. The most dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.
5. Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

11. TRIAGE Guidelines

Triage Guidelines

Triage is defined as the sorting of patients into categories of priority for care based on injuries and medical emergencies. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care. Incidents involving large numbers of casualties and have a delay in the response time of emergency medical services require a special form of triage. The modified triage system that is most commonly used is the S.T.A.R.T. (Simple Triage and Rapid Treatment) plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster.

These categories are listed below:

TRIAGE Priorities

Highest Priority – RED TAG

- Airway and breathing difficulties
- Cardiac arrest
- Uncontrolled or suspected severe bleeding
- Severe head injuries
- Severe medical problems
- Open chest or abdominal wounds
- Severe shock

Second Priority - YELLOW TAG

- Burns
- Major multiple fractures
- Back injuries with or without spinal cord damage

Third Priority - GREEN TAG

- Fractures or other injuries of a minor nature

Lowest Priority – BLACK TAG

- Obviously mortal wounds where death appears reasonably certain
- Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

During initial contact identify self and direct all patients who can walk to gather and remain in a safe place. Tag these people GREEN.

Begin evaluating the non-ambulatory patients where they are lying. Assess respiration (normal, rapid, absent). If breathing is absent, open airway to see if breathing begins. If not breathing, tag BLACK (dead). DO NOT PERFORM CPR.

If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag RED (attempt to use a bystander to hold airway open). If respiration is normal, go to next step.

Assess perfusion (pulse, bleeding). Use the capillary refill test to check radial (wrist) pulse. If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag RED. If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.

Any life-threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control).

Assess mental status (commands, movement). Use simple commands/tasks to assess. If patient cannot follow simple commands, tag RED. If patient can follow simple commands, they will be tagged YELLOW or GREEN.

This will depend on other conditions, where their injuries will determine the priority of YELLOW versus GREEN (i.e., multiple fractures would require a higher level of treatment than superficial lacerations).

12. Poisoning, Chemical Spills, Hazardous Materials

Poisoning

If a student ingests a poisonous substance: call Poison Control Center Link Line 1-800-222-1222 and take appropriate first aid measures; call parents and notify 911.

Chemical Spill on-site

The following are guidelines for chemical spills:

1. Evacuate the immediate area of personnel.
2. Determine whether to initiate shelter-in-place protocol.
3. Secure the area (block points of entry).
4. Identify the chemical and follow the procedures for that particular chemical.
5. Notify the district office.

Chemical Spill Off-Site Involving District or The Academies Property

Notify the district office with the following information:

- date, time, and exact location of the release or threatened release.
- name and telephone number of person reporting.
- type of chemical involved and the estimated quantity.
- description of potential hazards presented by the spill.
- document time and date notification made.
- other emergency personnel responding (Highway Patrol, CALTRANS, etc.).
- locate a fire extinguisher and have present, should the need arise.
- place reflective triangles or traffic cones if in street or highway, do not light flares.
- if spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill will complete a spill report. The incident must be reported to the superintendent within 24 hours of the spill.

Spill Clean Up

Chemical spills may not be cleaned up by school personnel. Call the district office. The cleanup will be coordinated through a designated contractor.

Hazardous Substances

Hazardous substances include, but are not limited to the following: gasoline, lacquer, thinner, solvents, paint, motor oil, agricultural spray, diesel fuel, kerosene, stain, anti-freeze, airborne gases/fumes, and brake fluid.

Always call for assistance and extinguish all ignition sources, shut off main emergency switch to fuel pump, if appropriate, move appropriate fire extinguishing equipment to area, if possible, contain the spill to prevent further contamination, and move people/personnel away or evacuate from contamination area. If the spill poses an immediate student and staff hazard, all personnel should evacuate the area immediately. Move uphill and upwind, if possible.

Ground Contamination

Ground contamination can also be varied and widespread. In some instances, San Joaquin County has heritage hazardous waste sites identified under CERCLA Superfund sites. This includes creosote contamination and heavy metal contamination from Brownfield industrial sites, railroad lines, and shipping facilities, all now defunct. Such contaminants tend to pose a long-term hazard and even leach into adjoining surface water bodies and aquifers. Contemporary ground contamination can come from industrial accidents, large-scale traffic accidents, rail accidents, and small-scale hazardous waste illegal dumping throughout the county.

Property damage is similar to environmental damage regarding the different types of pollution.

Air Pollution

Regarding hazardous materials, air pollution can be divided into two sources. First, air pollution can be present in the form of an air mass carrying particulates, smoke, dusts, mists etc., from the San Francisco Bay area wind currents. Little can be done at the county scale due to the creation of air pollution from other sources both manmade and natural. Second, air pollution can be created from local point and non-point sources. Point sources would include smoke from a chemical fire at a local factory.

Non-point air pollution can be carbon monoxide from vehicle exhaust that is posing a health risk on high-use days with little air movement. Chemical-based air pollution can occur, by escape of volatile substances from containers, or as a discharge where a fire was involved, and has potential long-lasting harm. Examples of this would include a fuel storage tank farm fire or chemical fire involving materials such as a pesticide. Such fires could spread the plume over a wide area of the county depending on wind and seasonal weather patterns.

Air Pollution is also created from non-point sources such as automobile exhaust emissions and industrial processes. Most of the time, non-point air pollution is not a significant hazard due to atmospheric dispersion. However, during conditions of slow air movement and temperature inversions, this type of air pollution can build to hazardous levels.

Water Pollution

San Joaquin County can be significantly threatened by water pollution due to several rivers passing through the area and incorporation of a large part of the Sacramento/San Joaquin Delta. In many instances, these areas are environmentally sensitive yet are potentially exposed to a wide range of pollutants. Sources of pollution can include:

- Oil pollution from point sources such as merchant vessel traffic transiting to and from the Port of Stockton.
- Oil pollution from non-point sources such as Marinas and illegal dumping of waste oil on public property.
- Hazardous materials release from a Waterfront Facility or any industry directly or indirectly connected to a water body.
- Non-point discharge of hazardous waste from storm water runoff.
- Untreated sewage release from a Sewage Treatment Facility.
- Agricultural runoff carrying pesticides, herbicides, etc.

The most common type of water pollution activity is oil spills. Any spill that creates a sheen, sludge, or emulsion upon a navigable waterway can be considered an oil spill. Such spills occur on a daily basis and are next to near impossible to positively identify the source. Most of these spills mitigate by natural action (such as dissipation by sunlight) and are not considered a hazard. However, some sources are often repeated and pose a higher risk such as marinas, fueling docks and storm water system outflows. Pollution to the waterways of the county and especially to the delta system present a further risk by contaminating water used for public consumption and agricultural irrigation. The County relies on water not only from local aquifers but also the rivers and the delta as well. A significant discharge of an acutely hazardous material can place a severe burden on water distribution systems if the water body is deemed unsafe. The county has limited resources to respond to a water pollution incident. The Port of Stockton is required by federal law to have on-scene resources or to have a contract with local cleanup contractors. Such cleanup activity will include deployment of harbor boom, sorbent pads and oil collection systems such

as oleophilic rope or surface oil sump pumps. Recreational vessel marinas are also required by federal law to store on-site sorbent pads and sorbent booms to control any minor discharge from a vessel or fueling dock. The County Office of Emergency Services has some sorbent boom that can be used in standing water.

For non-point discharges from freeways, Caltrans maintains storm sewer covers that can block the flow of water or chemicals from a major release or fire on the freeway. It is common for such events to create overflow that leads easily into a navigable waterway.

As discussed previously, water pollution can come from a wide array of sources. Any chemical or material causing damage to a water body will travel with the hydraulic flow. In the case of rivers, such a spill or discharge will travel downstream. Lakes and reservoirs tend to be relatively stagnant as far as water flow is concerned and tend to collect and contain any such spill. The Sacramento/San Joaquin Delta poses a significant risk due to the demands placed upon the waters of the delta, environmentally sensitive areas, and potential widespread contamination due to the movement of the water.

Hazardous material incidents and illegal dumps have occurred and are becoming more frequent as the County continues to industrialize and becomes a transportation hub for Northern California. While minor incidents are almost daily occurrences, major spills, chemical fires, and the formation of toxic clouds have occurred causing evacuations and environmental damage within the county. Underground storage tanks in the city are an additional source of hazardous material spills, as are freight train derailments and fuel pipeline leaks. Supplies of various grades of gasoline, diesel fuel, and aviation fuel, transit the city through supply pipelines to a number of fuel terminal facilities within the City of Lathrop.

When petroleum products are received at these terminals, the fuel is then loaded onto trucks for transport to local retailers and bulk suppliers. Over 2,700 fixed facilities in San Joaquin County have been identified that meet the requirements for oversight:

- More than 55 gallons.
- 500 pounds
- 200 cubic feet of a pressurized hazardous material.
- An additional 2,270+ use hazardous materials but in lesser quantity.

The County Office of Emergency Services maintains the HMMP program under which the 2700+ facilities maintaining the above quantity of hazardous materials are inspected and monitored. Each facility must provide specific information about the materials at those facilities with quantities and location identified. Hazardous Materials Specialists inspect those facilities every three years. The results of these inspections and the hazardous materials stored or used are available to emergency first responders. There are over 130 companies and facilities in the County using and/or storing acutely hazardous materials. These range from chlorine cylinders for use in pools to certain types of industrial chemicals in a gaseous form. These facilities are required to participate in the RMP (Risk Management Program), which analyzes hazards and prepares emergency response plans. For each facility, quantity and type of materials are identified, worst-case release scenarios are modeled, emergency response plans identified, and mitigation measures (identified in the RMP as "Prevention Program") are implemented and reviewed.

Major transportation routes for hazardous materials in the County include Highways 5, 99, 580 and the major connectors, Highways 4, 12, 88, 120, 132 and 205. In addition, a major shipping channel leads to the Port of Stockton. Ships carrying anhydrous ammonia and other hazardous materials use this port on a regular basis. There are also two major railroad lines, the Burlington Northern Santa Fe and Union Pacific, which cross the County and intersect in the City of Stockton. Branch lines cross the Delta to the Bay Area and extend east to the Sierra Nevada foothills.

The City of Lathrop is unique in that it has significant methods of transportation to, in, around, and throughout the City boundaries. These methods include primarily the commercial trucking industry that is a well-established industry within the City of Lathrop. Another method of transportation includes the network of railways. The City of Lathrop has a vast array of networked railways and spurs to augment the industrial space within the City.

Neither the City nor the Fire District receives regular reports containing the contents of hazardous materials traveling in or around the City by the various transportation modes. The Lathrop-Manteca Fire District prepares, conducts training exercises, and provides augmented trained first responders to assist in mitigating incidents involving the release or spill of hazardous materials. The Lathrop-Manteca Fire District has agreements in place with the San Joaquin County Office of Environmental Health/Office of Emergency Services (OES) to assist in any emergency response.

These additional resources provide an additional level of response to the City in the event an emergency occurs. The City continues to monitor land use, and subsequent decisions that affect the populous of the community with regards to the storage, transportation, and use of industrial hazardous materials.

Epidemics, Pandemics, and Outbreaks

The World Health Organization (WHO) uses a six-stage classification system to describe how influenza changes from a disease that infects a few people to one that has become pandemic. Initially, the virus mainly affects animals, with a few cases of animal to human transmission occurring. The virus then starts to get transmitted between people and eventually becomes a new virus that is highly infective and out of control, with the potential to spread across the world. A health condition can only be described as pandemic if it is infectious and the term does not apply to a disease or condition solely on the basis that it is widespread or fatal. Cancer, for example, claims millions of lives every year but as a non-transmissible illness, it is not referred to as a pandemic.

Outbreak

A disease outbreak happens when a disease occurs in greater numbers than expected in a community or region or during a season. An outbreak may occur in one community or even extend to several countries. It can last from days to years. Sometimes a single case of a contagious disease is considered an outbreak. This may be true if it is an unknown disease, is new to a community, or has been absent from a population for a long time. If you observe what you think might be a disease outbreak, report it right away to your health care provider or public health department.

Epidemic

An epidemic occurs when an infectious disease spreads rapidly to many people. In 2003, the severe acute respiratory syndrome (SARS) epidemic took the lives of nearly 800 people worldwide and was considered an epidemic.

Pandemic

A pandemic is a global disease outbreak. HIV/AIDS is an example of one of the most destructive global pandemics in history. Pandemics on the other hand, have posed the most fatal threats to mankind throughout history, having claimed the lives of more people than all accidents and wars combined.

Two examples of well-known pandemics are tuberculosis, which is an airborne bacterial infection, and smallpox, a viral infection that has affected humans for thousands of years. More recent examples of

pandemics include human immunodeficiency virus (HIV), H1N1 pandemic of 2009 and the on-going COVID-19 Pandemic.

Influenza pandemics have occurred more than once.

- Spanish influenza killed 40-50 million people in 1918.
- Asian influenza killed 2 million people in 1957.
- Hong Kong influenza killed 1 million people in 1968.

An influenza pandemic occurs when:

- A new subtype of virus arises. This means humans have little or no immunity to it. Everyone is at risk.
- The virus spreads easily from person to person, such as through sneezing or coughing.
- The virus begins to cause serious illness worldwide. With past flu pandemics, the virus reached all parts of the globe within six to nine months. With the speed of air travel today, public health experts believe an influenza pandemic could spread much more quickly. A pandemic can occur in waves. And all parts of the world may not be affected at the same time.

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

- **Phase 1:** A virus in animals has caused no known infections in humans.
- **Phase 2:** An animal flu virus has caused infection in humans.
- **Phase 3:** Sporadic cases or small clusters of disease occur in humans. Human-to-human transmission, if any, is insufficient to cause community-level outbreaks.
- **Phase 4:** The risk for a pandemic is greatly increased but not certain.
- **Phase 5:** Spread of disease between humans is occurring in more than one country of one WHO region.
- **Phase 6:** Community-level outbreaks are in at least one additional country in a different WHO region from phase 5. A global pandemic is under way.

How many people die from a pandemic depends upon:

- The number of people who become infected
- The severity of disease caused by the virus (its virulence)
- The vulnerability of affected populations
- The effectiveness of preventive steps

Responding to a pandemic illness requires all staff to be aware of symptoms and how the school and district office will respond. Response will be a community issue. This response will include:

- The School Nurse will outline process for identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
- School will designate a single office to coordinate the community plan.
- Recognition that in an affected community, at least two pandemic waves (6-8 weeks each) are likely over several months. The school might be designated as a contingency hospital.
- Students with special needs will be considered in planning (e.g., low income for feeding purposes).
- The school will participate in community plan exercises.

- The school will share lessons learned from developing preparedness and response plans with other local public and private schools.

13. Bioterrorism

Suspicious letters or packages

How to identify suspicious letters or packages

Some characteristics of suspicious letters or packages include the following:

- excessive postage,
- handwritten or poorly typed addresses,
- incorrect titles,
- title, but no name,
- misspellings of common words,
- oily stains, discolorations or odors,
- no return address,
- excessive weight,
- lopsided or uneven envelop,
- protruding wires or aluminum foil,
- excessive security material such as masking tape, string, etc.,
- visual distractions,
- ticking sound,
- marked with restrictive endorsements, such as “Personal” or “Confidential”,
- shows a city or state in the postmark that does not match the return address.

Do not shake or empty the contents of any suspicious envelop or package. Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents. If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover. Then, leave the room and close the door, or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face. Report the incident to the local police and your site administrator. List all people who were in the room or area when this suspicious letter or package was recognized.

Envelope with powder or powder spills out onto a surface

Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover. Leave the room and close the door or section off the area to prevent others from entering. Wash your hands with soap and water to prevent spreading any powder to your face.

Call 9-1-1 and your site administrator to report the incident. Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal. Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin. If possible, list all people who were in the room or area, especially those who had actual contact with the powder.

Anthrax

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person. For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source. Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods. Double or blurred vision, drooping eyelids, slurred speech, difficulty swallowing, dry mouth, and a descending muscle weakness that affects the shoulders first, and then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur. Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

14. HIPPA

The Health Insurance Portability and Accountability Act of 1996 (*HIPAA*) Privacy Rule provides Federal privacy protections for individually identifiable health information, called protected health information or PHI, held by most health care providers and health plans and their business associates. The HIPAA Privacy Rule sets out how and with whom PHI may be shared. The Privacy Rule also gives individuals certain rights regarding their health information, such as the rights to access or request corrections to their information. HIPAA applies to health plans, health care clearinghouses, and those health care providers that conduct certain health care transactions electronically (e.g., billing a health plan). These are known as covered entities. Hospitals, and most clinics, physicians and other health care practitioners are HIPAA covered entities. In addition, HIPAA protects PHI held by business associates, such as billing services and others, hired by covered entities to perform services or functions that involve access to PHI.

Individuals, organizations, and agencies that meet the definition of a covered entity under HIPAA must comply with the Rules' requirements to protect the privacy and security of health information and must provide individuals with certain rights with respect to their health information. If a covered entity engages

a business associate to help it carry out its health care activities and functions, the covered entity must have a written business associate contract or other arrangement with the business associate that establishes specifically what the business associate has been engaged to do and requires the business associate to comply with the Rules' requirements to protect the privacy and security of protected health information. In addition to these contractual obligations, business associates are directly liable for compliance with certain provisions of the HIPAA Rules.

If an entity does not meet the definition of a covered entity or business associate, it does not have to comply with the HIPAA Rules. See definitions of "business associate" and "covered entity" at 45 CFR 160.103.¹⁰ Many entities that may have health information are not subject to the HIPAA Privacy Rule, including:

- Employers
- Most state and local police or other law enforcement agencies
- Many state agencies like child protective services
- Most schools and school districts

While schools and school districts maintain student health records, these records are in most cases protected by the Family Educational Rights and Privacy Act (FERPA) and not HIPAA. HIPAA may apply however to patient records at a university hospital or to the health records of non-students at a university health clinic.

A HIPAA-covered entity may disclose PHI to law enforcement with the individual's signed HIPAA authorization.

A HIPAA covered entity also may disclose PHI to law enforcement without the individual's signed HIPAA authorization in certain incidents, including:

- To report PHI to a law enforcement official reasonably able to prevent or lessen a serious and imminent threat to the health or safety of an individual or the public.
- To report PHI that the covered entity in good faith believes to be evidence of a crime that occurred on the premises.
- To alert law enforcement to the death of the individual, when there is a suspicion that death resulted from criminal conduct.
- When responding to an off-site medical emergency, as necessary to alert law enforcement to criminal activity.
- To report PHI to law enforcement when required by law to do so (such as reporting gunshots or stab wounds).
- To comply with a court order or court-ordered warrant, a subpoena or summons issued by a judicial officer, or an administrative request from a law enforcement official (the administrative request must include a written statement that the information requested is relevant and material, specific and limited in scope, and de-identified information cannot be used).
- To respond to a request for PHI for purposes of identifying or locating a suspect, fugitive, material witness or missing person, but the information must be limited to basic demographic and health information about the person.
- To respond to a request for PHI about an adult victim of a crime when the victim agrees (or in limited circumstances if the individual is unable to agree). Child abuse or neglect may be reported, without a parent's agreement, to any law enforcement official authorized by law to receive such reports.

¹⁰ <http://www.hhs.gov/ocr/privacy/hipaa/understanding/coveredentities/index.html>

A Covered Entity is one of the following:

A Health Care Provider	A Health Plan	A Health Care Clearinghouse
<p>This includes providers such as:</p> <ul style="list-style-type: none"> ● Doctors ● Clinics ● Psychologists ● Dentists ● Chiropractors ● Nursing Homes ● Pharmacies <p>...but only if they transmit any information in an electronic form in connection with a transaction for which HHS has adopted a standard.</p>	<p>This includes:</p> <ul style="list-style-type: none"> ● Health insurance companies ● HMOs ● Company health plans ● Government programs that pay for health care, such as Medicare, Medicaid, and the military and veterans' health care programs 	<p>This includes entities that process nonstandard health information they receive from another entity into a standard (i.e., standard electronic format or data content), or vice versa.</p>

15. [Good Samaritan Laws](#)

Good Samaritan laws are meant to protect lay people who, for no reason other than kindness, come to the aid of fellow human beings in need. The general concept is that, as long as an individual assists without any expectation of payment or reward, you will be immune from liability for damages while you're trying to help. In recent deliberations the culture of accountability has increased within our state and local government. Expectations from the public and thus includes the City of Lathrop's citizens. The placement of California's Good Samaritan statute has made it difficult for the very population it should protect, thanks to an appellate court ruling upheld by the California Supreme Court.

A ruling on March 21, 2007, by the California Court of Appeal, Second Appellate District, Division 3, essentially restricted California's version of the Good Samaritan Law to only acts that can be defined as emergency *medical* care. The definition of emergency medical care was subjected and was held not to include rescue, which was the act in question in this case. A lay rescuer pulled an injured victim from a car the rescuer thought was going to catch fire. The victim is now paralyzed and there is some debate whether the rescuer's actions or the crash caused the paralysis. The rescuer sought and won a summary judgment (basically a get-out-of-court-free card) from a superior court judge. That judgment was then overturned by the appellate court, partially because of where the law is found.

California's Good Samaritan Law is part of Division 2.5 of California's Health and Safety Code. Among other things, Division 2.5 covers emergency medical services for the state. Because of that, the appellate court plugged the word "medical" where it doesn't exist.

From Division 2.5 of the California Health and Safety Code:

1799.102. No person who in good faith, and not for compensation, renders emergency care at the scene of an emergency shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.

According to the ruling, the existence of the word "medical" in the last sentence, and the statute's location near other sections regarding emergency medical services means that only medical care is covered by the law.

The court's decision that moving a victim to a safer location is not medical care was limiting. Furthermore, it sets precedence for other mitigating arguments to be made concerning liability. While this plan in no way is meant to interpret laws or provide judgment it does strive to provide best practices for the City of Lathrop in order provide for clear expectations within current regulations. This plan is also meant to serve as a guide for our municipal employees. This guidance is applicable when the need arises to make decisive decisions given the facts as presented in an emergency environment.

In the environment of emergency medical care, it is generally best to dial 911, follow the prompting by the emergency medical dispatcher, wait for first responders, and follow up with your supervisor to communicate the event. This is especially important if the event involves city property or a city employees' well-being.

16. Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called management, planning, operations, logistics, and finance/administration. Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function. Every incident needs a person in charge. In SEMS and ICS, this person is called the incident commander or school commander. No one person should supervise more than seven people (the optimum number is five). However, this does not apply to the student supervision team under operations.

Common Terminology

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known before a disaster. SEMS is a system that, when used properly, affords common terminology. If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording. This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi- disciplines and:

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications and avoid duplication of resource ordering in multi-agency and multi- jurisdiction response actions.

Primary Incident Command System Functions

Incident/School Commander (the “leader”)

The management section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Banta School District. The management section staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

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 reduction of 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 EOC/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 are 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. Routine use of ICS facilitates seamless integration of ICS into larger emergencies

operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload

Unified Command Structure

Unified command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single incident action plan. The use of unified command is a valuable tool to help ensure a coordinated multi-agency response. Unified command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability. Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the unified command structure and personnel assignments can change to meet the need.

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.

Pre-designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

Emergency Communications

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done.

Below is a checklist as to how emergency communications may be conducted at your school.

Emergencies within a school

Internal communications will be via public address systems, emails, message runner, and telephone.

External communications will be via the main communications network and news bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools

In-district communications will be via telephone if operable. Executive Director or designated public information officer and/or principal will release information to news media and prepare necessary bulletins. A crisis communications center will be established to collect and release information if the emergency is of a continuing nature.

1. Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.
2. Use established communication channels to keep employees, students, parents, essential communicators and community informed.

3. Keep secretaries briefed on situation changes and what to tell people who phone the school or district.
4. Hold briefings with employees, labor association leaders, board president, student leaders and other key communicators.
5. Enact telephone tree in order to communicate updates.
6. Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed. Provide superintendent and public information officer with a copy of each bulletin.

Working with the news media

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process. News media personnel are not to be on school grounds, except in designated areas.

Staff members are to report any news media personnel that appear elsewhere on campus.

Incident Management Team (IMT)/ Emergency Operations Center (EOC)

The City of Lathrop, together with the Lathrop-Manteca Fire District and the City's contract with the San Joaquin County Sheriff's Office for police services routinely work together as stated throughout this document. This relationship will be of benefit should the City of Lathrop experience the need to activate its Incident Management Team or Emergency Operations Center.

The Lathrop-Manteca Fire District is routinely asked to support the California State Office of Emergency Services through the state's Master Mutual Aid Agreement. At times the district serves in key incident command positions, and has members trained and qualified in various positions such as Planning Section Chief, Operations Section Chief, Resource Unit Leader, Division & Group Supervisor, Strike Team Leader, and various other certified/qualified positions within the incident command chart found on page 100 of this document.

Standardized Emergency Management System (SEMS)

The Standardized Emergency Management System (SEMS) is the system required by Government Code §8607(a) for managing response to multi-agency and multi-jurisdiction emergencies in California. SEMS consists of five organizational levels that are activated as necessary:

- Field Response
- Local Government
- Operational Area
- Regional
- State

SEMS incorporates the use of the Incident Command System (ICS), the Master Mutual Aid Agreement, existing mutual aid systems, the operational area concept, and multi-agency or inter-agency coordination. Local governments must use SEMS to be eligible for funding of their personnel related costs under state disaster assistance programs.¹¹

¹¹ <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=08001-09000&file=8607-8608> (8607(4.e.2))

Purpose of SEMS

SEMS has been established to provide an effective response to multi-agency and multi-jurisdiction emergencies in California. By standardizing essential elements of the emergency management system, SEMS is intended to:

- Facilitate the flow of information within and between levels of the system,
- Facilitate coordination among all responding agencies.

Use of SEMS improves the mobilization, deployment, utilization, tracking, and demobilization of needed mutual aid resources. Use of SEMS reduces the incidence of poor coordination and communications and reduces resource-ordering duplication on multi-agency and multi-jurisdiction responses. SEMS is flexible and adaptable to the varied disasters that occur in California and to the needs of all emergency responders.

Organizational/Response Levels and Activation Requirements

The five SEMS organizational/response levels are described below. The levels are activated as needed for an emergency.

Field Response Level:

The field response level is where emergency response personnel and resources, under the command of an appropriate authority, carry out tactical decisions and activities in direct response to an incident or threat. SEMS regulations require the use of ICS at the field response level of an incident.

Local Government Level:

Local governments include cities, counties, and special districts. Local governments manage and coordinate the overall emergency response and recovery activities within their jurisdiction. Local governments are required to use SEMS when their emergency operations center is activated or a local emergency is declared or proclaimed in order to be eligible for state funding of response-related personnel costs. In SEMS, the local government emergency management organization and its relationship to the field response level may vary depending upon factors related to geographical size, population, function, and complexity.

Operational Area Level:

Under SEMS, the operational area means an intermediate level of the state's emergency services organization that encompasses the county and all political subdivisions located within the county including special districts. The operational area manages and/or coordinates information, resources, and priorities among local governments within the operational area, and serves as the coordination and communication link between the local government level and the regional level.

It is important to note, that while an operational area always encompasses the entire county area, it does not necessarily mean that the county government manages and coordinates the response and recovery activities within the county. The governing bodies of the county and the political subdivisions within the county make the decision on organization and structure within the operational area.

Regional

Because of its size and geography, the state has been divided into six mutual aid regions. The purpose of a mutual aid region is to provide for the more effective application and coordination of mutual aid and other emergency related activities.

In SEMS, the regional level manages and coordinates information and resources among operational areas within the mutual aid region, and between the operational areas and the state level. The regional level also coordinates overall state agency support for emergency response activities within the region.

State

The state level of SEMS manages state resources in response to the emergency needs of the other levels and coordinates mutual aid among the mutual aid regions and between the regional level and state level. The state level also serves as the coordination and communication link between the state and the federal disaster response system.

See the Regional State of California Map on the following page:

State of California
 Office of Emergency Services
 Mutual Aid and
 Administrative
 Regions



What Is NIMS and NRP?

NIMS is a system mandated by HSPD-5 that provides a consistent nationwide approach for Federal, State,

local, and tribal governments; the private-sector, and nongovernmental organizations to work effectively and efficiently together to prepare for, respond to, and recover from domestic incidents, regardless of cause, size, or complexity. To provide for interoperability and compatibility among Federal, State, local, and tribal capabilities, the NIMS includes a core set of concepts, principles, and terminology. HSPD-5 identifies these as the ICS; multiagency coordination systems; training; identification and management of resources (including systems for classifying types of resources); qualification and certification; and the collection, tracking, and reporting of incident information and incident resources.

The National Response Plan is mandated by HSPD-5 that integrates Federal domestic prevention, preparedness, response, and recovery plans into one all-discipline, all-hazards plan. Local governments must use NIMS to be eligible for federal preparedness grants.

Features Common to All Organizational/Response Levels

SEMS and NIMS have several features based on the Incident Command System (ICS). The field response level uses functions, principles, and components of ICS as required in SEMS and NIMS regulations. Many of these field response level features are also applicable at local government, operational area, regional, and state levels. In addition, there are other ICS features that have application to all SEMS and NIMS levels. Described below are the features of ICS that are applicable to all SEMS and NIMS levels.

Essential Management Functions:

SEMS and NIMS have five essential functions adapted from ICS. The field response level uses the five primary ICS functions: command, operations, planning/intelligence, logistics and finance/administration. At the local government, operational area, regional, and state levels, the term "management" is used instead of command. The titles of the other functions remain the same at all levels.

Management by Objectives:

The Management by Objectives feature of ICS as applied to SEMS/NIMS, means that each SEMS/NIMS level establishes, for a given operational period, measurable and attainable objectives to be achieved. An objective is an aim or end-of-an-action to be performed. Each objective may have one or more strategies and performance actions needed to achieve the objective. The operational period is the length of time set by command at the field level, and by management at other levels to achieve a given set of objectives. The operational period may vary in length from a few hours to days and will be determined by the situation.

Action Planning:

Action planning should be used at all SEMS/NIMS levels. There are two types of action plans in SEMS/NIMS:

- Incident Action Plans: At the field response level, written or verbal incident action plans contain objectives reflecting the overall incident strategy and specific tactical action and supporting information for the next operational period. Incident action plans are an essential and required element in achieving objectives under ICS.
- EOC Action Plans: At local, operational area, regional, and state levels, the use of EOC action plans provide designated personnel with knowledge of the objectives to be achieved and the steps required for achievement. Action plans not only provide direction, but they also serve to provide a basis for measuring achievement of objectives and overall system performance. Action plans can be extremely effective tools during all phases of a disaster.

Organizational Flexibility--Modular Organization

The intent of this SEMS/NIMS feature is that at each SEMS/NIMS level: 1) only those functional elements that are required to meet current objectives need to be activated, and 2) that all elements of the organization can be arranged in various ways within or under the five SEMS/NIMS essential functions.

The functions of any non-activated element will be the responsibility of the next highest element in the organization. Each activated element must have a person in charge of it, however one supervisor may be in charge of more than one functional element.

Organizational Unity and Hierarchy of Command or Management:

Organizational Unity means that every individual within an organization has a designated supervisor. Hierarchy of command/management means that all functional elements within each activated SEMS/NIMS level are linked together to form a single overall organization within appropriate span-of-control limits.

Span of Control:

Maintaining a reasonable span of control is the responsibility of every supervisor at all SEMS/NIMS levels. The optimum span of control is one to five, meaning that one supervisor has direct supervisory authority over five positions or resources. The recommended span of control for supervisory personnel at the field response level and all EOC levels should be in the one-to-three to one-to-seven range. A larger span of control may be acceptable when the supervised positions or resources are all performing a similar activity.

Personnel Accountability:

An important feature of ICS applicable to all SEMS/NIMS levels is personnel accountability. This is accomplished through the Organizational Unity and Hierarchy of Command or Management feature along with the use of check-in forms, position logs and various status keeping systems. The intent in bringing this ICS feature into SEMS/NIMS is to ensure that there are proper safeguards in place so all personnel at any SEMS/NIMS level can be accounted for at any time.

Common Terminology:

In ICS, common terminology is applied to functional elements, position titles, facility designations and resources. The purpose of having common terminology is to enable multi-agency, multi-jurisdiction organizations and resources to work together effectively. This feature, as applied to all SEMS/NIMS levels, would ensure that there is consistency and standardization in the use of terminology within and between all five SEMS levels.

Resources Management:

In ICS, resources management describes the ways in which field level resources are managed and how status is maintained. At all SEMS/NIMS levels, there will be some functional activity related to managing resources. This will vary from level to level in terms of directing and controlling, to gear to the function and the level at which the function is performed.

Integrated Communications:

This feature of ICS relates to hardware systems; planning for system selection and linking; and the procedures and processes for transferring information. At the field response level, integrated communications are used on any emergency. At all EOC levels, and between all SEMS/NIMS levels, there must be a dedicated effort to ensure that communications systems, planning and information flow are being accomplished in an effective manner. The specifics of how this is accomplished at EOC levels will be different than at the field response level.

Mutual Aid

What is Mutual Aid?

Incidents frequently require responses that exceed the resource capabilities of the affected response agencies and jurisdictions. When this occurs, mutual aid is provided by other agencies, local governments, and the state. Mutual aid is voluntary aid and assistance by the provision of services and facilities including but not limited to fire, police, medical and health, communications, transportation, and utilities. Mutual aid is intended to provide adequate resources, facilities, and other support to jurisdictions whenever their own resources prove to be inadequate to cope with a given situation.

Mutual aid is provided between and among local jurisdictions and the state under the terms of the California Disaster and Civil Defense Master Mutual Aid Agreement. This agreement was developed and made available for signature on November 15, 1950 by then Governor of the State of California Earl Warren.

Mutual Aid Systems:

The mutual aid program in California has developed statewide mutual aid systems. These systems, operating within the framework of the Master Mutual Aid Agreement, allow for the progressive mobilization of resources to and from emergency response agencies, local governments, operational areas, regions, and state with the intent to provide requesting agencies with adequate resources.

Several discipline-specific mutual aid systems have been developed, including fire and rescue, law, medical, and public works. The adoption of SEMS and NIMS does not alter existing mutual aid systems. These systems work through local government, operational area, regional and state levels consistent with SEMS and NIMS.

Mutual aid may also be obtained from other states. Inter-state mutual aid may be obtained through direct state-to-state contacts, pursuant to inter-state agreements and compacts, or may be coordinated through federal agencies.

Mutual Aid Coordinators:

To facilitate mutual aid, discipline-specific mutual aid systems work through designated mutual aid coordinators at the operational area, regional, and state levels. The basic role of a mutual aid coordinator is to receive mutual aid requests, coordinate the provision of resources from within the coordinator's geographic area of responsibility, and to pass on unfilled requests to the next level.

Mutual aid requests that do not fall into one of the discipline-specific mutual aid systems are handled through the emergency services mutual aid system by emergency management staff at the local government, operational area, regional, and state levels. The flow of resource requests and information

among mutual aid coordinators is illustrated on the following page.

Some incidents require mutual aid but do not necessitate activation of the affected local government's (or operational area) EOC due to the lack of need. When EOCs are activated, all activated discipline-specific mutual aid systems should establish coordination and communications with the EOC(s):

- The City of Lathrop's Emergency Operations Center shall be opened at the direction of the City Manager, or in their absence, by an appointed representative or a member authorized to act in the absence of the City Manager. All directors, supervisors, or managers shall report to the city's designated Emergency Operations Center as directed by the City Manager or the representative on behalf of the City Manager. Upon arrival an immediate inventory of City available resources shall be taken that are under the direct responsibility of an activated members charge department. The Lathrop-Manteca Fire District may be called upon to assist in the coordination of the city's Emergency Operations Center.
- When an operational area EOC is activated, operational area mutual aid system representatives should be at the operational area EOC to facilitate coordination and information flow.
- When an OES regional EOC is activated, regional mutual aid coordinators should have representatives in the regional EOC unless it is mutually agreed that effective coordination can be accomplished through telecommunications. State agencies may be requested to send representatives to the regional EOC to assist OES regional staff in handling mutual aid requests for disciplines or functions that do not have designated mutual aid coordinators.
- When the State Operations Center (SOC) is activated, state agencies with mutual aid coordination responsibilities will be requested to send representatives to the SOC.
- Mutual aid system representatives at an EOC may be located in various functional elements (sections, branches, groups, or units) or serve as an agency representative depending on how the EOC is organized and the extent to which it is activated.

Participation of Volunteer and Private Agencies:

Volunteer agencies and private agencies may participate in the mutual aid system along with governmental agencies. For example, the disaster medical mutual aid system relies heavily on private sector involvement for medical/health resources. Some volunteer agencies such as the American Red Cross, Salvation Army and others are an essential element of the statewide emergency response to meet the needs of disaster victims. Volunteer agencies mobilize volunteers and other resources through their own systems. They also may identify resource needs that are not met within their own systems that would be requested through the mutual aid system. Volunteer agencies with extensive involvement in the emergency response should be represented in EOCs.

Some private agencies have established mutual aid arrangements to assist other private agencies within their functional area. For example, electric and gas utilities have mutual aid agreements within their industry and established procedures for coordinating with governmental EOCs. In some functional areas, services are provided by a mix of special district, municipal, and private agencies. Mutual aid arrangements may include both governmental and private agencies. For example, public and private water utilities are currently developing a mutual aid system.

Liaison should be established between activated EOCs and private agencies involved in a response. Where there is a need for extensive coordination and information exchange, private agencies should be represented in activated EOCs at the appropriate SEMS/NIMS level.

Emergency Facilities used for Mutual Aid

In-coming mutual aid resources may be received and processed at several types of facilities including marshalling areas, mobilization centers, and incident facilities. Each type of facility is described briefly below:

Marshalling Area: Defined in the Federal Response Plan as an area used for the complete assemblage of personnel and other resources prior to their being sent directly to the disaster area. Marshalling areas may be established in other states for a catastrophic California earthquake.

Mobilization Center: Off-incident location at which emergency service personnel and equipment are temporarily located pending assignment, release, or reassignment. For major area-wide disasters, mobilization centers may be

Incident Facilities: Incoming resources may be sent to staging areas, other incident facilities, or directly to an incident depending on the circumstances. Staging areas are temporary locations at an incident where personnel and equipment are kept while awaiting tactical assignments.

Overview of SEMS Response

The following describes generally how SEMS is intended to work for various emergency situations. The situations are described in terms of the involvement and interactions of the five SEMS levels, and are intended to apply to all types of disasters that may occur in California, such as, earthquakes, floods, fires, and hazardous materials incidents.

This discussion assumes that appropriate emergency declarations and proclamations are made. It also assumes that multi-agency or inter-agency coordination is accomplished at each level as required by SEMS regulations.

Note that SEMS may be activated and resources mobilized in anticipation of possible disasters. Such anticipatory actions may be taken when there are flood watches, severe weather, earthquake advisories, or other circumstances that indicate the increased likelihood of a disaster that may require emergency response and mutual aid. The extent of actions taken will be decided at the time based on the circumstances.

Local Incident within Capability of Local Government:

- Field response- Field units respond as needed using the Incident Command System. Resources are requested through local government dispatch centers.
- Local government- Supports field response as needed. Small incidents generally do not require activation of the local government emergency operations center. Emergency management staff may monitor the incident for possible increase in severity. Larger incidents may necessitate activation of the EOC. Local government should notify the operational area if the EOC is activated.
- Operational area- Activation of the operational area EOC is generally not needed for small incidents, but consideration should be given to possibility of the incident becoming larger. The operational area EOC would be activated if the local government activates its EOC and requests operational area EOC activation.

Single Jurisdiction Incident-Local Government Requires Some Additional Resources:

- Field response: Field units respond as needed using the Incident Command System. Resources are requested through dispatch centers, department operations centers, or in some cases the EOC.
- Local government- Supports incident commanders with available resources. The local government emergency operations center is activated. Local government may notify the operational area lead agency. Resources are requested through operational area emergency management staff and appropriate mutual aid coordinators. (In some cases, mutual aid may be obtained directly from neighboring local governments under local mutual aid agreements.) Local government retains responsibility for managing the response.
- Operational area- Operational area emergency management staff and mutual aid coordinators locate and mobilize resources requested by local government. Emergency management staff and mutual aid coordinators generally operate from normal departmental locations for handling limited resource requests, and the EOC is not activated. Emergency management staff and mutual aid coordinators will communicate with each other as needed to coordinate resource mobilization. If requested by the affected local government, emergency management staff will activate the operational area EOC and notify the OES Regional Administrator.

Major Single Jurisdiction Disaster--Local Government Requires Additional Resources:

- Field response: Field units respond as needed using the Incident Command System. One or more Incident Commands may be established depending upon the size and nature of the disaster. Resources are requested through dispatch centers, department operations centers, or EOC.
- Local government- Supports Incident Commanders with available resources. Local government activates its emergency operations center and notifies the operational area lead agency. Resources are requested through operational area emergency management staff and mutual aid coordinators. Local government retains responsibility for managing the response.
- Operational area- Lead agency activates operational area emergency operations center. Operational area emergency management staff and mutual aid coordinators locate and mobilize resources requested by Local government. Mutual aid coordinators go to the EOC or send representatives depending on circumstances. Resources not available within the operational area are requested through the OES Regional Administrator and regional mutual aid coordinators.
- Regional- OES Regional Administrator activates regional emergency operations center (REOC) and notifies OES headquarters. OES Regional Administrator and regional mutual aid coordinators locate and mobilize resources requested by the operational area.
- State: State Operations Center is activated. State OES staff monitor situation.

Major Area-Wide Disaster--Damage in Multiple Operational Areas:

Field response: Field units from the affected jurisdictions respond as feasible using the Incident Command System. Incident Command Posts may be established at various sites throughout the disaster area. Resources are requested through dispatch centers, department operations centers, or EOCs.

- Local governments- Ability to respond may be severely impaired. Local governments assess capability and report situation to operational area. Local governments mobilize all available

resources. EOCs establish priorities, allocate available resources to support the field response, and request assistance through the operational area. Local governments retain responsibility for managing the response within their jurisdictions.

- Operational areas- Lead agency activates emergency operations center and notifies OES Regional Administrator. Emergency operations center assesses situation and reports information to the regional emergency operations center (REOC). The emergency management staff and mutual aid coordinators mobilize available resources in the operational area, request additional resources through the REOC and regional mutual aid coordinators, and provide overall situation information to local governments.
- Regional- OES Regional Administrator activates regional emergency operations center (REOC) and notifies state headquarters. REOC staff and regional mutual aid coordinators locate and mobilize resources available within the region and from state agencies. Additional resources are requested through the State Operations Center. State agency representatives are requested for the REOC to assist in coordinating support to the disaster area. REOC monitors situation and updates State Operations Center.
- State- State Operations Center (SOC) is activated and state agency representatives are requested to staff the SOC. SOC coordinates state agency response and mobilization of mutual aid resources from unaffected regions. SOC may direct activation of other OES REOCs to assist in resource mobilization. State agency department operations centers are activated. Federal assistance is requested, if needed. SOC continuously monitors situation.

Definitions and Paraphrasing

Paraphrasing

The following Section contains paraphrasing and definitions of pertinent authorities, their description, and definitions to assist in the context of meaning for a common use of terminology. The City Attorney should be recognized as the member within the City of Lathrop's organization chart to provide legal clarifications. The paraphrased list below is purely for reference to relevant materials.

State of California

California Government Code, Section 3100, Title 1, Division 4, Chapter 4 States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.¹² The law applies when:

- A local emergency has been proclaimed.
- A state of emergency has been proclaimed.
- A federal disaster declaration has been made.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff during or after a disaster. (Sub Sections 835-840.6). The California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code), hereinafter referred to as the Act.

Provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

Article 14. Local Emergency (The California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code)

- Section 8630.
 - a) A local emergency may be proclaimed only by the governing body of a city, county, or city and county, or by an official designated by ordinance adopted by that governing body.
 - b) Whenever a local emergency is proclaimed by an official designated by ordinance, the local emergency shall not remain in effect for a period in excess of seven days unless it has been ratified by the governing body.
 - c) The governing body shall review the need for continuing the local emergency at least once every 30 days until the governing body terminates the local emergency.
 - d) The governing body shall proclaim the termination of the local emergency at the earliest possible date that conditions warrant.

¹² <http://www.leginfo.ca.gov/cgi-bin/displaycode?section=gov&group=03001-04000&file=3100-3109>

- Section 8631.

In periods of local emergency, political subdivisions have full power to provide mutual aid to any affected area in accordance with local ordinances, resolutions, emergency plans, or agreements therefor.

- Section 8632.

State agencies may provide mutual aid, including personnel, equipment, and other available resources, to assist political subdivisions during a local emergency or in accordance with mutual aid agreements or at the direction of the Governor.

- Section 8633.

In the absence of a state of war emergency or state of emergency, the cost of extraordinary services incurred by political subdivisions in executing mutual aid agreements shall constitute a legal charge against the state when approved by the Governor in accordance with orders and regulations promulgated as prescribed in Section 8567.

- Section 8634.

During a local emergency the governing body of a political subdivision, or officials designated thereby, may promulgate orders and regulations necessary to provide for the protection of life and property, including orders or regulations imposing a curfew within designated boundaries where necessary to preserve the public order and safety. Such orders and regulations and amendments and rescissions thereof shall be in writing and shall be given widespread publicity and notice. The authorization granted by this chapter to impose a curfew shall not be construed as restricting in any manner the existing authority of counties and cities and any city and county to impose pursuant to the police power a curfew for any other lawful purpose.¹³

Article 17. Privileges and Immunities

- Section 8655.

The state or its political subdivisions shall not be liable for any claim based upon the exercise or performance, or the failure to exercise or perform, a discretionary function or duty on the part of a state or local agency or any employee of the state or its political subdivisions in carrying out the provisions of this chapter.

- Section 8656.

All of the privileges and immunities from liability; exemptions from laws, ordinances, and rules; all pension, relief, disability, workers' compensation, and other benefits which apply to the activity of officers, agents, or employees of any political subdivision when performing their respective functions within the territorial limits of their respective

¹³ <http://ca.regstoday.com/law/gov/ca.regstoday.com/laws/gov/calaw-gov TITLE2 DIVISION1 CHAPTER7.aspx#14>

political subdivisions, shall apply to them to the same degree and extent while engaged in the performance of any of their functions and duties extraterritorially under this chapter.

The California Emergency Plan

Promulgated by the Governor and published in accordance with the Act and provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Local emergency plans are, therefore, considered to be extensions of the California Emergency Plan.

- California Civil Code, Chapter 9, Section 1799.102

Provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency: "No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered."

Federal

- Robert T. Stafford Disaster Relief and Emergency Assistance Act of 1988 (Public Law 93-288, as amended).
- Federal Civil Defense Act of 1950 (Public Law 920, as amended).

Definitions

Incident

An incident is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. While not yet meeting disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There are usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually, a local emergency will not be declared and the jurisdictional EOC will not be activated. Incidents are usually of fairly short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions.

Emergency

The term emergency is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency is also used to define a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Disaster

A disaster is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Response Levels are used to describe the type of event:

Area(s) affected, extent of coordination or assistance needed, and degree of participation expected from the City. Response Levels are closely tied to Emergency Proclamations.

Response Level 1 - Local Emergency

This type of situation is managed in a normal manner from a command post at the scene. Local resources are adequate and available; a local emergency is proclaimed. Both coordination and direction are centralized: The Emergency Operations Center is not activated and public safety

personnel provide necessary support, as established by agreements and ordinances. Police, fire and other responders coordinate via established telephones, radio systems and dispatch centers.

Response Level 2 - Local Disaster

Local resources are not adequate and mutual aid may be required on a regional or even statewide basis. A Local Emergency is proclaimed and a State of Emergency might be proclaimed. Several departments as well as other jurisdictional agencies need close coordination. The Emergency Operations Center is activated to coordinate emergency response. EOC activities may include but are not limited to:

- Establishing a city-wide situation assessment function,
- Establishing a city-wide public information function,
- Determining resource requirements for the affected area and coordinating resource requests,
- Establishing and coordinating the logistical systems necessary to support multi-incident management,
- Establishing priorities for resource allocation.

Direction is decentralized: Incident Command Systems are established and continue to report through agency dispatch centers. Agency dispatch centers or liaison personnel provide information to the Emergency Operations Center.

The City of Lathrop's Incident Management Team may be activated.

Response Level 3 - Major Disaster

City resources are overwhelmed and extensive outside resources are required. A Local Emergency and a State of Emergency proclaimed and a Presidential Declaration may be requested. The emergency operation is centralized. The EOC is activated and all coordination and direction activities are done from there. There may be several incidents and the managers of each incident would, as much as possible, report to and receive direction from the EOC. During war, a Statewide Emergency Management System will be fully activated and the State will coordinate emergency operations from Sacramento.

Mitigation Phase

Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. The personnel identified in this plan as having a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) and checklists detailing personnel assignments, policies, notification procedures,

and resource lists. Personnel should be acquainted with these SOPs and checklists and periodically should be trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

Local Emergency

A Local Emergency may be proclaimed by the City Council or by the City Manager as specified by ordinance adopted by the City Council. A Local Emergency declared by the City Manager must be ratified by the City Council within seven days. The governing body must review the need to continue the declaration at least every fourteen days until the Local Emergency is terminated. The Local Emergency must be terminated by resolution as soon as conditions warrant.

Declarations are normally made when there is a threat or an actual disaster or extreme peril to the safety of persons and property within the city, caused by natural or man-made situations.

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

- Request that the Governor declare a State of Emergency
- Promulgate or suspend orders and regulations necessary to provide for the protection of life and property, including issuing orders or regulations imposing a curfew within designated boundaries.
- Exercise full power to provide mutual aid to any affected area in accordance with local ordinances, resolutions, emergency plans, or agreements.
- Request state agencies and other jurisdictions to provide mutual aid.
- Require the emergency services of any local official or employee.
- Requisition necessary personnel and materials from any local department or agency.
- Obtain vital supplies and equipment and, if required, immediately commandeer the same for public use.
- Impose penalties for violation of lawful orders.
- Conduct emergency operations without incurring legal liability for performance, or failure to perform. (Note: Article 17 of the Emergency Services Act provides for certain privileges and immunities.)

State of Emergency

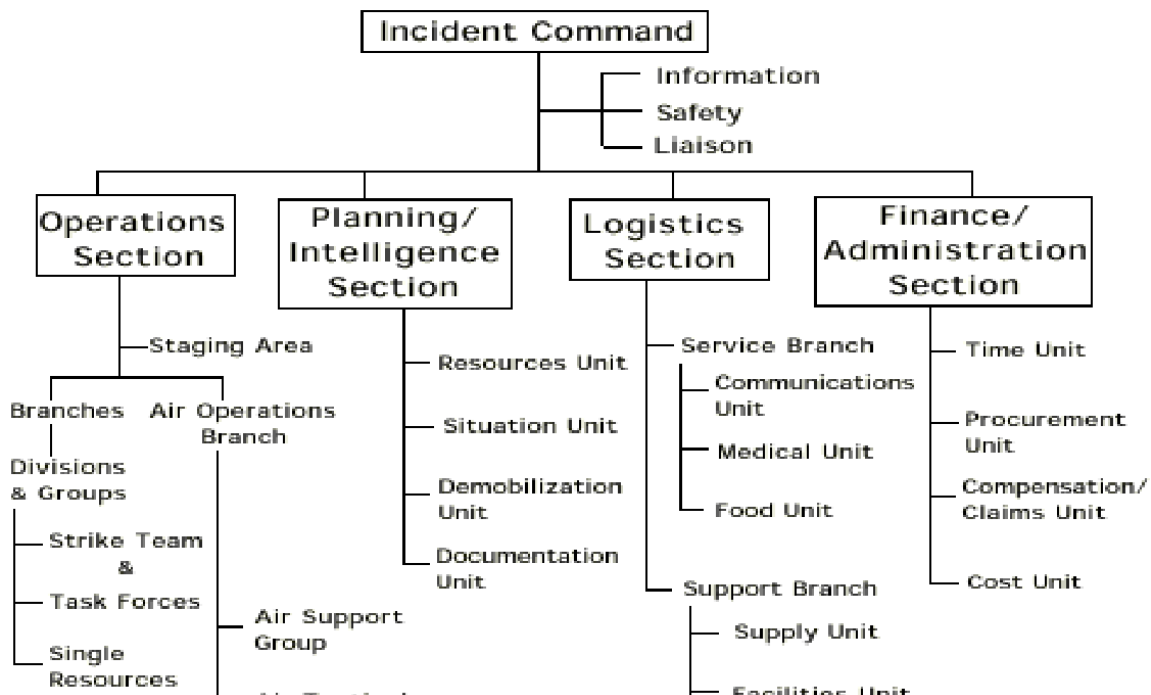
A State of Emergency may be declared by the Governor when:

- Conditions of a disaster or extreme peril exist that threaten the safety of persons and property within the state caused by natural or man-made incidents.
- The Governor is requested to do so by local authorities.
- The Governor finds that local authority is inadequate to cope with the emergency.
- When the Governor declares a State of Emergency:
- Mutual aid shall be rendered in accordance with approved emergency plans when the need arises in any county, city & county, of city.
- The Governor shall, to the extent deemed necessary, have the right to exercise all police power vested in the State by the Constitution and the laws of the State of California within the designated area.
- Jurisdictions may command the aid of citizens as deemed necessary to cope with the emergency.
- The Governor may suspend the provisions of orders, rules, or regulations of any state agency, any regulatory statute, or statute prescribing the procedure for conducting state business.
- The Governor may commandeer or make use of any private property or personnel (other than the media) in carrying out the responsibilities of the office.
- The Governor may promulgate, issue, and enforce orders and regulations deemed necessary.

State of War Emergency

When the Governor declares a State of War Emergency or a State of War Emergency exists, all provisions associated with a State of Emergency apply, plus:

- All state agencies and political subdivisions are required to comply with the lawful orders and regulations of the Governor that are made or given within the limits of the Governor's authority as provided for in the Emergency Services Act.



- Incident Management Team: Positions, Descriptions, & Definitions

Incident Command (IC/UC)

Established out of a single jurisdiction with responsibility for the entire incident's response, objectives, and overall management. When the incident has crossed jurisdictional borders has been identified to have the immediate potential to cross jurisdictional boundaries, the Incident Commander role may be established through a Unified Command model. It is not uncommon to have multiple jurisdictions working under the Unified Command role. The IC is faced with many responsibilities when he/she arrives on scene. Unless specifically assigned to another member of the Command or General Staffs, these responsibilities remain with the IC. Responsibilities include:

- Establish immediate priorities especially the safety of responders, other emergency workers, bystanders, and people involved in the incident.
- Stabilize the incident by ensuring life safety and managing resources efficiently and cost effectively.
- Determine incident objectives and strategy to achieve the objectives.
- Establish and monitor incident organization.
- Approve the implementation of the written or oral Incident Action Plan.
- Ensure adequate health and safety measures are in place.

(Command Staff)

Liaison

The Liaison Officer is the point of contact for assisting and cooperating agency representatives. This includes agency representatives from other fire agencies, Red Cross, community-based organizations, law enforcement, Public Services, hospitals, schools and engineering organizations, and all others. The Liaison Officer ensures visiting agency representatives are provided with the necessary workspace, communications, information and internal points of contact necessary to perform their responsibilities. The

Safety Officer

Safety Responsibilities: Monitor and assess hazardous and unsafe situations and develop measures for assuring personnel safety. Although the Safety Officer may exercise emergency authority to stop or prevent unsafe acts when immediate action is required, the officer will generally correct unsafe acts or conditions through the regular line of authority. The officer maintains awareness of active and developing situations, approves the Medical Plan (ICS Form 206), and includes safety messages in each Action Plan.

Public Information Officer (PIO)

The Public Information Officer is responsible for the formulation and release of information about the incident to the news media, emergency workers, and other appropriate agencies and organizations.

(General Staff)

Operations Section Chief

The Operations Section Chief is responsible for coordinating emergency operational units: Fire, Police, Public Works, Medical, and RACES. The Operations Chief is responsible for activating the operations element of the action plan. This position may have an assistant assigned.

Planning Section Chief

The Planning and Intelligence Section Chief is responsible for collection, evaluation, dissemination and use of information about the development of the incident and status of resources. Information and intelligence are needed to (1) understand the current situation, (2) predict probable course of incident events, and (3) prepare alternative strategies to control operations for the incident. Work with others in the Planning Section to monitor and maintain information about the development of the incident and the status of resources.

Logistics Section Chief

The Logistics Section Chief is responsible for all the services and support needs of the incident. This includes procuring and maintaining essential personnel, facilities, transportation, equipment and supplies. Also responsible for providing communications and information systems support. The Logistics Section Chief typically works with the various Emergency Operations Centers to acquire other municipality resources.

Administration and Finance Section Chief

The Administration and Finance Section Chief is responsible for all financial and cost analysis aspects of the event and supervising units under the Administration and Finance Section.

(Operations Section Chief)

Fire Branch

The Fire Branch is responsible for protecting lives and property, coordinating fire field forces in providing firefighting services, emergency medical services, radiological and hazardous materials response, and light/heavy rescue.

Law Enforcement Branch

The Law Enforcement Branch is responsible for protecting lives, enforcing laws and proclaimed orders, controlling traffic, combating crime and providing animal control services during a disaster.

Public Works Branch

Public Works Branch is responsible for water supply, wastewater treatment, debris removal, assistance in traffic control, assistance in rescue operations, and other duties as required. Responsible for reducing damage, restoring essential services, and assisting in heavy rescue when required.

Medical Branch

The Medical Branch takes actions to reduce injuries and loss of life by coordinating medical response, treatment, and transportation.

Operations Section Assistant

Enters incident information and resource requests into the E Team emergency management software system. Provides E Team support to the Operations section. Takes incoming calls to the Operations section and routes appropriate messages to the other sections in the Emergency Operations Center. Provides additional support to the Operations section as specified by the Operations Section Chief.

RACES

Provide radio communications from point to point where other forms of communication are unavailable. Provide communication between the City of Lathrop EOC and outside agencies as required. Assist with communicating ongoing damage assessment reports. Using amateur radio frequencies, provide packet radio capability to PIO, shelter sites, and the City of Lathrop EOC.

(Planning Section Chief)

Resource Status Unit

The Resource Status Unit is responsible for maintaining an inventory of available personnel, equipment, vehicles, etc., and displaying inventory in the EOC. Responsible for monitoring the critical asset screen, organization chart screen and the status of resource requests in the E Team system and confirming information with the Logistics section.

Situation Analysis Unit

The Situation Unit is responsible for the collection and organization of incident status and situation information and displaying the information in the Emergency Operations Center (EOC). Responsible for the Situation and Infrastructure reports in the E Team emergency management software system. Also works with the Documentation Unit to provide a situation status report to the County via the RIMS system.

Damage Assessment Unit

The Damage Assessment Unit Leader is responsible for inspecting public and private buildings and collating data to provide an assessment of the impact of an emergency upon the City. Responsible for entering damage information into E Team or giving this information to the Situation Analysis Unit.

Demobilization Unit

The Demobilization Unit is responsible for the preparation of the demobilization plan and assisting incident sections/units in ensuring an orderly, safe, and cost-effective plan for transition from emergency status to day-to-day operations.

Documentation Unit

The Documentation Unit is responsible for maintaining complete event files (both printed and in E Team) and providing duplication services.

Technical Specialists Unit

This is not a pre-assigned position. When filled, Technical Specialists are advisors with special skills needed to support incident operations, such as GIS. Technical Specialists may report to the Planning Section Chief; may function within an existing unit such as the Situation Unit; form a separate unit if required; or be assigned to other parts of the organization like Operations, Logistics, or Finance.

(Logistics Section Chief)

Supply Unit

The Supply Unit is responsible for ordering and receiving all equipment and supplies for the event response.

Personnel/Volunteers Unit

The Personnel/Volunteers Unit is responsible for providing for the coordination of City employees, registration of volunteers, and for the overall management of manpower.

Transportation Unit

The Transportation Unit is responsible for providing vehicles to move people/equipment to and from the EOC, to and from the incident(s), and for public evacuation and sheltering, if necessary.

Communications / Information Services Unit

Responsible for installing, supporting and maintaining data processing hardware, connections, networks, and software essential to the efficient management of the event. Responsible for includes messages, radios and telephones.

Shelter Unit

The Shelter Unit is responsible for providing staffing and coordination for mass care and shelter.

Food Unit

The Food Unit is responsible for feeding the EOC personnel and coordinating feeding efforts for emergency responders in the field.

Logistics Section Assistant

Monitors the resource request screen on E Team and updates resource status information. Provides E Team support to the Logistics section by entering information such as facility and shelter details. Provides additional support to the Logistics section as specified by the Logistics Section Chief.

(Administrative & Finance Section Chief)

Cost/Finance Unit Leader

The Cost/Finance Unit is responsible for collecting all cost data, performing cost analyses, providing cost estimates, and recommending ways to reduce costs.

Time Unit

The Time Unit is responsible for keeping track of the hours worked by paid personnel and volunteers, and the hours that various pieces of equipment are used

Compensation & Claims Unit

The Compensation & Claims Unit is responsible for managing compensation for injuries and claims arising out of the event.

Accounting Unit

The Accounting Unit is responsible for maintaining records, files and ledgers for all expenditures incurred as a result of the event.

Recovery / Community Liaison Unit

The Recovery / Community Liaison Unit is responsible for developing and managing recovery and informational services for the public.

Finance Assistant

Provides E Team, messaging and RIMS support to the Finance Section. Provides additional support to the Finance section as specified by the Finance Section Chief.

General ICS Information

The Incident Command System is used to manage an emergency incident or a non-emergency event. It can be used for both small and large situations.

The system has considerable internal flexibility. It can grow or shrink to meet differing needs. This makes it a very cost-effective and efficient management system. Listed below are examples of the kinds of incidents and events that can use the ICS:

APPLICATIONS FOR THE USE OF THE INCIDENT COMMAND SYSTEM

- Fires, HAZMAT, and multi-casualty incidents
- Multi-jurisdictional and multi-agency disasters
- Wide-area search and rescue missions
- Pest eradication programs
- Oil spill response and recovery incidents
- Single and multi-agency law enforcement incidents
- Air, rail, water, or ground transportation accidents
- Planned events such as celebrations, concerts, parades
- Private sector emergency management programs
- State or local major natural hazard management

- Scope

Scope

This ERG establishes a mutual understanding of authority, responsibilities, and functions of local government and provides a basis for incorporating essential government agencies, non-governmental agencies, and organizations into the emergency management organization system. All directions contained in this plan apply to preparedness and emergency activities undertaken by the STEAM Academy, the Lathrop Manteca Fire District, Lathrop Police Services, and supporting organizations required to minimize the effects of incidents/events within the City of Lathrop.

The STEAM Academy ERG supports and is compatible with the Lathrop Manteca Fire Districts operational guidelines and the National Response Framework. The information and procedures included in this plan have been prepared utilizing the best information and planning assumptions available at the time of preparation. There is no guarantee implied by this plan that in emergency situations that a perfect response to all incidents will be practical or possible. As the City of Lathrop's response resources may be overwhelmed and essential systems may be dysfunctional, the School can only endeavor to make every reasonable effort to respond based on the situation, information, and resources available at the time the incident/event occurs. The final outcome of an emergency may be slightly different than the expected outcome in the "Tabbed Emergency Response Guidelines". It is assumed that any of the noted situations could create significant property damage, injury, loss of life, and disruption of essential services within the City of Lathrop. These situations may also create significant financial, psychological, and sociological impacts on the citizens of the school, local government employees, and the school's organization itself. It is reasonable to assume that, with impending incidents such as storms, floods, climate heat waves, and many others; warnings will be issued to enable some preparation prior to the event. Other emergencies such as earthquakes, fires, and police matters will come with no advance warning.

II. Emergency Response Guides

Section 1.0 Climate Emergencies

Section 2.0 Earthquake Emergencies

Section 3.0 Flood Emergencies

Section 4.0 Hazardous Materials Emergencies

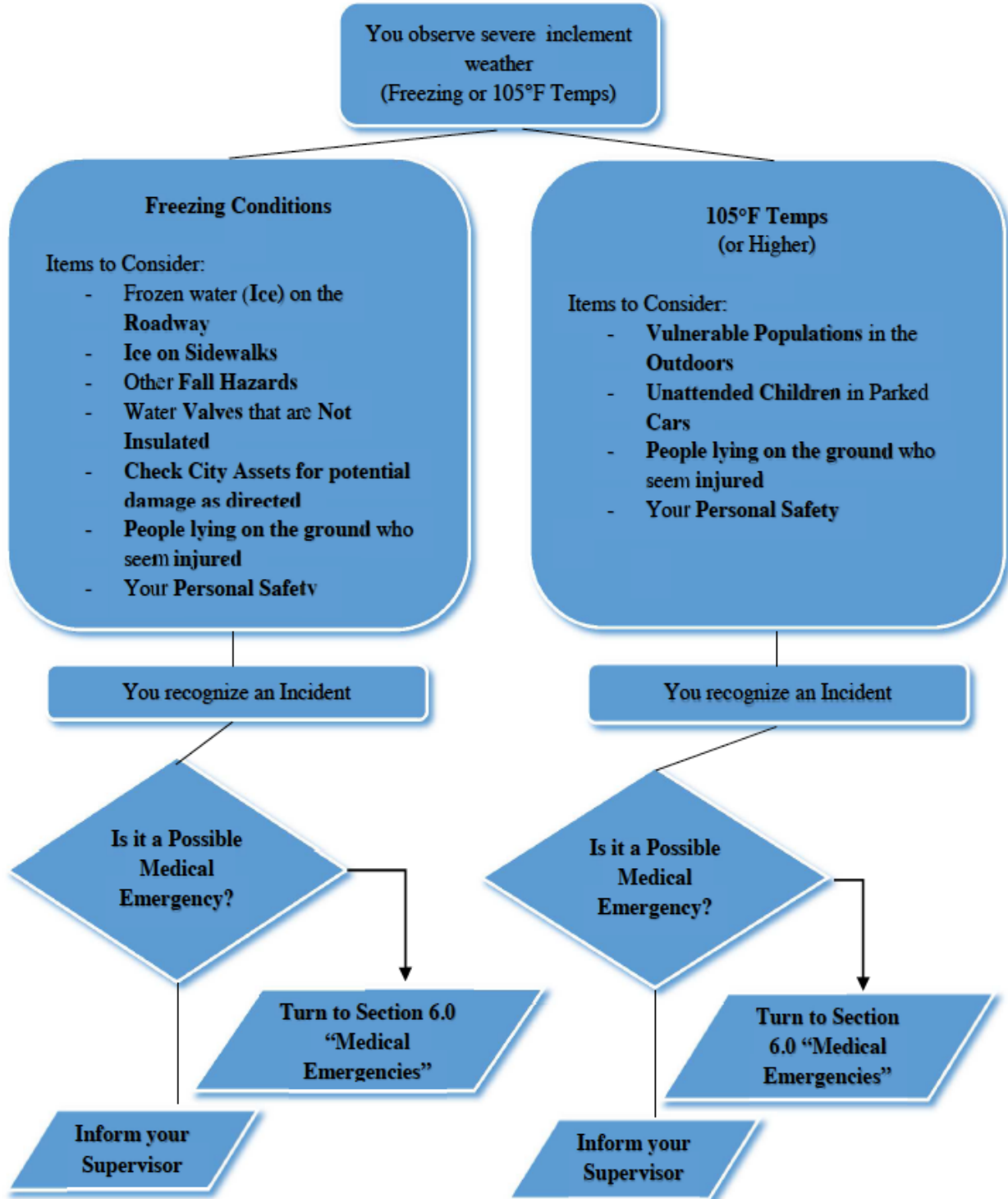
Section 5.0 Fire Emergencies

Section 6.0 Medical Emergencies

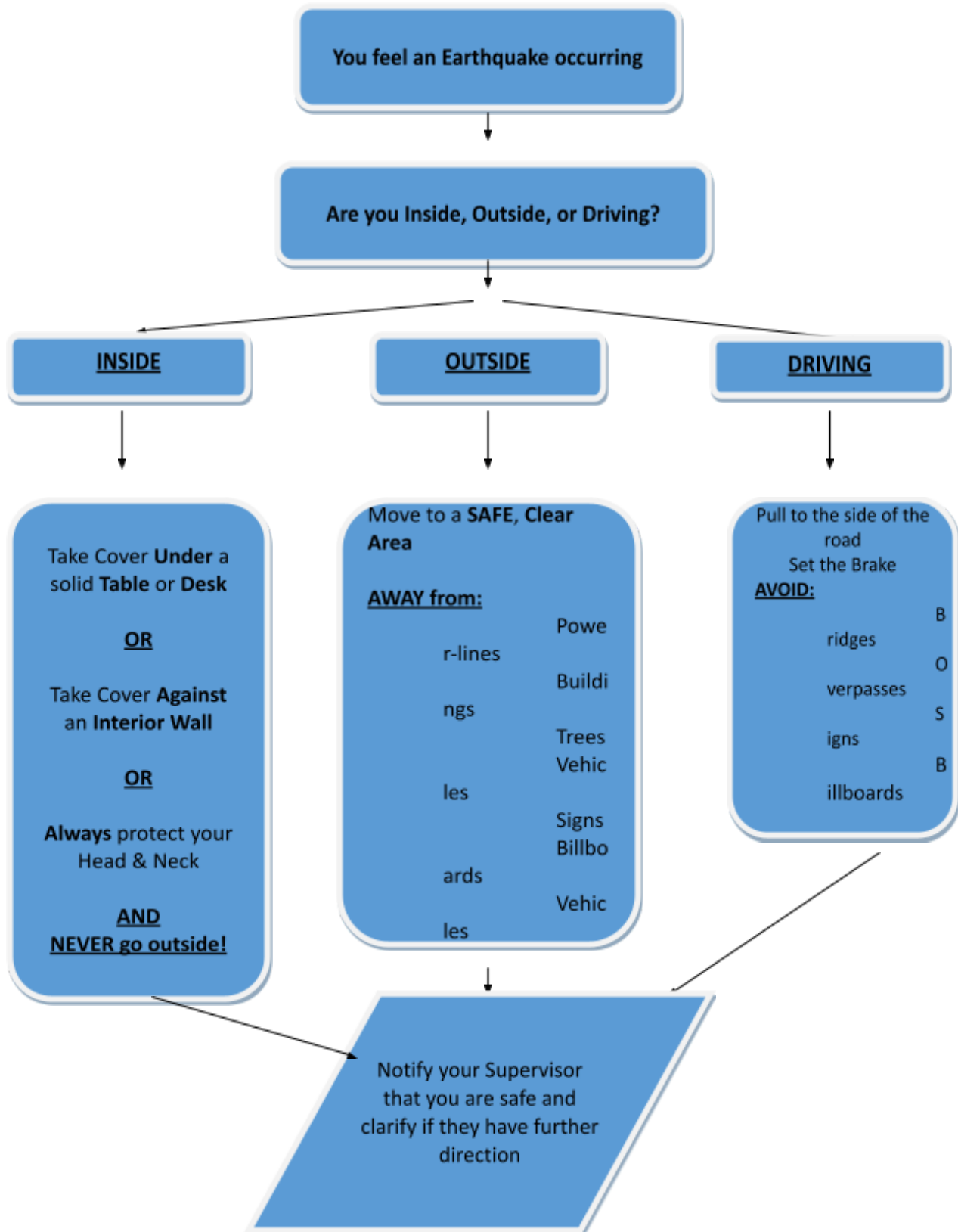
Section 7.0 Police Emergencies

Section 8.0 Active Shooter and Bomb Emergencies

Emergency Response Guide



Emergency Response Guide



Emergency Response Guide – Earthquakes

- **Drop**
- **Cover**
- **Hold On**

As part of the Measure C funding the Lathrop-Manteca Fire District has enhanced the level of training for members of their organizations Urban Search & Rescue (USAR) program. The district annually trains all emergency responders to the recognized NFPA “Awareness” level of response. In addition, the Lathrop-Manteca Fire District has a core membership of its USAR Program trained to the level NFPA recognizes as “Operational”. These members as well as the entire organization are supported by members trained to the level of “Technician”. These members assist in the coordination, development, and training of the USAR Program for the Fire District as well as members of the San Joaquin County Joint USAR Program. The Lathrop Manteca Fire District currently uses the Firescope and Office of Emergency Services Typing qualifications listed in the USAR Operational Description Sheet 120-1. This standard is a State of California standard for the equipment and training of personnel.

The Fire District also coordinates the training of its Community Emergency Response Team (C.E.R.T.). This program is made up of members in our community that have graduated from an approved training program that the Fire District delivers. The effort is another measure that the Fire District uses to assist the STEAM Academy in preparing for its emergency needs.

When responding to the effects felt from an earthquake, official rescue teams from the U.S. and other countries who have searched for trapped people in collapsed structures around the world, as well as emergency managers, researchers, and school safety advocates, all agree that "Drop, Cover, and Hold On" is the appropriate action to reduce injury and death during earthquakes.

Methods like standing in a doorway, running outside, and "triangle of life" method are considered dangerous and are not recommended. These methods will not be elaborated on in this document.

WHAT TO DO IMMEDIATELY WHEN SHAKING BEGINS

Your past experience in earthquakes may give you a false sense of safety; you didn't do anything, or you ran outside, yet you survived with no injuries. Or perhaps you got under your desk and others thought you overreacted. However, you likely have never experienced the kind of strong earthquake shaking that is possible in much large earthquakes: sudden and intense back and forth motions of several feet per second will cause the floor or the ground to jerk sideways out from under you, and every unsecured object around you could topple, fall, or become airborne, potentially causing serious injury. This is why you must learn to immediately protect yourself after the first jolt... don't wait to see if the earthquake shaking will be strong!

In most situations, you will reduce your chance of injury if you:

- **DROP** down onto your hands and knees (before the earthquakes knocks you down). This position protects you from falling but allows you to still move if necessary.
- **COVER** your head and neck (and your entire body if possible) under a sturdy table or desk. If there is no shelter nearby, only then should you get down near an interior wall (or next to low-lying furniture that won't fall on you) and cover your head and neck with your arms and hands.
- **HOLD ON** to your shelter (or to your head and neck) until the shaking stops. Be prepared to move with your shelter if the shaking shifts it around.

Wherever you are, protect yourself. You may be in situation where you cannot find shelter beneath furniture (or low against a wall, with your arms covering your head and neck). It is important to think about what you will do to protect yourself wherever you are. What if you are driving, in a theater, in bed, at the beach, etc.? Step 5 of the Seven Steps to Earthquake Safety describes what to do in various situations, no matter where you are when you feel earthquake shaking.

Safety Tips for People with Disabilities and Other Access or Functional Needs:

During earthquakes it is critical to protect yourself. When shaking begins:

- Drop down to the floor.
- Take Cover under a table or desk or cover your head and neck with your arms.
- Hold On to the leg or other part of the furniture until the shaking stops.

If you are unable to Drop, Cover, and Hold On:

- Get as low as possible and move away from windows or other items that can fall on you.
Do not try to transfer from your wheelchair, recliner, or bed during the shaking. Wait for the shaking to stop before transferring.
- If you use a wheelchair; lock your wheels and remain seated until the shaking stops.
- Always protect your head

People with Physical Disabilities or Movement Limitations:

The shaking motion may increase difficulties for those with mobility or balance issues. Get to the floor in a seated position and against an inside wall. Protect your head and neck with your arms.

People who are Deaf or Hard of Hearing:

Prior to an earthquake, identify and test multiple ways to receive warnings and evacuation information.

People who are Blind or have Low Vision:

Earthquakes can cause items to fall and furniture to shift. Regular sound clues may not be available afterwards. Move with caution.

People with Developmental/Cognitive/Intellectual Disabilities:

If you have difficulty understanding, remembering, or learning, keep a simple list of what to do and important information with you and in your kits. Practice your plan in advance. If you use augmentative communication supports, include these in your planning.

WHY RESCUERS AND EXPERTS RECOMMEND DROP, COVER, AND HOLD ON

Trying to move during shaking puts you at risk. Earthquakes occur without any warning and may be so violent that you cannot run or crawl. During a violent shake you will most likely be knocked to the ground where you happen to be. In this case it is best to drop before the earthquake forces you to the ground, find nearby shelter, or use your arms and hands to protect your head and neck. "Drop, Cover, and Hold On" gives you the best overall chance of quickly protecting yourself during an earthquake. This is true even during quakes that cause furniture to move about rooms, and even in buildings that might ultimately

collapse.

The greatest danger during an earthquake is from falling and flying objects. Studies of injuries and deaths caused by earthquakes over the last several decades show that you are much more likely to be injured by falling objects (TVs, lamps, glass, bookcases, etc.) than to be injured in a collapsed building. "Drop, Cover, and Hold On" (as described above) will protect you from most of these injuries.



If there is no furniture nearby, you can still reduce the chance of injury from falling objects by getting down next to an interior wall and covering your head and neck with your arms (exterior walls are more likely to collapse and have windows that may break). You can also reduce your chance of injury or damage to your belongings by having secured them in the first place.

Secure top-heavy furniture to walls with flexible straps. Use of earthquake putty or Velcro fasteners for objects on tables, shelves, or other furniture should be considered in severe earthquake prone areas. Safety latches on cabinets are typically considered to keep them closed during an earthquake.

Building collapse is less of a danger. While images of collapsed structures in earthquakes around the world are frightening and get the most attention from the media, most buildings do not collapse at all, and few completely collapse. In earthquake prone areas of the U.S. and in many other countries, strict building codes have worked to greatly reduce the potential of structure collapse. These codes are more stringent for civic buildings. The greatest possibility of structural failure is in certain building types, especially unreinforced masonry (brick buildings), and in certain structures constructed before the latest building codes. Rescue professionals are trained to understand how these structures collapse in order to identify potential locations of survivors within "survivable void spaces."

The main goal of "Drop, Cover, and Hold On" is to protect you from falling and flying debris and other nonstructural hazards, and to increase the chance of your ending up in a Survivable Void Space if the building actually collapses. The space under a sturdy table or desk is likely to remain even if the building collapses- pictures from around the world show tables and desks standing with rubble all around them, and even holding up floors that have collapsed. Experienced rescuers agree that successfully predicting other safe locations in advance is nearly impossible, as where these voids will be depends on the direction of the shaking and many other factors. (See "triangle of life" below.)

The ONLY exception to the "Drop, Cover and Hold On" rule is if you are in buildings with un-engineered construction, and if you are on the ground floor of an unreinforced mud-brick (adobe) building, with a heavy ceiling. In that case, you should try to move quickly outside to an open space. This cannot be recommended as a substitute for building earthquake-resistant structures in the first place!

WHAT RESCUERS AND EXPERTS *DO NOT* RECOMMEND YOU DO DURING AN EARTHQUAKE?

Based on years of research about how people are injured or killed during earthquakes, and the experiences of U.S. and international search and rescue teams, these three actions are not recommended to protect yourself during earthquakes:

DO NOT run outside or to other rooms during shaking: The area near the exterior walls of a building is the most dangerous place to be. Windows, facades and architectural details are often the first parts of the building to collapse. To stay away from this danger zone, stay inside if you are inside and outside if you are outside. Also, shaking can be so strong that you will not be able to move far without falling down, and objects may fall or be thrown at you that you do not expect.

DO NOT stand in a doorway: An enduring earthquake image of California is a collapsed adobe home with the door frame as the only standing part. From this came our belief that a doorway is the safest place to be during an earthquake. True- if you live in an old, unreinforced adobe house or some older wood frame houses. In modern houses, doorways are no stronger than any other part of the house, and the doorway does not protect you from the most likely source of injury- falling or flying objects. You also may not be able to brace yourself in the door during strong shaking. You are safer under a table, desk, or other solid object.

DO NOT get in the "Triangle of Life": In recent years, an e-mail has been circulating which describes an alternative to the long-established "Drop, Cover, and Hold On" advice. The so-called "triangle of life" and some of the other actions recommended in the e-mail are potentially life threatening, and the credibility of the source of these recommendations has been broadly questioned.

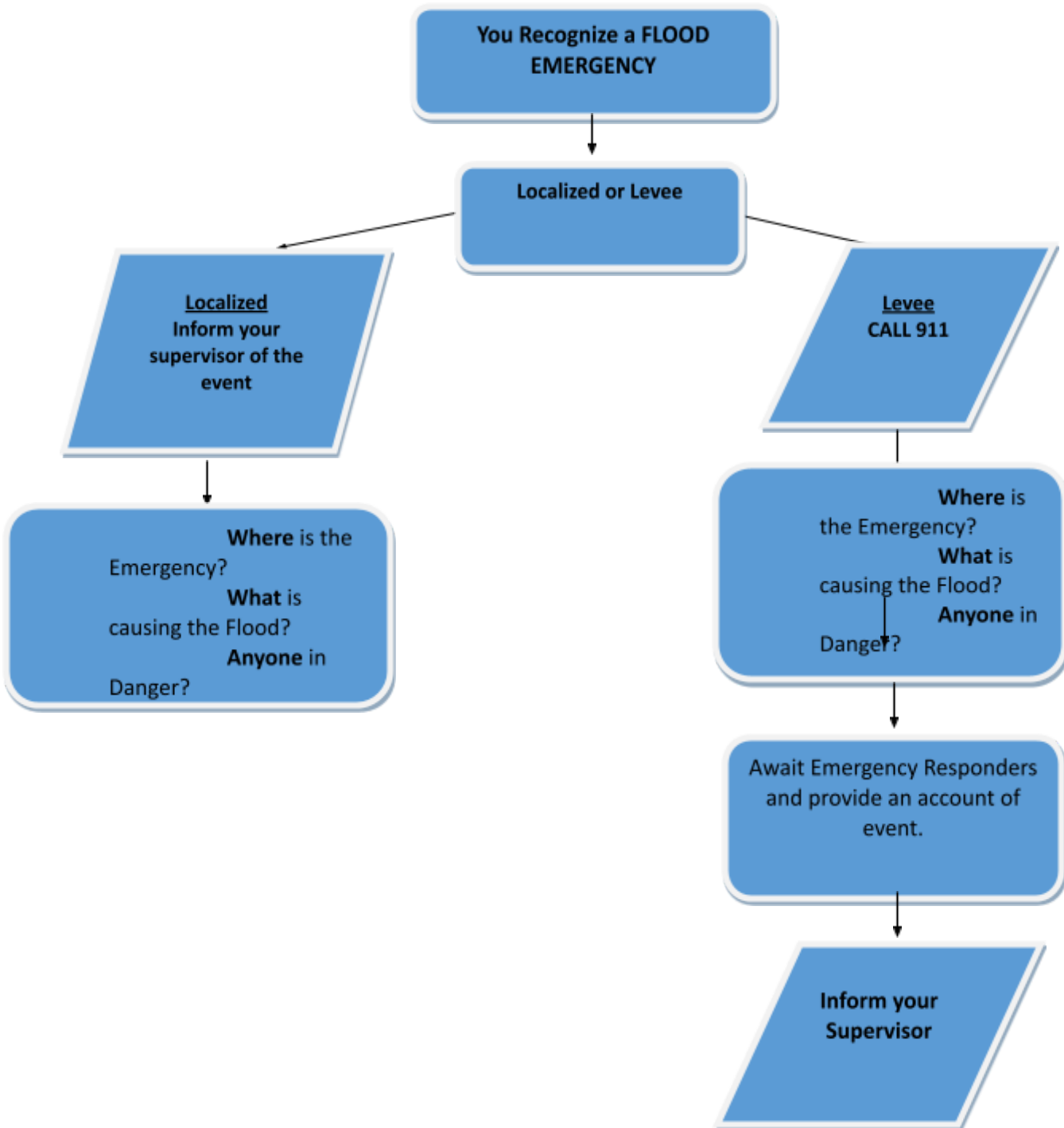
The "triangle of life" advice (always get next to a table rather than underneath it) is based on several wrong assumptions:

- buildings always collapse in earthquakes (wrong- especially in developed nations, and flat "pancake" collapse is rare anywhere);
- when buildings collapse, they always crush all furniture inside (wrong- people DO survive under furniture or other shelters);
- people can always anticipate how their building might collapse and anticipate the location of survivable void spaces (wrong- the direction of shaking and unique structural aspects of the building make this nearly impossible); and
- during strong shaking people can move to a desired location (wrong- strong shaking can make moving very difficult and dangerous).

Some other recommendations in the "triangle of life" email are also based on wrong assumptions and are very hazardous. For example, the recommendation to get out of your car during an earthquake and lie down next to it assumes that there is always an elevated freeway above you that will fall and crush your car. Of course there are very few elevated freeways, and lying next to your car is very dangerous because the car can move and crush you, and other drivers may not see you on the ground.¹⁴ For these reasons the "triangle-of-life" theories should be avoided and not disseminated as part of the STEAM Academy emergency preparedness model.

¹⁴ <http://earthquakecountry.org/dropcoverholdon/>

Emergency Response Guide



Emergency Response Guide

The San Joaquin Operational Area with its jurisdictions i.e. Fire, Law, Medical, Environmental and Health, in conjunction with the San Joaquin County Office of Emergency Services, will respond to flood related emergencies in the County to minimize or reduce loss of life, injury or damage to property. Response will include implementation of the Standardized Emergency Management System (SEMS) and protocols in the County's Multi Hazard Emergency Plan. The County's ability to initiate necessary actions upon notification of flood related threats, correspond with appropriate jurisdictions and coordinate an effective action plan will depend on developing coordination protocols and resource information that is up to date, accurate and of sufficiency to adapt to small scale events as well as larger catastrophic events. The STEAM Academy, the Manteca Ambulance Service, as well as other operational areas of jurisdiction will all need collaborative efforts to mitigate flood emergencies.

It is also important to note that while these communities or portions there-of, may not experience floodwaters, they may still be heavily impacted by the evacuation of residents, animals, and livestock.

New Melones Dam

General Information

The construction of the new dam is approximately .75 miles downstream from the old Melones dam. The old dam is a 183 ft. high concrete arch structure, which is now submerged. If the new dam would fail, it would most likely not affect the old structure, therefore limiting the total release of water stored in the reservoir. If a catastrophic failure on New Melones Dam were to occur, significant floodwater would quickly inundate the cities of Oakdale and Escalon within hours and continue on through the rural areas of the South County to the City of Ripon. The flood wave waters would then reach the San Joaquin River. Extensive flooding would inundate the areas along the San Joaquin River into the Cities of Manteca, Lathrop and the town of French Camp. Continuing along the San Joaquin River floodwaters would reach East Stockton and Delta Islands creating enormous levee pressures as the flood wave continues through the San Joaquin Delta reaching the Sacramento River and Suisun Bay area.

Emergency Action Plan

A binder labeled San Joaquin County and Cities Dam Failure Evacuation Plan; Under the tab, New Melones Dam is the Emergency Action Plan for New Melones Dam, Copy No. Draft June 1999 is located in the OES library in the Secretary's office.

Binder Contents:

- I. Basic Plan
- II. Hazard Plan
- III. Initiating Conditions
- IV. Hydrologic Events Seismic Events
- V. Oil/Hazmat Events
- VI. Other Hazards
- VII. Emergency Checklists
- VIII. Comm. Directory
- IX. Figures

Fact Sheet on Dam

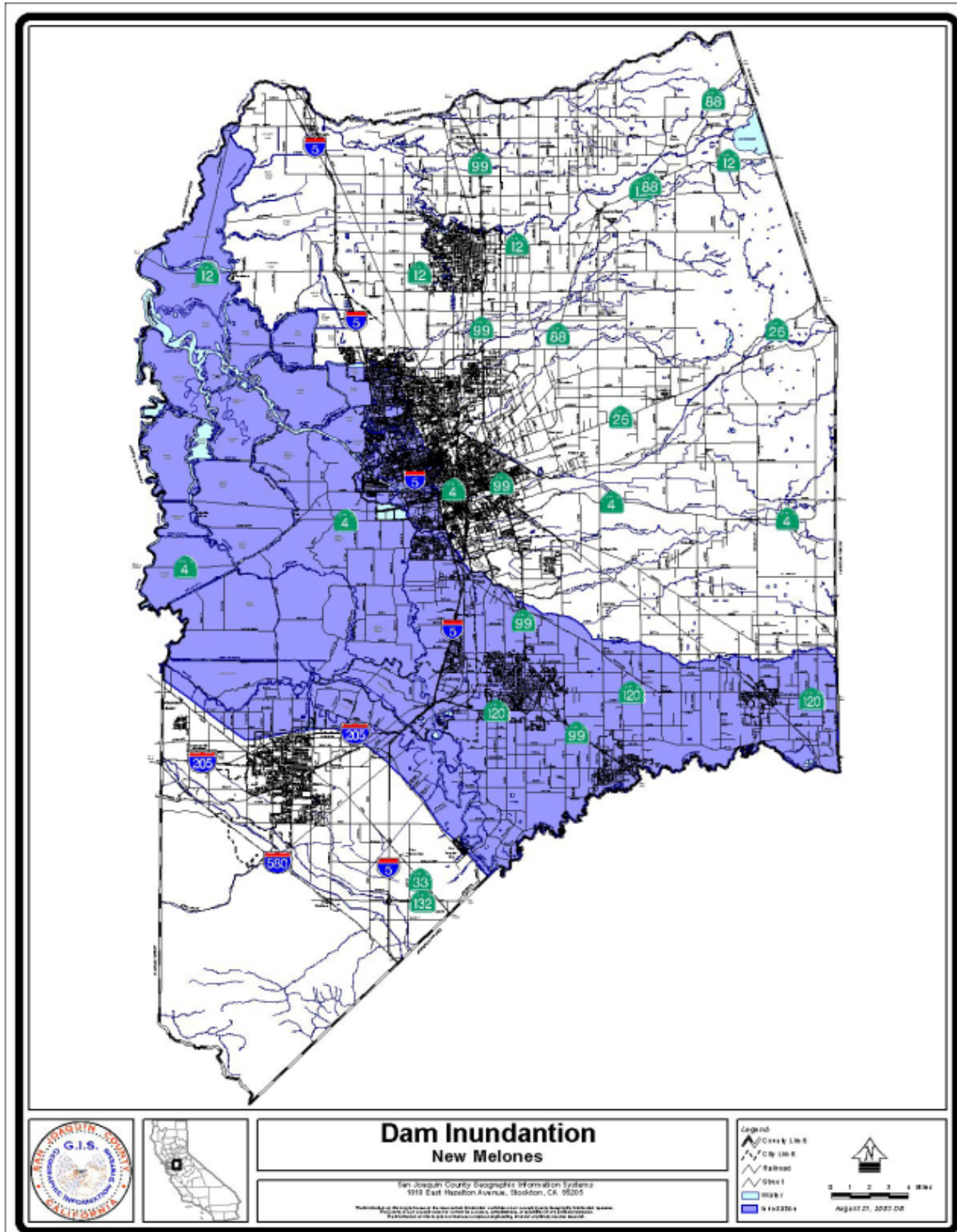
- a. Type: Rock Fill
- b. Acre Feet: 2,400,000
- c. Owner: Bureau of Reclamation
- d. Location: Calaveras County (Stanislaus River)
- e. Telephone: Refer to SJ County Emergency Phone Directory or EAP
- f. Flood wave estimated data/arrival times
 - 2 hours – City of Escalon**
 - 5 hours 33 minutes – City of Ripon**
 - 8 hours – City of Manteca**
 - 11 hours – City of Lathrop (STEAM Academy)**
 - 12 hours – Town of French Camp**
- g. Area affected:
 - South and West portion of San Joaquin County
 - a. Estimated number of people threatened: 327,000

Warning Information

- a. Jurisdictions/Agencies
 - i. San Joaquin County Office of Emergency Services –
 - 1. Phone
 - 2. Emergency Alert System (EAS)
 - 3. Emergency Digital Information System (EDIS)
 - ii. Sheriff
 - 1. 24 hr. Phone - Dispatch
 - 2. California Law Enforcement Teletype Sys. (CLETS)
 - 3. Emergency Digital Information System (EDIS)
 - iii. CHP –
 - 1. 24 hr. Phone – Dispatch
 - 2. California Law Enforcement Teletype Sys. (CLETS)
 - 2. Emergency Digital Information System (EDIS)
 - iv. CalTrans –
 - 1. 24 hr. Phone – Dispatch
 - v. County Fire Departments
 - 1. 24 hr. Phone – Dispatch
 - 2. Fire Dispatch channel
- b. Evacuation Routes
 - Lathrop Rd- East to Highway 99 Northbound (past Arch Rd)
 - Louise Ave.- Towards Jack Tone Rd.
 - Interstate 5 (South) to Interstate 205 (West Bound) towards Tracy
 - Hwy 120 west to northbound Hwy 99 (temporary route ahead of flood wave)

(See Next Page for New Melones Map)

New Melones Map



San Luis Dam

General Information

San Luis Dam, also known as B.F. Sisk Dam, is located 12 miles west of Los Banos and is located on the watercourse of the San Luis Creek, impounding water for the San Luis Reservoir. The Reservoir, located in Merced County, has a maximum capacity of 2,041,000-acre feet of water and serves as the major storage for the pumping and generation plant at the O'Neill Forebay. With a catastrophic failure of the San Luis Dam water would flow along the Westside lowlands and flow north into the San Joaquin River system moving through Stanislaus County and into San Joaquin County. The San Joaquin Dam failure information data list San Luis Dam City/River Club would be the first densely area to be inundated by the flood wave. The flood wave would continue to move north along the San Joaquin River and into the Delta. The City of Lathrop, the west side of the City of Manteca and portions of the City of Stockton would be affected by the floodwaters.

1. Fact Sheet on Dam

- a. Type: Earth Fill
- b. Acre Feet: 2,041,000
- c. Owner: Bureau of Reclamation
- d. Location: Merced County
- e. Telephone: Refer to Emergency Phone Directory – San Luis Dam
- f. Flood wave data/arrival times: Estimates only

25 hours – San Joaquin City/River Club

30 hours – South Manteca

32 hours – City of Lathrop (STEAM Academy)

50 hours – Clifton Court Forebay, Victoria Island, Upper Jones Tract, Southwest Stockton

60 hours – West Stockton, McDonald Island, Bacon Island

80 hours – Web Tract, Venice Island

110 hours – Brannan Island, Staten Island

- g. Area affected: San Joaquin River Areas, West Stockton and Delta Islands

Traffic Control

- a. Responsible Agency

CHP:

The California Highway Patrol will conduct traffic control on all public roads in the San Joaquin OA.

San Joaquin Co. Sheriff:

The San Joaquin County Sheriff is responsible for all private roads and may assist CHP as necessary on Highways and County Roads

CalTrans:

CalTrans will be responsible for posting warning/traffic information on "Changeable Message Signs (CMS's)" on major Freeways and State routes. Also, audio messages will be broadcasted on the "Highway Advisory Radio System (HARS)"

San Joaquin County Public Works

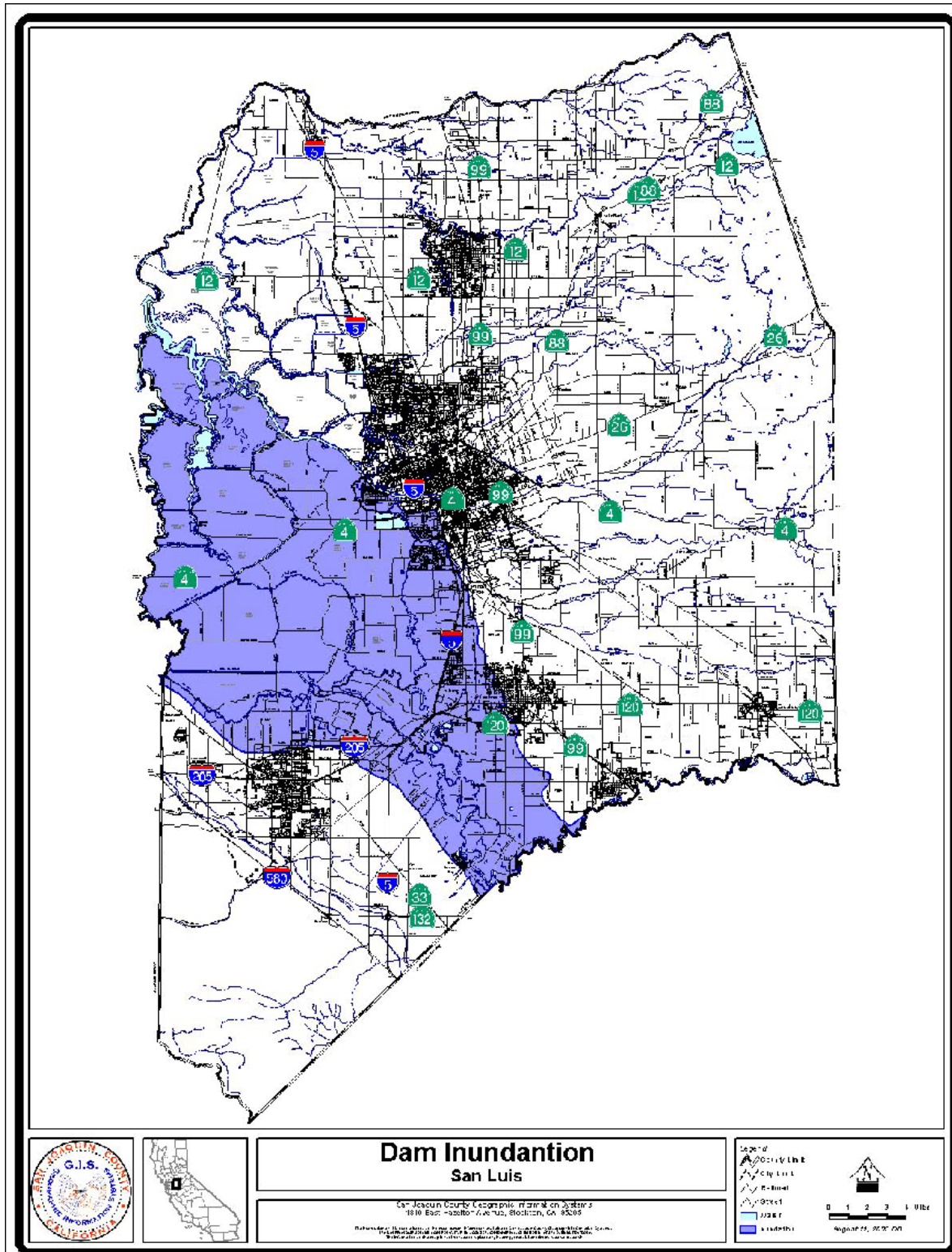
SJ Co. Public works will be responsible for deploying signage and barriers on
County
Roads

Evacuation Routes

Lathrop Rd- East to Highway 99 Northbound (past Arch Rd)
Louise Ave.- Towards Jack Tone Rd.
Interstate 5 (South) to Interstate 205 (West Bound) towards Tracy
Hwy 120 west to northbound Hwy 99 (temporary route ahead of flood wave)

(See Next Page for San Luis Dam Impact Zone Map)

San Luis Dam Impact Zone Map



Lake McClure

General Information

New Exchequer Dam (Lake McClure) is located on the Merced River and holds the water forming Lake McClure. The water storage capacity of the lake is greater than 1 million-acre feet. The areas of northern and western Merced County will receive the greatest impact of flooding within hours of the dam failure. Western Stanislaus County will be impacted by flooding as the flood wave moves downstream along the San Joaquin River. The flood wave will continue into San Joaquin County ultimately reaching the southern and central Delta where the integrity of the levees will be threatened.

1. Fact Sheet on Dam

- a. Type: Earth and Rock Fill
- b. Acre Feet: 1,032,000
- c. Owner: Merced Irrigation District
- d. Location: Merced County
- e. Telephone: Refer to OES phone directory – New Exchequer Dam

Traffic Control

a. Responsible Agency

CHP:

The California Highway Patrol will conduct traffic control on all public roads in the San Joaquin OA.

San Joaquin Co. Sheriff:

The San Joaquin County Sheriff is responsible for all private roads and may assist CHP as necessary on Highways and County Roads

CalTrans:

CalTrans will be responsible for posting warning/traffic information on “Changeable Message Signs (CMS’s)” on major Freeways and State routes. Also, audio messages will be broadcasted on the “Highway Advisory Radio System (HARS)”

San Joaquin County Public Works

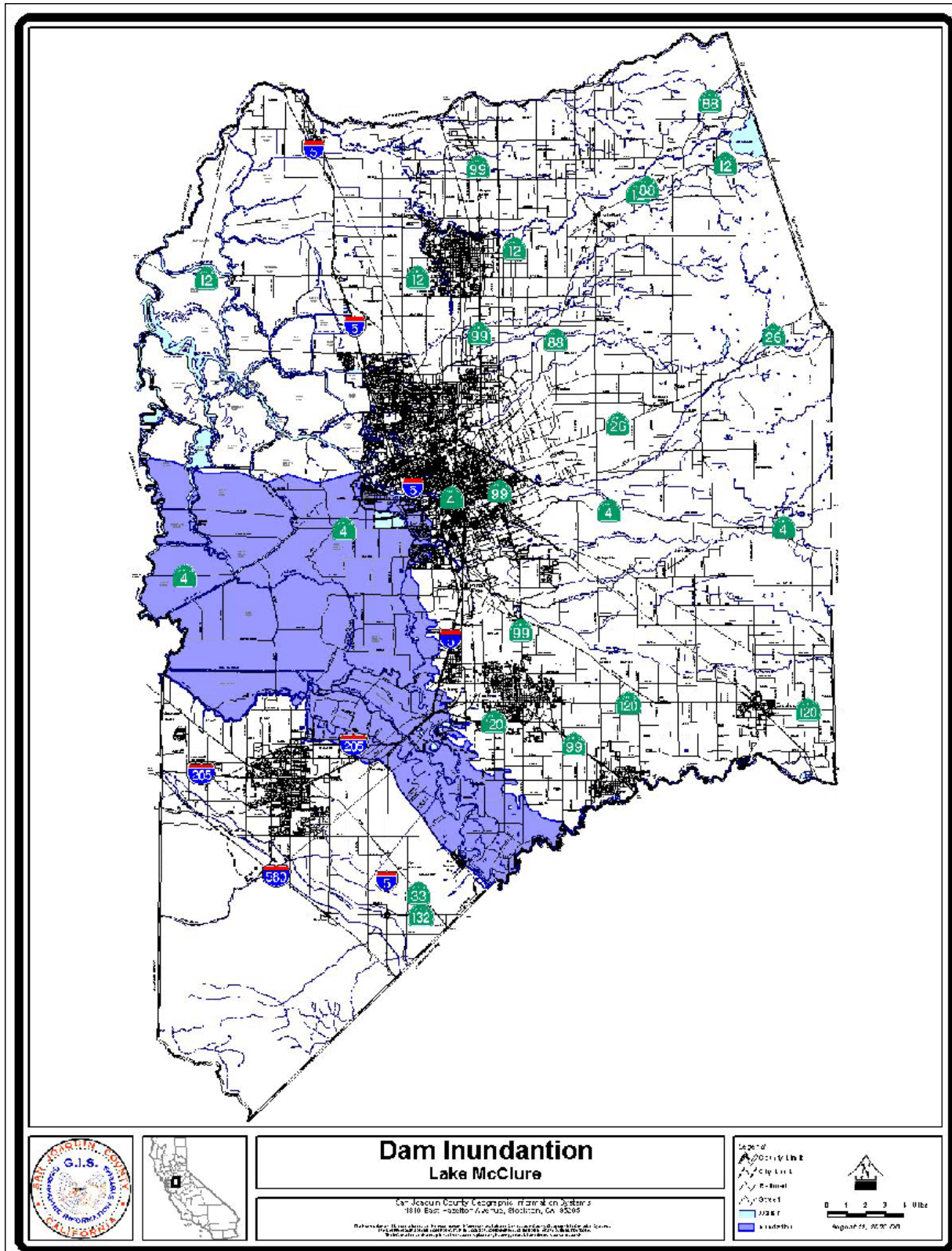
SJ Co. Public works will be responsible for deploying signage and barriers on County Roads.

Evacuation Routes

Lathrop Rd- East to Highway 99 Northbound (past Arch Rd)
Interstate 5 (South) to Interstate 205 (West Bound) towards Tracy
I-5 Northbound and Southbound
Westbound on I-205 to I-580
Hwy 120 East Bound

(See Next Page for Lake McClure Impact Zone Map)

Lake McClure Impact Zone Map



Pine Flat Dam

General Information

Pine Flat Dam is a concrete [gravity dam](#) on the [Kings River](#) of central [California](#) in the [United States](#). Situated about 20 miles (32 km) east of [Fresno](#), the dam is 440 feet (130 m) high and impounds [Pine Flat Lake](#), one of the largest reservoirs in California, in the foothills of the [Sierra Nevada](#) just outside the boundary of [Kings Canyon National Park](#). The dam's primary purpose is flood control, with irrigation, power generation and recreation secondary in importance.

The dam was built by the [U.S. Army Corps of Engineers](#) (USACE) after a six-year controversy between supporters of irrigation development and proponents of flood control. Construction began in 1947 and was completed in 1954. At an elevation of 951.5 feet (290.0 m), the reservoir has a capacity of 1,000,000-acre feet (1.2 km³) and covers 5,970 acres (2,420 ha), stretching 21 miles (34 km) up the river with 67 miles (108 km) of shoreline. The spillway consists of six bays each controlled by a 36x42 foot (11x13 m) [tainter gate](#), and has a capacity of 391,000 cubic feet per second (11,100 m³/s) at full reservoir elevation. The dam and reservoir serve the primary purpose of flood control, so its flood-control reservation is large at 475,000-acre feet (0.586 km³), nearly half of the reservoir's capacity. The dam provides flood protection to about 300 square miles (780 km²) of land and is operated to maintain a maximum downstream discharge of 4,750 cubic feet per second (135 m³/s) at Crescent Weir, a water diversion structure on the Kings River about 6 miles (9.7 km) northwest of [Lemoore](#). Due to the limited capacity of the reservoir, dam operators are often forced to release flows that exceed this limit in high runoff years, including in 1969, 1978, and 1986. In the 1969 floods, 1,017,000-acre feet (1.254 km³) of water – greater than the entire capacity of Pine Flat Lake – poured over the dam's spillway.¹⁵

1. Fact Sheet on Dam

- a. Type: Concrete Gravity
- c. Owner: Corp of Engineers
- d. Location: Fresno County
- e. Telephone: Refer to Emergency Phone Directory or EAP
- f. **Flood wave data/arrival times:**
 - 73 hours 20 minutes – San Joaquin County line**
 - 80 hours – City of Lathrop STEAM Academy**
- g. Area affected:
South County along San Joaquin River, Portions of the City of Lathrop, City of Stockton, Delta Islands

Traffic Control

- a. Responsible Agency
 - CHP:
The California Highway Patrol will conduct traffic control on all public roads in the San Joaquin OA.

 - San Joaquin Co. Sheriff:
The San Joaquin County Sheriff is responsible for all private roads and may assist CHP as necessary on Highways and County Roads

 - CalTrans:

¹⁵ Contact. Army Corps of Engineers. 559-787-2589

CalTrans will be responsible for posting warning/traffic information on “Changeable Message Signs (CMS’s)” on major Freeways and State routes. Also, audio messages will be broadcasted on the “Highway Advisory Radio System (HARS)”

San Joaquin County Public Works

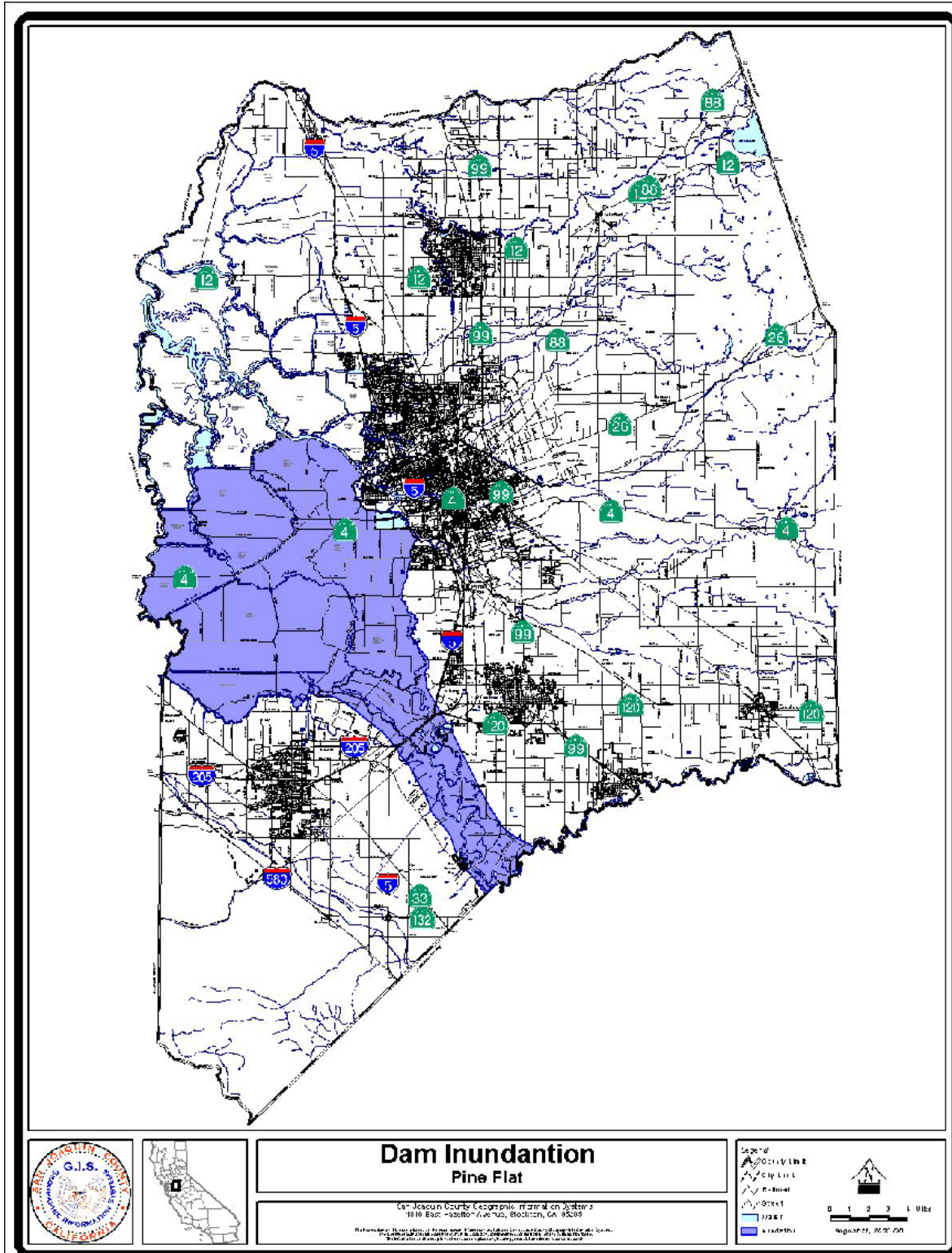
SJ Co. Public works will be responsible for deploying signage and barriers on County Roads.

Evacuation Routes

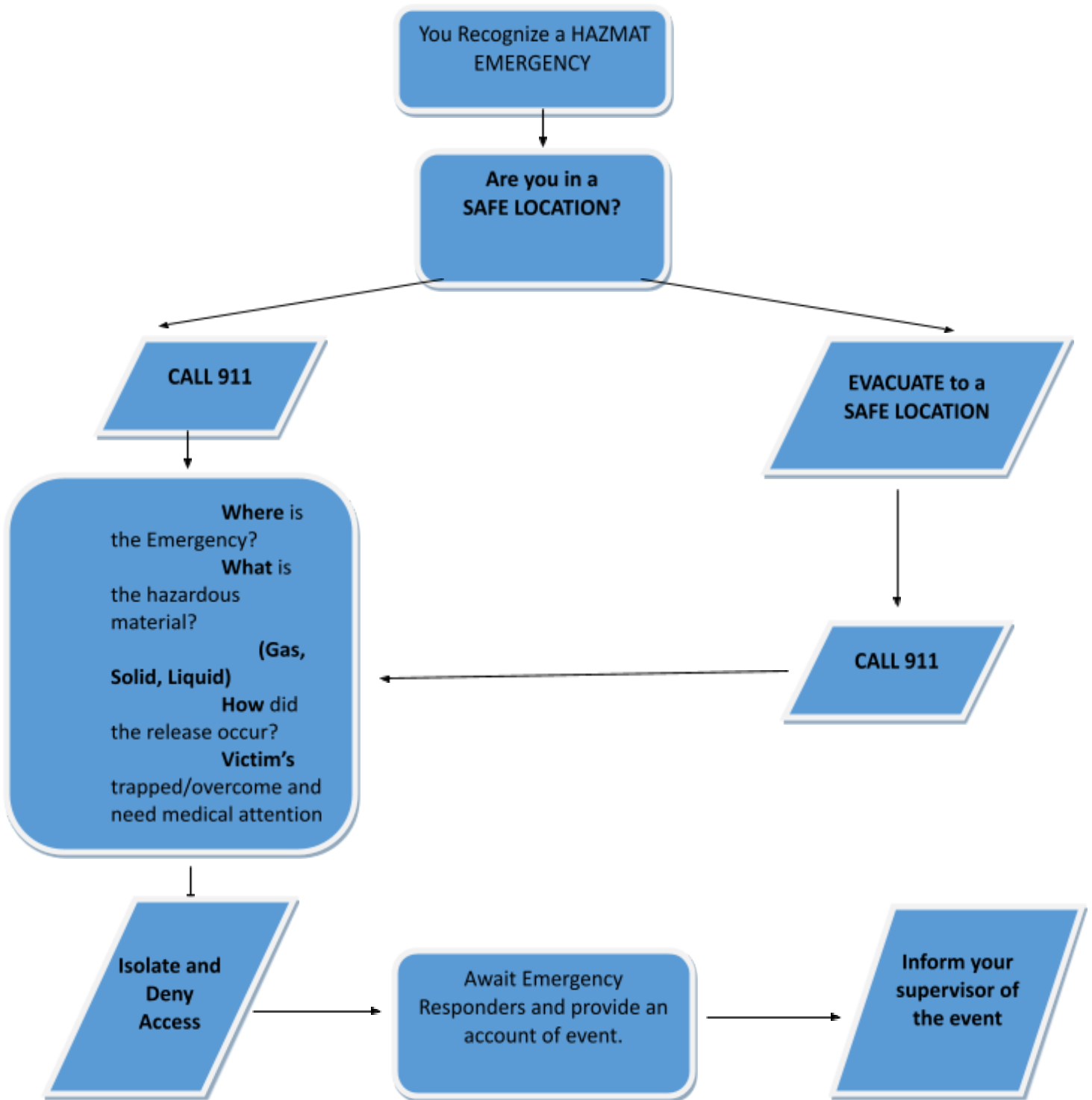
Lathrop Rd- East to Highway 99 Northbound (past Arch Rd)
Interstate 5 (South) to Interstate 205 (West Bound) towards Tracy
I-5 Northbound and Southbound
Westbound on I-205 to I-580
Hwy 120 East Bound

(See Next Page for Pine Flat Dam Impact Zone Map)

Pine Flat Dam Impact Zone Map



Emergency Response Guide



Emergency Response Guide

Response

This section outlines the operating procedures of the response personnel to ensure uniformity and standardization of the actions taken during a hazardous materials emergency. The Standard Operating Procedures are comprised of the following elements:

- A. Initial Response
- B. Assistance
- C. Establishing Incident Levels
- D. Incident Action Plan

Proper emergency response and personnel safety require that a safe approach be made to the incident. This should be from an uphill and upwind direction. Apparatus or vehicles should be positioned facing away from the incident when possible for rapid escape. The DOT guide setback distances will be used initially for known substances and modified only when determined safe to do so. If at any time there is an indication that a setback distance needs to be increased, then it should be done without hesitation.

Initial Upwind Setbacks for Unknowns:

- 150 feet – for small incidents (1-gallon to 55-gallon drum, or 1-bag)
- 300 feet – for residential, light industrial, and trucks with trailers
- 600 feet – for heavy industrial facilities, railcars, and facilities where hazardous materials are used during manufacturing or processing operations, or the storage of large quantities of hazardous materials is known or suspected.

The IC will transmit to the Emergency Dispatcher the safe route to be taken by all additional responding resources. IC will also relay product identification information to dispatch.

No responder shall take an offensive action unless they are at least certified as a Hazardous Materials Technician or they have been trained to perform that specific offensive operation in the required level of personal protection and personnel are available to meet the staffing per the Lathrop-Manteca Fire Districts response protocols for Hazardous Materials Emergencies.

Definitions (Offensive & Defensive Operations)

Offensive Operation – One in which responders may become exposed to the spill product as a result of their actions.

Defensive Operations – One where the actions of the responders should not place them in a position where they may come in contact with the spill product(s).

Assistance

All support personnel and responders shall report to the IC unless otherwise directed. All hazardous materials incidents that involve a confined space problem, materials that may be immediately dangerous to life or health, or that have the potential to be dangerous to life or health may be treated as a hazardous

materials emergency.

Additional responding fire service personnel shall be directed to the staging area unless otherwise instructed. In addition to Fire Safety personnel responding to the scene of hazardous materials incidents, support personnel may be requested by the IC to respond. Requests for support personnel may vary depending on the material(s) involved and the nature of the incident.

Non-fire department support personnel responding to the scene of a hazardous materials incident need to be directed to the Command Post so that they can be assigned to a position within the ICS.

Local Incident

An incident that can be handled by the first alarm fire companies or can be contained within a single jurisdiction without the need for mutual aid assistance.

- For a Local Incident the Fire Officer of highest Rank within the Lathrop Manteca Fire District assumes the responsibilities of IC, Operations Chief, Safety Officer, and Hazmat Group Supervisor.
- The other crew members will be assigned functional duties.
- For incidents that involve injuries, an ambulance will be dispatched.
- The ranking medical provider will be the Medical Group Supervisor and the ambulance crew will be members of the Medical Group, per County EMS policies.

Local Incident with Gas or Liquid Spill and “Ambulatory” Victims

As soon as it is determined that there are injuries associated with a hazardous materials incident, an ambulance will be dispatched to the scene. The IC will serve as the Hazmat Group Supervisor until he or she appoints a member to this role. Initial medical management will follow the California State EMS Authority Hazardous Materials Medical Management Protocols manual in coordination with the San Joaquin County Local EMS Authority.

The Hazmat Group Supervisor is responsible for the following:

- Establishing Site Access Control
- Deny entry or exit
- Set up zones
- Confirming the product’s identification
- Laying a line and charging it for protection and emergency decontamination
- Directing the victims to a safe refuge area
- Use wind and terrain
- Constructing a privacy decontamination shower (if victims need to unclothed)
- If available and time permits
- Water supplied from an engine
- Preparing an emergency decontamination solution
- Soap and water (Solution E)
- In a bucket with sponges
- Establishing an Emergency Decontamination Corridor
- Place a decontamination solution for access by victims
- Place shower if applicable

- Assist in patient decontamination if appropriate
- Providing emergency coverage with a hose line if needed
- The person in charge of the paramedic ambulance will be assigned the position of Medical Group Supervisor.

The Medical Group Supervisor reports to the IC and is responsible for:

- Assembling emergency rescue equipment
- Stokes Litter
- Trauma Bag
- Resuscitator
- Paper Coveralls
- Instructing the victims to wash themselves
- Ivory Soap or equivalent
- Unless product does not pose a threat to rescuers
- Determining medical significance of exposures
- Providing medical assistance as required
- Packaging patients for transport
- Establishing contact with Medical Facility and Poison Control Center
- Relaying product identification information to hospital receiving facilities
- Relaying the type and severity of the exposure(s) to the IC

Incidents with Gas or Liquid and “Non-Ambulatory” Victims

Liquids present more of a potential secondary contamination problem than gases and the protection of the Decontamination and Medical Personnel should be a main concern.

When it is determined that there are non-ambulatory victims associated with a liquid hazardous materials incident, additional fire department companies will be required and should be dispatched immediately.

A rescue will have to be initiated by an Entry Team with proper personal protective equipment.

If the product is known, then the level of protection required can be determined with the aid of available resources and the rescue performed by log rolling the victims into a stokes litter and placing the litter entirely into the decontamination pool (if needed) supported on plastic 5-gallon buckets. Remember, life safety takes precedence over environmental concerns, and a salvage cover placed over a charged hose line (loop) will serve as an adequate catch basin if nothing else is available.

- Emergency Decontamination will be established simultaneously with the rescue effort. Only water and Decontamination Solution E (Ivory Soap or equivalent) are to be used, unless otherwise specified in the State’s EMS Hazmat protocols.
- Victim’s clothing will be stripped and left in the Decontamination Pool and the victims wrapped in blankets.
- The victims will then be brought to a Treatment Area established by the Medical Group.
- The Medical Group will conduct will conduct patient evaluation and stabilization as well as any additional packaging and decontamination needed prior to transport using the State Hazardous Materials Medical Management Protocols manual.
- If the product is unknown, a sample needs to be sent off to a lab for positive identification.

- Personnel protection of the emergency responders will have to be done on a worse case assumption until proper identification can be obtained.

NOTE: It is very important to verify that the product does not pose an absorption threat and that rescuers are not being placed in a compromised situation.

Local Incident with Solid Spilled Product & “Ambulatory” Victims

The Hazmat groups have the same position responsibilities as with liquids and gases. Decontamination will be as follows, unless immediate flushing is indicated:

- Rescuers shall wear proper eye and respiratory protection.
- A dry contaminant should not be rinsed off with water until after an attempt has been made to wipe or brush as much off as possible. This includes removing clothing.
- Precautions need to be taken to ensure that the product is not inhaled by either the rescuers or the victims. This may be accomplished by using a respirator.
- Prior to applying a respirator to a victim, the rescuer shall first wipe the mouth and nose areas of the victim in an outward manner.
- Patients with an injury that compromises or has the potential to compromise the airway shall not be provided with a respirator after the nose and mouth have been wiped clean of contaminants.
- After clothing has been removed and a majority of the product has been wiped off consider rinsing. First obtain a sample of the product and place it in water to see if there is a violent reaction.
- If the product reacts violently with water, then use of water should be avoided as long as the patient is not experiencing discomfort.
- If discomfort is present, flush with large amounts of water for at least ten minutes unless injuries are life threatening.
- It is prudent to delay transport for purposes of flushing a chemical exposure in cases of minor injuries.
- Provide containment of the runoff if possible.

Local Incident with Solid Spilled Product and “Non-Ambulatory” Victims

The Hazmat and Medical Groups have the same position responsibilities as with liquids and gases.

- Decontamination will be the type provided for solid contaminants unless immediate flushing is indicated.
- Rescuers shall wear proper eye and respiratory protection.
- Victims will be rescued from the spill area by log-rolling them into a stokes litter and carrying or dragging them to a safe refuge area where EMS can be initiated. Rescuers will extricate victims as long as proper protection can be provided to the rescuers.
- As soon as possible, victims should be decontaminated and brought to a Treatment Area.

Expanded Incident

An incident that requires more resources than those that responded to the first alarm, and these additional resources are readily available through Mutual Aid and are expected to be adequate to handle the emergency.

NOTE: An Expanded Incident may activate the San Joaquin County Joint Hazardous Materials Response Team. As a member of the Joint County Team the Lathrop Manteca Fire District is responsible to deploy Joint Team resources to mitigate the incident. This includes direction, assignments, coordinating efforts, monitoring, and general accountability. It is also noted that the Joint Team is responsible for the training and continuing training through their policies and procedures.

- The first arriving officer assumes the position of IC until relieved by a Chief Fire Officer level designee.
- A separate position shall be identified for Hazardous Materials Safety Officer. The Hazmat Safety Officer must have training equal to or greater than those performing any work at the incident whether offensive or defensive.
- Other positions shall be filled as necessary.

Below is a list of the minimum staffing requirements needed to perform work at a hazardous materials incident that involves a confined space problem, materials that may be Immediately Dangerous to Life or Health, or that have that potential, or will require the donning of Level A or B suits:

EXPANDED INCIDENT MINIMUM STAFFING REQUIREMENTS		
Number	Title	Training Level
1	Hazmat Group Supervisor	Specialist
1	Hazmat Safety Officer	Specialist or Technician/ASO*
2	Technical Reference	Technician
1	Entry Team Leader	Technician
2	Entry Team	Technician
2	Back-up Team	Technician
1	Entry Team Recorder	Operations
1	Decon Team Leader	Operations/DECON*
1	Decon Team	Operations
1	Site Access Team Leader	Operations

Incident Action Plan

After initial ICS positions have been created and an initial assessment of the incident has been conducted by the key personnel, an Incident Action meeting will be conducted by the Incident Commander where an Incident Action Plan will be developed. Issues to be included in the development of the Incident Action:

Plan include the following:

1. Safety Plan
2. Hazard Identification
3. Site Control
4. Establishing Control Zones
5. Selecting Levels of Protective Clothing
6. Entry Team Operations
7. Decontamination Team Operations
8. Medical Plan Development
9. Clean-up and Disposal Plan Development

Safety Plan

The Hazmat Safety Plan addresses the following issues and is developed by the Hazmat Safety Officer:

- Secondary means of egress from the Hot Zone
- Review of Safety Hand Signals
- Radio check of Entry and Backup Team radios
- Identification of a Site Safety Officer and a Hazmat Safety Officer
- Identification of an EMS Group or Medical Monitoring Group
- Confirmation that Decontamination is in place prior to entry
- Time limit for Entry Team to be in the Hot Zone
- Placement of an Emergency Decontamination hose line
- Location and placement of personnel and equipment on scene

Hazard Identification

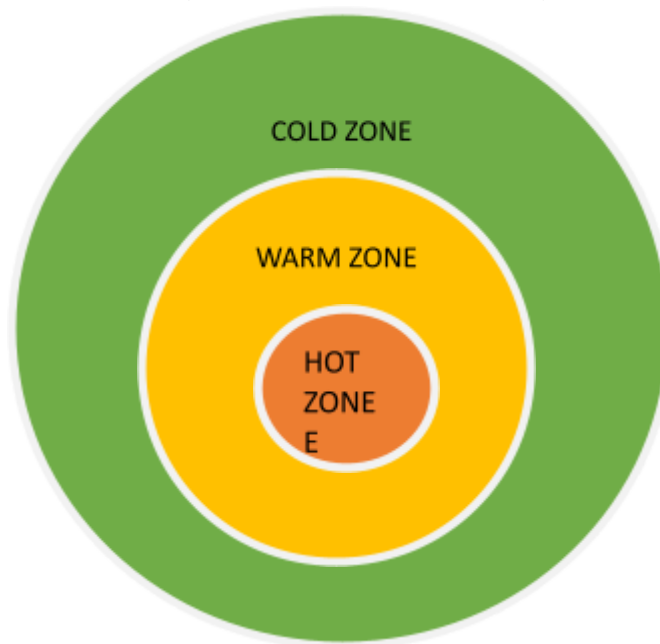
Identification of the material is critical in forming an Action Plan. In most cases identification will be possible through shipping papers, placards, labels, container shape and type, and information given by those who have knowledge of what is involved.

- All standard means of identification shall be exhausted before any attempt shall be made to obtain a sample of an unknown.
- For incidents where no identification is possible, a sample shall be taken and the 5-Step Field Identification System will be used to determine if the material poses a threat to personnel or qualifies as an emergency situation.
- Since obtaining a sample of an unknown requires contact with the product, the minimum level of protection for sampling personnel will be Level B, and minimum level of training shall be Certified Hazardous Material Technician.

Site Control

Site Control is established by isolating and controlling entry/exit. The purpose of site access control is to control the movement of people into and out of the spill area and to limit the potential for increased spread and exposure to the spilled produce and also monitoring the spill for indications of spread. Site Access Control is established by setting up Control Lines (barrier type) and establishing Control Zones.

(Insert Circles Hot Warm Cold)



All Lathrop-Manteca Fire District members are trained at the First Responder Operations Level and are trained to perform Site Access Control. If the demands of the Site Access Control are extremely critical to the operation, site monitoring will be performed by Hazardous Materials Technicians, Specialists or County Health Department Hazmat members.

Establishing Control Zones

Control Zone Definitions:

Hot Zone (Exclusion Zone)

The Hot Zone is the area where contamination does or could occur. It is delineated with a red barrier tape. Entry into the Hot Zone requires the proper level of personal protective equipment. The primary activities performed in this zone are:

- Rescue
- Control and Containment
- Size Characterization
- Sampling

Warm Zone (Contamination Reduction Zone)

The Warm Zone is the transition zone between the Hot and Cold Zones. It is where the Decontamination Corridor is located (the zone where decontamination takes place) and is designed to reduce the possibility of spreading contamination to the Cold Zone. It needs to be large enough to set up a Decontamination Area. The Warm Zone is delineated with yellow barrier tape and is the first zone established. All unauthorized personnel shall be evacuated from within this area (an exception would be the Media, see Isolation Perimeter below).

Cold Zone (Support Zone)

The Cold Zone is located adjacent to the Warm Zone and is free of any contamination. This is the only zone where protective clothing is not required. The Command Post, equipment and support personnel are staged in this area.

Decon (Decontamination) Corridor

The Decon Corridor is the area between the Hot Zone Control Line and the Warm Zone Control Line where decontamination of personnel and equipment takes place. Entry Teams enter and exit the Hot Zone through the access control points that are located at each end of the Decon Corridor. The Decon Corridor is delineated with traffic cones.

Isolation Perimeter/Crowd Control Line

If crowd control becomes a problem, an Isolation Perimeter (Crowd Control Line) can be established by placing green barrier tape around the Cold Zone and keeping all non-emergency personnel outside the line. The media however, cannot be excluded from entering an incident (including a Warm or Hot Zone) unless they are damaging a crime scene or are endangering the health and safety of the public by their actions. They will however be subject to the same contamination control requirements as the other emergency workers within the zone they enter.

Criteria for Establishing Zones

The initial control zone to be established will be the Warm Zone by placing yellow "Warm" Zone Control Line barrier tape around the incident. People will be evacuated from any area within this zone.

Isolation

No person shall exit or be removed from a Hot Zone until they have been properly decontaminated or it has been confirmed to be safe to remove them without first being decontaminated.

No person shall be allowed into a Warm or Hot Zone without the proper level of personnel protective equipment as specified by the Hazmat Group Supervisor.

No person shall enter a Hot Zone prior to the establishment of a Decontamination Area.

Once entry has been made into the Hot Zone, no one who remains in the Warm Zone will be allowed to exit into the Cold Zone until they have been decontaminated or checked for contamination.

Safe Refuge Area

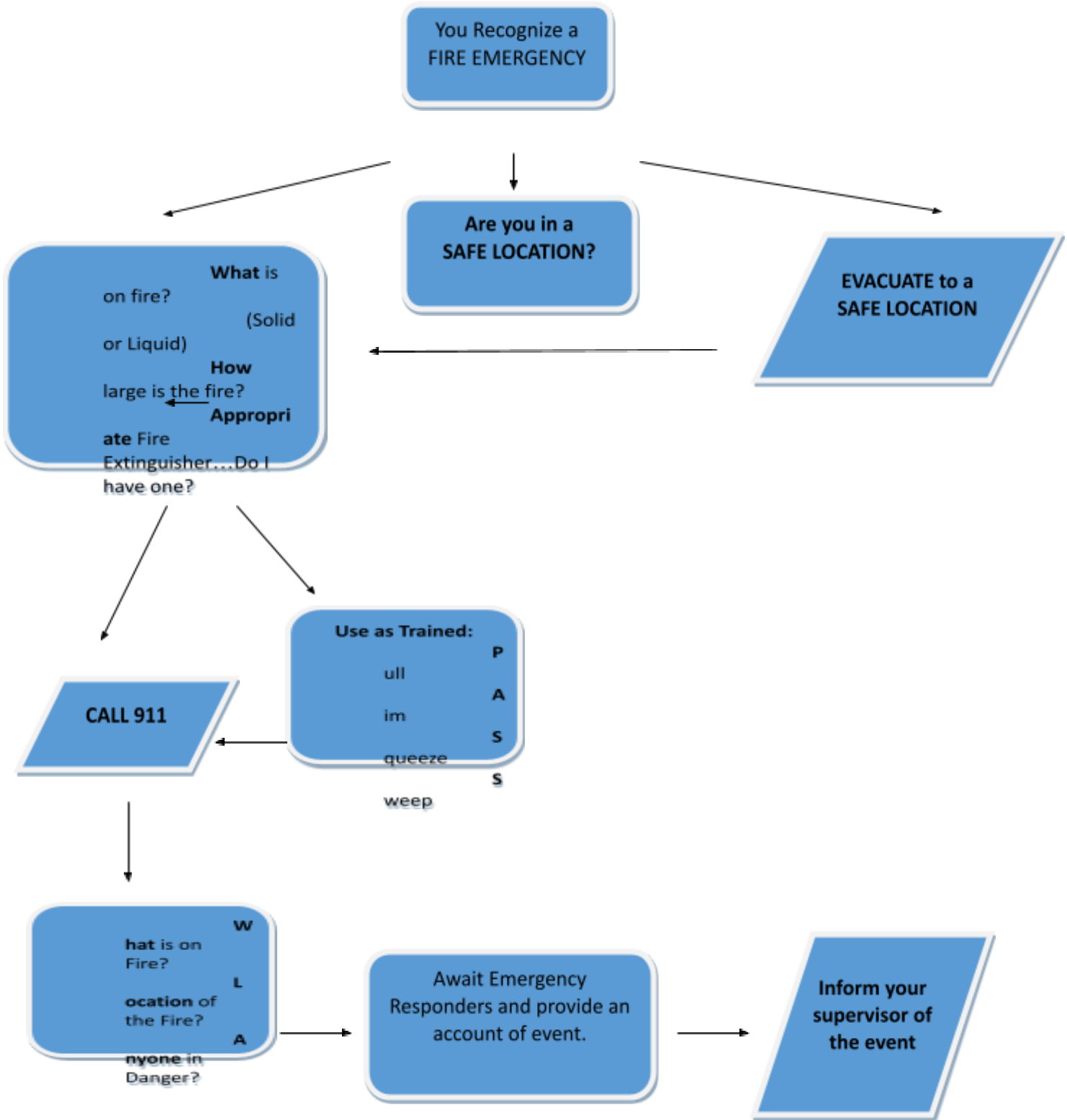
Contaminated victim shall be staged in a “Safe Refuge Area” of the Hot Zone until emergency decontamination can be initiated. This will be a temporary holding area set up to control the spread of contamination between personnel movement until the victims and personnel can be decontaminated. It will be located away from the dangers of the spill or other materials.

Evacuation and Crowd Control

Evacuations and crowd control functions should be delegated to the local law enforcement agency whenever possible, under the guidance of the hazardous material’s technical experts. Evacuations should be performed whenever there is a chance that product concentration will exceed permissible limits or amounts which will cause harm to the public at large.

Immediate evacuations are performed in areas where the people are the most endangered first, followed by planned evacuations of areas where harmful effects will only occur after some period of time. The figure below shows the initial areas that should be considered as Immediate Evacuation areas and Planned Evacuation areas.

Emergency Response Guide



If you discover a fire:

- **Alert people in the area of the need to evacuate**
- **Activate the nearest fire alarm**
- **Call 911**

If a building fire alarm is sounding or you receive notification of a fire emergency:

Feel the door or doorknob to the hallway with the back of your hand. If it feels hot, do not open it – the fire may be on the other side of the door. If you are trapped, put a cloth or towel under the door to help prevent the entry of smoke. Dial 911 and tell the public safety dispatcher your location and telephone extension and that you are trapped in the room and need rescue. Stay on the phone until instructed otherwise.

If the door is not hot, open it slowly. If the hallway is clear of smoke, walk to the nearest fire exit and evacuate via the nearest stairwell to the street/grade level exit.

Close doors behind you. This will help contain fire and smoke damage.

Do not attempt to use elevators. Elevators are typically tied to a fire detection system and are not available to occupants once the alarm sounds. Additionally, firefighters can typically take control the elevator system using a key or other method. This may put you in harm's way. Other times the elevators are tied to the main electrical source of a building. Firefighters may turn the power off to the elevators. This would restrict access and exit of any persons to utilize the elevator. As stated above, it is good practice to avoid the elevators in case of fire.

Assemble at the appropriate area(s) designated in this guide, or as directed by your supervisor, and remain there until instructed by emergency first responders that it is safe to re-enter the building.

If you have been trained to use a Fire Extinguisher

Only trained personnel should use fire extinguishers. Small fires can be extinguished without evacuation; however, you must constantly evaluate and be ready to evacuate if the fire cannot be controlled.

NEVER ENTER A SMOKE-FILLED ROOM.

- Alert people in the area.
- Activate the fire alarm.
- Smother the fire or use the correct fire extinguisher. Aim the extinguisher at the base of the fire.
- Maintain an accessible exit.
- Avoid smoke and fumes.
- Remain available to answer questions from arriving fire responders.
- Contact appropriate personnel to replace the fire extinguisher.
- Report all fires to your supervisor and the Lathrop-Manteca Fire District

Using a Fire Extinguisher

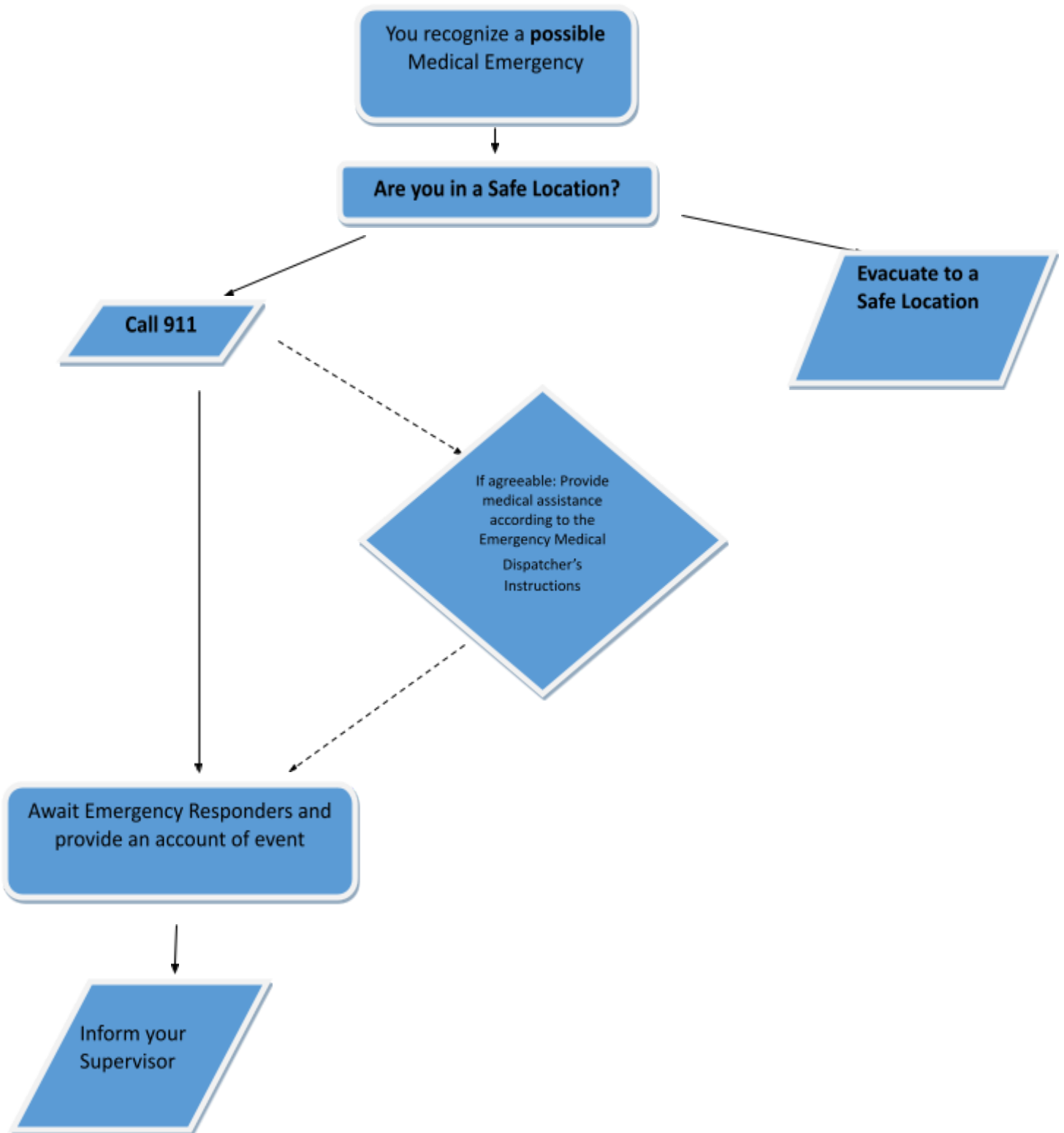
The following steps should be followed when responding to incipient stage fire:

- Sound the fire alarm and call the fire department.
- Identify a safe evacuation path before approaching the fire. Do not allow the fire, heat, or smoke to come between you and your evacuation path.
- Select the appropriate type of fire extinguisher.
- Discharge the extinguisher within its effective range using the P.A.S.S. technique (pull, aim, squeeze, sweep).
- Back away from an extinguished fire in case it flames up again.
- Evacuate immediately if the extinguisher is empty and the fire is not out.
- Evacuate immediately if the fire progresses beyond the incipient stage.

Most fire extinguishers operate using the following P.A.S.S. technique:

1.	PULL... Pull the pin. This will also break the tamper seal.	
2.	AIM... Aim low, pointing the extinguisher nozzle (or its horn or hose) at the base of the fire. Note: Do not touch the plastic discharge horn on CO2 extinguishers, it gets very cold and may damage skin.	
3.	SQUEEZE... Squeeze the handle to release the extinguishing agent.	
4.	SWEEP... Sweep from side to side at the base of the fire until it appears to be out. Watch the area. If the fire re-ignites, repeat steps 2 - 4.	
	If you have the slightest doubt about your ability to fight a fire.... EVACUATE IMMEDIATELY!	

Emergency Response Guide



Emergency Response Guide

Epidemics, Pandemics, and Outbreaks

As an established school site in San Joaquin County, the STEAM Academy is assisted in these types of medical events by the San Joaquin County Public Health Services (SJCPHS). According to their mission the county Public Health Services department is ready to assist the community in the case of a public health emergency. They consistently plan with community partners to protect our population in an emergency. In addition, the Public Health Department is a coordinating partner in our preparation and mitigating efforts should any of these medical emergencies need additional efforts.

Furthermore, the STEAM Academy should be aware that these incidents of occurrence are rare but have significant consequences. The likelihood of these types of incidents occurring specific to the STEAM Academy without being widespread are genuinely considered a very minor threat. The most likely of occurrence would consist of environmental contamination. The partnerships of the local business community, the City, and emergency responders place safety as a top concern. The business communities that possess threats are typically compliant and have protective measures already in place. Some of these measures include separate storm water and drainage systems that are completely independent of the Cities infrastructure. Other items include warning devices that can be heard city wide, CUPA compliance measures, and various other monitoring systems.

As stated above, these items are very rare to impact an entire community. These emergency measures are listed simply due to their existence of possibility. They should; however, remain in context.

Limiting the Spread of Infectious Diseases

Proper Hand Washing Techniques

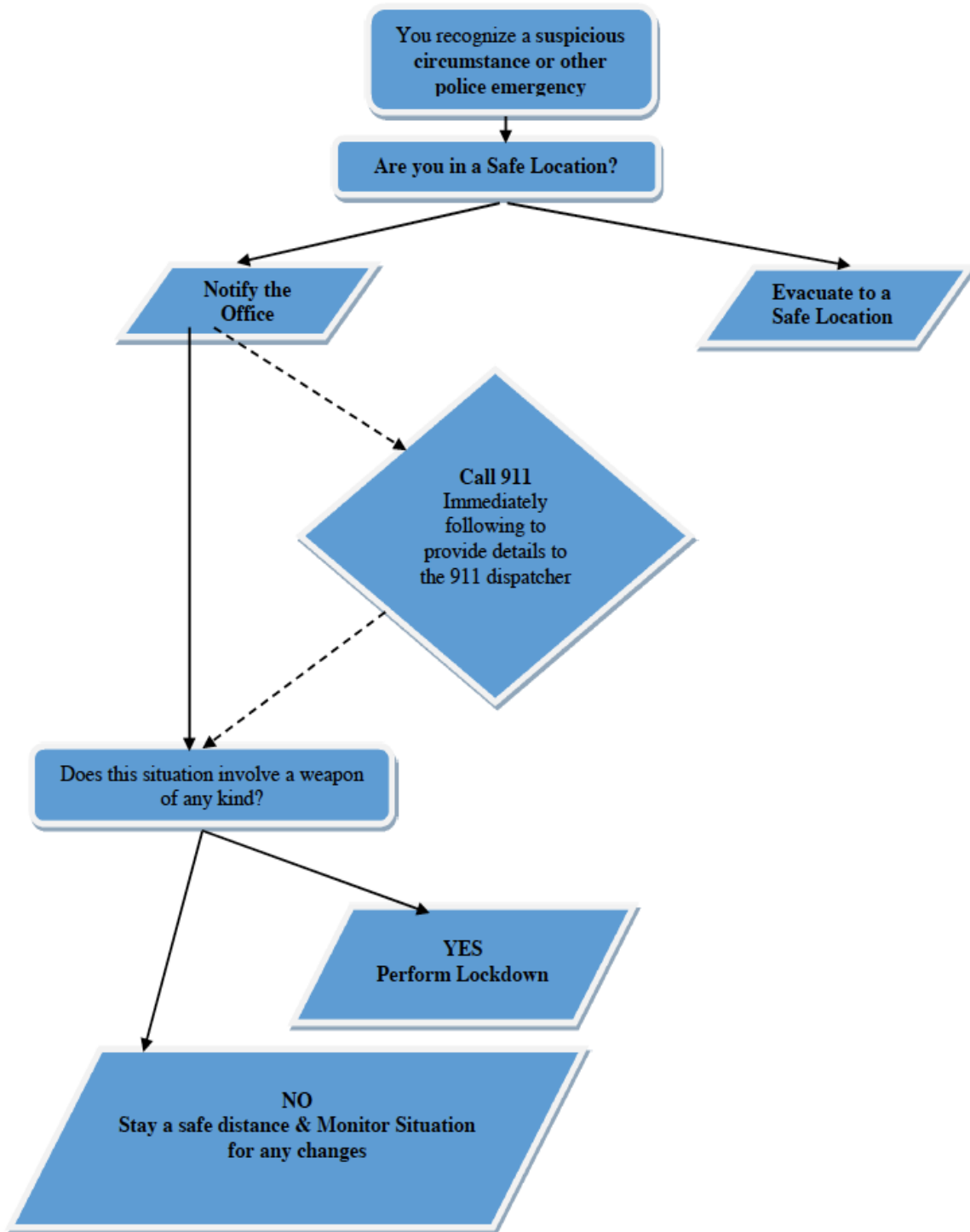
- **Wet** your hands with clean, running water (warm or cold), turn off the tap, and apply soap.
- **Lather** your hands by rubbing them together with the soap. Be sure to lather the backs of your hands, between your fingers, and under your nails.
- **Scrub** your hands for at least 20 seconds. Need a timer? Hum the "Happy Birthday" song from beginning to end twice.
- **Rinse** your hands well under clean, running water.
- **Dry** your hands using a clean towel or air dry them.

Hand washing is appropriate when:

- Before, during, and after preparing food
- Before eating food
- Before and after caring for someone who is sick
- Before and after treating a cut or wound
- After using the toilet
- After changing diapers or cleaning up a child who has used the toilet
- After blowing your nose, coughing, or sneezing
- After touching an animal, animal feed, or animal waste
- After handling pet food or pet treats
- After touching garbage

Further safety procedures may be implemented in the form of a more detailed safety plan that is created based on guidance from the CDHP, CDE and/or SJCPHS.

Emergency Response Guide



Emergency Response Guide

Employee Safety During Police Matters

REASONABLE PRECAUTIONS

- | | |
|---|---|
| <ol style="list-style-type: none">1. Use a BUDDY SYSTEM if you arrive at work in the dark2. PARK YOUR CAR in an area close to the entrance even if you have to move later. Keep your car locked; get your materials together and your office/classroom key out as you prepare to exit. | <ol style="list-style-type: none">3. BE AWARE of your surroundings and circumstances up to entry to our school and lock the door immediately.4. HAVE A CELL PHONE HANDY and dial 911 if you need help.5. REPORT CONCERNS, ASK QUESTIONS, AND MAKE SUGGESTIONS to the Executive Director |
|---|---|

INTRUDER/NON-STUDENTS DISRUPTING THE SCHOOL

- | | |
|--|--|
| <ol style="list-style-type: none">1. DON'T CONFRONT. Either ask the intruder/non-student to leave, hand he/she the notice on page 29, or inform intruder/non-student that police are on their way.2. BE A GOOD WITNESS. Note the kind of activity and description of eyes, height, weight, build, hair, race, clothes, and mode of transportation, etc. | <ol style="list-style-type: none">3. INFORM Executive Director4. CALL 911 |
|--|--|

DEALING WITH OUT OF CONTROL BEHAVIOR

- | | |
|--|--|
| <ol style="list-style-type: none">1. GET assistance2. IDENTIFY YOURSELF and say "STOP"3. REMOVE the audience4. AVOID stepping into the "line of fire" | <ol style="list-style-type: none">5. ALWAYS try verbal intervention first6. Use a DISTRACTION7. GIVE the person the time to blow off steam, ensuring their safety and the safety of others |
|--|--|

ASSAULT ON SCHOOL EMPLOYEES

Follow procedures listed below if attacked, assaulted or physically threatened by a student, parent, community member, campus intruder, or another school employee.

- | | |
|--|---|
| <ol style="list-style-type: none">1. INFORM Executive Director | <ol style="list-style-type: none">2. NOTIFY law enforcement |
|--|---|

School Safety During Police Matters

- A. All school staff shall respond to campus disturbances in accordance with the school's response plan.
- The means which will be used to signal an emergency situation and maintain communication among staff
 - Each staff member's specific duties during a disturbance.
 - Procedures for ensuring the safety of students and staff.

B. All media inquiries during crisis situations shall be routed to the Executive Director.

C. Extension of Class Period

During any disturbance in which additional students might become involved while changing classes, the Executive Director or designee may notify all staff that the present class period will be extended until further notice. Upon receiving this notification:

- Teachers shall ensure that all students in their charge remain in one location under their supervision.
- Teachers shall ask any students who are in the halls to return to their classes at once.

D. Prohibited Activities

- Disturbing the Peace

It is a misdemeanor to intentionally cause or attempt to cause a riot by engaging in conduct which urges a riot or urges others to act forcefully or violently, or to burn or destroy property under circumstances which produce a clear, present, and immediate danger of such acts occurring. (Penal Code 404.6)

Anyone who, in a public place, fights, challenges another to fight, or uses offensive words likely to provoke a fight is guilty of a misdemeanor. (Penal Code 415)

- Disruption of School Operations

Students shall be subject to disciplinary action for any exercise of free expression which so incites students as to create a clear and present danger of the commission of unlawful acts on school premises or the violation of lawful school regulations, or the substantial disruption of the orderly operation of the school, such as may occur when students:

- Organize or participate in unauthorized assemblies on school premises.
- Participate in sit-ins or stand-ins which deny students or employees normal access to school premises.

- Refusal to Disperse

Persons who assemble for the purpose of disturbing the public peace or committing any unlawful act are severally guilty of a misdemeanor if they do not disperse when desired or commanded to do so by a public officer. (Penal Code 416)

Persons who remain present at the place of any riot, rout or unlawful assembly after being lawfully warned to disperse are guilty of a misdemeanor (Penal Code 409)

- Boycotts

Students participating in any protest that involves nonattendance at school or at a school activity where attendance is required shall be identified as truant, regardless of any parental approval of their act.

- Other Disruptions

The following types of campus disturbances are noted below but not limited to as needing specific attention from school staff and assistance from law enforcement where violence or interference from nonstudents may be involved.

- Hazing. Students are not to be permitted to haze, conspire to haze, or commit any act that tends to injure, degrade, or disgrace another student.
- Fighting. The Executive Director may suspend or recommend for longer suspension or expulsion students who engage in fighting. The act of suspension may be taken in order to allow differences to dissipate, discourage reprisals by spectators or friends of the participants, and reduce the possibility of continuation or renewal of the disagreement.
- Threatening. Students are to be prohibited from threatening or causing physical injury to another person.
- Leaving without permission. Except as provided in high school lunch period and work experience regulations, no student shall be permitted to leave school before the regular hour of closing, except in case of emergency or with the permission of the Executive Director.
- Disruption by students. Students shall not be permitted to disrupt activities or to willfully defy the authority of supervisors. Teachers or administrators.
- Disruption by nonstudents. Nonstudents shall not be allowed to disturb school activities, including regular attendance in classes by students. Legal notice may be given by law enforcement enlisted for assistance.

Emergency Response Guide

See the profiles on the following pages provided by the Lathrop Police Services for the type of emergency followed by the actions to be taken. The pages consist of two columns. The column on the left describes the type of emergency followed by the actions that should be taken. The column on the right describes who(m) should be performing the actions given.

Active Shooters:

- Active Shooter Outside Facility
- Active Shooter Inside Facility
- Active Shooter Inside the Room

Threats

- Suspicious Item Found
- Made over the Phone
- **Any voice threats complete the worksheet as much as possible!**

Emergency Response Guide

Active Shooter Outside the Facility

1. Go to a room that can be locked or barricaded by using available material.
2. Close the window blinds, turn off the lights, and get everyone down on the floor so that no one is visible from outside the room.
3. Spread out and seek concealment behind walls, desks, file cabinets, etc.
4. Report the threat to 911.
5. When you reach the dispatcher, describe the situation and give your name and location; remain in place until police give the "All Clear".
6. Unfamiliar voices may be the shooter attempting to lure victims from their safe space; do not respond to any voice commands until you can verify with certainty that they are being issued by a police officer.

All Personnel

Active Shooter Inside the Facility

1. If there is an exit nearby that you are able to reach safely, secure your escape.
2. Do not attempt to carry anything in your hands while fleeing; move quickly.
3. Remain at a safe spot outside the facility until police arrive. Follow directions of police.
4. If a safe exit is not available, secure the room you are in by either locking or barricading the door using available material.
5. Close the window blinds, turn off the lights, and get everyone down on the floor so that no one is visible from outside the room.
6. Spread out and seek concealment behind walls, desks, file cabinets, etc.
7. Report the threat to 911.
8. When you reach the dispatcher, describe the situation and give your name and location; remain in place until police give the "All Clear".

All Personnel

Active Shooter Inside the Room









1. If the active shooter enters your area, there are no set procedures. The decision to flee or seek shelter in the room can only be made by you and is dependent upon the circumstances.
2. Try to remain calm; it will aid you in decision-making.

All Personnel

<ol style="list-style-type: none"> 3. Call 911 if possible, and alert police to the shooter’s location. If you cannot speak, leave the line open so the dispatcher can hear what is taking place. Usually the location of the caller can be determined without speaking. 4. If the shooter has fired on victims, you are faced with a life and death situation; only you can consider your next course of action. 5. After all other options have been exhausted; you may be faced with the option to overpower the shooter with force by whatever means necessary. 6. If the shooter leaves the area and the environment appears safe, proceed immediately to a safer place. Do not touch anything that was in the area of the shooter because of the possibility of explosives being left and the destruction of crucial evidence. 	
<p>When Police Arrive</p>	
<ol style="list-style-type: none"> 1. The first officer on scene will likely be from the local Police Services. Depending on the situation, they may be joined by officers from different agencies and dressed in different uniforms. There may even be some officers in civilian clothes wearing an external bulletproof vest. Some of the officers may be dressed in Kevlar helmets and other tactical equipment. They may be armed with rifles, shotguns, or handguns. Do as the officers tell you and do not be afraid of them. Responding police officers are trained to proceed immediately to the area where the shots were last heard; their purpose is to stop the shooting as quickly as possible. The first officers to arrive will not stop to aid injured victims; rescue teams composed of additional officers will follow the first team into the secured area and remove injured persons. <ol style="list-style-type: none"> A. Keep your hands visible, and follow instructions given by any police officers you may encounter. B. If you know where the shooter is located, tell the officers. C. Remain in “Shelter in Place” position until directed otherwise. D. Do not drive off site until told it is safe to do so by police. E. Do not try to move any injured people; leave them where they are and notify authorities of their location as soon as possible. 	<p>All Personnel</p>
<p>Make emergency contacts (See Emergency Contact List pg. 3)</p> <ol style="list-style-type: none"> A. District Office B. Parents 	<p>Administrative Assistant & Director of Operations</p>
<p>Prepare an after-action report at the conclusion of the incident.</p>	<p>Director/Principal</p>

Threats- Suspicious Item Found

1. Do Not Touch the Object
2. Quickly study the size, Location and any other details and report all information to an Administrator.
3. If Evacuation or Seek Shelter is necessary, notify on-site personnel using the Employee Notification System.
4. Evacuation meeting site(s) for this facility are listed on Page 28 of this manual. (Meeting site may require additional distance after all employees are accounted for per Standoff Diagram below.)

BOMB THREAT STAND-OFF CHART			
Threat Description Improvised Explosive Device (IED)	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
 Pipe Bomb	5 LBS	70 FT	1200 FT
 Suicide Bomber	20 LBS	110 FT	1700 FT
 Briefcase/Suitcase	50 LBS	150 FT	1850 FT
 Car	500 LBS	320 FT	1500 FT
 SUV/Van	1,000 LBS	400 FT	2400 FT
 Small Moving Van/ Delivery Truck	4,000 LBS	640 FT	3800 FT
 Moving Van/ Water Truck	10,000 LBS	860 FT	5100 FT
 Semi-Trailer	60,000 LBS	1570 FT	9300 FT

1. These capacities are based on the maximum weight of explosive material that could reasonably fit in a container of similar size.
 2. Personnel in buildings are provided a high degree of protection from death or serious injury; however, glass breakage and building debris may still cause some injuries. Unstrengthened buildings can be expected to sustain damage that approximates five percent of their replacement cost.
 3. If personnel cannot enter a building to seek shelter they must evacuate to the minimum distance recommended by Outdoor Evacuation Distance. These distance is governed by the greater hazard of fragmentation distance, glass breakage or threshold for ear drum rupture.

5. If Shelter-In-Place is necessary, the site will be determined at the time of the incident.
6. Remain in safe area until an "ALL CLEAR" is given. Do not attempt to re-enter the building if evacuated.
7. Make emergency contacts (See Emergency Contact List, pg. 3)
8. Prepare an after-action report at the conclusion of the incident.

Individual Finding the Item

Administrator

All Personnel

Administrator

All Personnel

Administrative Assistant & Director of Operations

Director/Principal

Threats- Made over the Phone

1. Remain calm, do not interrupt the caller.
2. Keep caller on the line as long as possible. Gather and record as much information as possible on the "Threat to School Report" located on page 22 of this EAP. *(It is recommended to have these sheets near phones that handle incoming calls.)*
3. Discreetly report threat to an Administrator; do not alarm employees.
4. Report the threat to (See Contact list page 3)
 - a. Local Police – (209) 468-4400
 - b. District Office – (209) 229-4651
5. Using direction from authorities or the District Office, determine whether to evacuate the site or shelter-in-place.
6. Determine if the facility should be placed on lockdown.
7. If placed on lockdown, unauthorized personnel will not be allowed on NextGen Property or within the building without the approval of an Administrator on site.
8. **DO NOT USE ANY ELECTRICAL ITEMS THAT MAY ACT AS A TRIGGER FOR A BOMB**, (i.e. radios, cell phones, light switches, computers, or other devices with a power switch)
9. If time permits, survey the workplace for unusual packages, foreign objects, vehicles, and unauthorized personnel. Contact authorities with information surrounding anything found. Do not attempt to handle and keep personnel sheltered from the object.
10. If Evacuation or Seek Shelter is necessary, notify on-site personnel using the Employee Notification System.
11. Evacuation meeting site(s) for this facility are listed on page 28 (meeting site may require additional distance after all employees are accounted for per Standoff diagram below)

Individual Taking Call

Administrative Assistant or
Director of Operations


Administrator

Administrator

All Personnel

All Personnel

Administrator

BOMB THREAT STAND-OFF CHART			
Threat Description Improvised Explosive Device (IED)	Explosives Capacity ¹ (TNT Equivalent)	Building Evacuation Distance ²	Outdoor Evacuation Distance ³
 Pipe Bomb	5 LBS	70 FT	1200 FT

<p>12. If shelter-in-Place is necessary, the site will be determined at the time of the incident.</p> <p>13. Remain in safe area until an “ALL CLEAR” is given. Do not attempt to re-enter the building if evacuated.</p> <p>14. Make emergency contacts (see emergency contact list page3) Local emergency contacts City Council</p> <p>15. Prepare an after-action report at the conclusion of the incident.</p>	<p>Administrator</p> <p>All Personnel</p> <p>Administrative Assistant or Director of Operations</p> <p>Director/Principal</p>
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River Islands Academies

Threat to School Report

Any voice threats complete the worksheet as much as possible!

In the event a threat by voice communication is received, begin to take notes immediately upon receiving the call. Use the following questionnaire to describe information regarding the call.

Date:	
Time:	
Call Received by:	

Callers Exact Words:

Tell the caller that you are having difficulty hearing their message and ask the caller to say the message again:

What is the specific Threat? (Circle One) Bomb Gun (Shooting) Physical Violence

Question the caller in a calm and natural manner:

Bomb Threat When will the device explode? _____
 Where is the device located? _____
 What does the device look like? _____
 Who are you and why are you doing this? _____

Gun (Shooting) When is the attack to happen? _____
 Where the attack is to take place? _____
 Who is the intended victim(s)? _____
 Who are you and why are you doing this? _____

Check the traits you can identify or recognize:

Male		Female		Laughter		Crying	
Adult		Juvenile		Normal		Slurred	
Accent		Well-Spoken		Nasal		Speech Impediment	
Incoherent		Irrational		Raspy		Unusual Breathing	
Foul		Calm		Deep		Clearing Throat	
Angry		Excited		High		Disguised	
Slow		Rapid		Familiar		Cracking Voice	
Soft		Loud		Taped		Message Read	

Background Noises:

Street Noises		Dishes		Voices		PA System	
Music		Houses Noises		Motor		Aircraft	
Quiet		Animal Noises		Long Distance		Office Machinery	
Static		Factory Machinery		On or Off Site			

Call Ended: Date: _____ Time: _____

If voice sounded familiar, whom did it sound like? _____

Did the caller indicate knowledge of the Facility? If Yes, Explain Below:

[9. School Safety Flip Book for Teachers](#)

School Safety Flip Book for Teachers

III. [California Department of Education – Bullying Module](#)

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Chapter 1: What Is Bullying?

Bullying is an unwanted, aggressive behavior that involves an imbalance of real or perceived power between individuals with the intent to cause harm. Students who are the targets of bullying behavior and those who exhibit bullying behavior toward others may suffer serious, lasting consequences. In order to be considered bullying, the behavior must include:

A **Deliberate Act**: To cause emotional or physical harm to another individual.

An **Imbalance of Power**: Those who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and vary in different situations, even if they involve the same people.

Repetition: Bullying behaviors that display more than one time or have the potential to happen more than once.

Verbal, Social/Psychological/Relational, and Physical are three types of bullying outlined by the federal government and the U.S. Department of Health and Human Services.

Verbal Bullying is saying or writing hurtful things. Examples include:

- Teasing
- Name-calling
- Inappropriate sexual comments
- Taunting
- Threatening to cause harm

Social Bullying, sometimes referred to as relational bullying, involves harming someone's reputation or relationships. Examples include:

- Leaving someone out of an activity on purpose
- Influencing others not to be friends with someone
- Spreading rumors about someone
- Embarrassing someone in public

Physical Bullying involves inflicting harm upon a person's body or damaging their possessions. Examples include:

- Hitting/kicking/pinching
- Spitting
- Tripping/pushing
- Taking or breaking someone's possessions
- Making cruel or rude hand gestures

Students can play the role of bully (instigator/perpetrator of bullying behavior), of target (recipient/object of bullying behavior), or of bystander (witness/observer of bullying behavior). Students may play one or more of these roles at different times.

Cyberbullying can involve all three types of bullying and takes place using electronic technology. Electronic technology includes devices and equipment such as cell phones, computers, and tablets, as well as communication tools including social media sites, text messages, chat and website. This type of bullying is becoming more prevalent every day. Examples include:

- Demeaning or hateful text messages or emails
- Rumors sent by email or posted on social networking sites
- Embarrassing pictures, videos, website, or fake profiles posted online

Why is Cyberbullying Different? Students who are being cyberbullied are often bullied in person as well. Additionally, students who are cyberbullied have a more difficult time escaping the negative behavior.

- Cyberbullying can occur 24 hours a day, 7 days a week, and reach a student when he or she is alone and/or when in their own home.
- Cyberbullying messages and images can be posted anonymously and distributed quickly to a very wide audience. It can be difficult and sometimes impossible to trace the source.
- Deleting inappropriate or harassing messages, texts, and pictures is extremely difficult after they have been posted or sent.

Common Signs that a Student is a Target of Bullying Include:

- Physical cuts or injuries
- Lost or broken personal items
- Fear of going to school/practice/games
- Loss of interest in school, activities, or friends
- Trouble sleeping or eating
- Anxious/sick/nervous behavior or distracted appearance
- Self-destructiveness or displays of odd behavior
- Decreased self-esteem

Important Fact: The Centers for Disease Control and Prevention have found 20 percent of high school-aged students have experienced some form of bullying on school grounds in their lifetime. It is also alarming to note that more than 160,000 United States students stay home from school each day for fear of being bullied; 8 percent of students miss one day of class per month due to fear of being targeted by a bully; and more than 280,000 students are physically attacked in secondary schools each month.

Adults and bystanders (those who witness incidents) need to step up and help students and classmates who are being bullied. Students are often reluctant to report bullying incidents out of fear of being labeled as a “snitch” or fear that bullying will increase if it is reported. Students should be encouraged to report bullying incidents and be praised when they do so.

Resources

Please visit the federal government’s Stopbullying.gov website at <https://www.stopbullying.gov/>

Please visit the U.S. Department of Health and Human Services website at <https://www.hhs.gov/>

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying website at <http://eyesonbullying.org/>

Please visit the Olweus Bullying Prevention Program website at <http://www.violencepreventionworks.org>

Please visit the PACER’s National Bullying Prevention Center website at <http://www.pacer.org/bullying/>

Please visit the Keenan School Safety Center and receive free training at <https://www.keenan.com/bullying-prevention-2/>

Please visit the National Alliance for Youth Sports and receive free training at <http://www.nays.org/resources/more/free-bullying-prevention-training/>

Chapter 2: What Is Cyberbullying and How Can We Address It?

Cyberbullying is bullying that takes place via electronic communications or digital devices such as cell phones, tablets, or computers. It is deliberate harassing, intimidating, shaming, or otherwise targeting another person via electronic devices. Cyberbullying is a serious act that has lasting consequences.

Cyberbullying commonly occurs on social media as: text messaging through devices; instant messaging through devices; email provider services; social media message features; diary sites; interactive games; online profiles; Apps; and more. With easy access and the prevalence of such media and digital forums, personal content can be viewed by strangers as well as acquaintances. Racism, intolerance, and fear can also play a role.

Cyberbullying has special aspects. It can be persistent, permanent, and/or hard to notice. When it is persistent, it can be difficult for students experiencing it to find relief. When the cyberbullying is posted online, it becomes publicly available and may lead to a negative online reputation impacting college admissions, employment, and other areas of life. Cyberbullying is harder to recognize since educators and parents may not overhear or see it taking place. Similar to acts of bullying, students may be reluctant to report cyberbullying due to humiliation or embarrassment.

Some types of online or electronic conduct are crimes. The underlying challenge to determining criminal acts is that cyberbullying can take many forms and can violate a number of disparate criminal statutes dependent on the underlying content. As examples, but not an exhaustive list, statutory violations can include:

- Identity Theft, Penal Code section 530.5; here the harasser assumes the identity of the victims and creates a social media page or communication that appears to come from the victim. This is also a violation of Penal Code section 529, false personation.
- Unlawful recording, Penal Code section 632; here the harasser records the victim without their knowledge and posts the conversation.
- Cyber exploitation generally. See <https://oag.ca.gov/cyberexploitation>. A list of crimes can be found at <https://oag.ca.gov/sites/all/files/agweb/pdfs/ce/cyber-exploitation-post.pdf>.

Unfortunately, cyberbullying is not limited to a specified form of conduct. It's only limit is that of the human imagination to cause harm and perpetrators are consistently adopting new technology and innovate techniques to accomplish their goals.

How Can Cyberbullying Be Prevented?

- **Administrators, trusted adults, and parents can advise students**
 - To never share passwords, personal data, or private photos online.
 - To think about what they are doing carefully before posting and by emphasizing that comments cannot be retracted once they are posted.
 - That personal information revealed on social media can be shared with anyone including parents, teachers, administrators, and potential employers. Students should never reveal information that would make them uncomfortable if the world had access to it.
 - To consider how it would feel receiving such comments before making comments about others online.

What Can Be Done about Cyberbullying?

- Targets should be encouraged to tell parents or a trusted adult. Targets should be encouraged to talk to someone at school such as a counselor, teacher, nurse, coach, or principal. Targets should be assured they do not have to deal with cyberbullying alone.
- In order to secure evidence of cyberbullying for reporting purposes, targets should be encouraged to save all communications, including emails, posts, screenshots, and messages, and not to delete them.
- Targets should be encouraged to report to social media sources any harassing comments, inappropriate photos or information, or fake profiles.
- Social media has been a source of bullying and conflicts that can carry over into the school setting and contribute to an emotionally or physically unsafe environment. When this occurs, school administrators are obligated to take action.
- School administrators need to provide assistance to students who are bullied online.
 - By encouraging students not to share, “like,” or participate in online bullying.
 - By encouraging students to report the incident(s) to a trusted adult.
 - By encouraging students to reach out to targets of bullying and respond with positive support.

Online behavior through social media channels has been a growing source of bullying and conflicts that carry over into the school setting, which can contribute to an

environment that can be emotionally or even physically unsafe. When this occurs school administrators are obligated to take disciplinary action.

Resources

Please see the PACER CENTER's Teens Against Bullying: Cyberbullying–What is Cyberbullying? web page at <https://www.pacerteensagainstabullying.org/experiencing-bullying/cyber-bullying/>

Please see Stopbullying.gov's–Official United States Government Anti-Bullying and Anti-Cyberbullying Laws and Policies for California web page at <https://www.stopbullying.gov/laws/california/index.html>

Please see the California Attorney General's Cyberbullying web page at <https://oag.ca.gov/cybersafety/children/cyberbullying>

Please see the Connect Safely–Tips to Help Stop Cyberbullying web page at <http://www.connectsafely.org/tips-to-help-stop-cyberbullying/>

Please see the National Suicide Prevention Lifeline website at <https://suicidepreventionlifeline.org/>

Please visit the End to Cyberbullying Organization at <http://www.endcyberbullying.org/5-different-types-of-cyberbullying/>

Chapter 3: What Roles Do Students Play?

There are many roles a student can play when it comes to bullying. For example, they can be both a target of bullying and the instigator of bullying or they may witness bullying and even defend against bullying in some cases. This is important to note as studies have shown cases involving students who are both bullied and who bully others are often at a greater risk of having an unstable mental and physical state in their lifetime.

It is important to understand the difference between the roles of the target, the witness/bystander, and the perpetrator, and how a student can play different roles depending on the circumstances. Understanding these roles will help prevent bullying from occurring and help in reacting properly when it does occur.

Students Directly Involved in Bullying: A student is directly involved in bullying when they are the one who is bullying others or are the target of bullying. These students are often perceived as the only two individuals involved in the bullying situation.

- **Students Who Engage in Bullying Behavior:** These are students engaging in bullying behavior toward their peers. There are many factors that contribute to this behavior, including: parenting styles, domestic violence in homes, siblings or peers who engage in bullying, tolerance in the community, and school climate,

among many others. Often, these students require the support of educators to explain the consequences of bullying and to put an end to the inappropriate behavior. Adults should also address other challenges the student may be facing that are influencing their inappropriate behavior.

- **Students Who Are Bullied:** These are students who are the target of bullying behavior. Some factors put students at greater risk of being bullied, such as low self-esteem, not being a member of a strong social group, being perceived as weak or different, and countless other factors. However, not all students with these characteristics are targets of bullying. Sometimes, these students may need a parent, teacher, school counselor, or coach to listen and focus on their needs, or they may need to be assured that bullying is not their fault and learn how to respond to being bullied.

Students Indirectly Involved in Bullying (Bystanders): A student might not be directly involved in bullying but they can often be affected by observing the behavior. Through witnessing bullying, a student may experience an increased likelihood of distress, school absenteeism or truancy, and depression throughout their lifetime. Therefore, it is important for each student to learn what to do when they witness bullying or other forms of abuse. Roles students play when they witness bullying include:

- **Students Who Assist:** These are students who may not initiate the bullying or instigate the action, but serve as an "assistant" to their peers who are bullying others. These students may cheer the bullying behavior to continue and occasionally join in.
- **Students Who Reinforce:** These are students who are not directly involved in the bullying behavior but who give the student who bullies an audience by standing by and watching. Oftentimes they will laugh or provide support for the individuals who are engaging in bullying. As a result, this frequently encourages the inappropriate behavior to continue.
- **Outsiders:** These are students who are bystanders to the bullying but do not support the bullying behavior or in any way protect the student being bullied. They often watch what is going on but do not provide feedback about the situation for fear of taking sides. Nonetheless, by being an outsider and providing an audience to the student who bullies, this frequently encourages the bullying behavior to continue. Outsiders often want to help the individual who is being bullied, but do not know how or are fearful of getting involved because they do not want to experience retaliation.
- **Students Who Defend:** These are students who actively console the student being bullied and may come to the student's defense either through verbal or physical means when bullying occurs.

Administrators should inform students that they have an important and urgent responsibility to alert appropriate adults when they witness bullying. Every situation and student is different. It is important that all students learn the dangerous outcomes that bullying presents and how they can help prevent it from happening in their everyday life.

Try Not to Label Students: When referring to students involved in bullying, do not categorize students as “bullies” or “victims.” These terms send the message that a student will be identified by these roles. As previously stated, students play multiple roles in different bullying situations over time. Peer pressure and school environment can also contribute to student behavior. Refer to those individuals involved as “the student who bullied,” “the student who was the target of bullying” or “the student who was both bullied and bullied others.”

Resources

Please visit the Stopbullying.gov–Bullying Prevention Training Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Chapter 4: Where Does Bullying Occur?

Bullying can occur anywhere and at any time. It can happen before, during, or after school hours, and before, during, or after events, athletic practices, and games. While most reported bullying occurs in a school building, a significant percentage also occurs on the playground, on the bus, in bathrooms, at school-sponsored dances and events, and during athletic events. It can also occur while travelling to or from school, in the youth's neighborhood, or on social media.

At School: Bullying occurs most often at school, whether it is on the playground, in the classroom, in the bathroom, in the cafeteria, or in hallways. Statistics show that every seven minutes a student is bullied on a playground and 43 percent of students fear harassment in the bathroom at school. Bullying can also occur on the way to school as students of different ages ride the school bus and are forced to be in close contact with one another. Also, many students struggle to be accepted by their peers at school and unfortunately, this setting provides an audience for bullying behavior to occur. School faculty members cannot always be present when bullying incidents occur, so educating students about bullying is a key prevention technique to limit bullying from happening. In addition, during school hours students need to report any type of bullying to a faculty member. It is important to monitor known bullying situations, and pay close attention to any tension that carries over from school to outside venues.

During an Athletic Event: The student who bullies others may try to prove their power by targeting a perceived weaker student through one of the three forms of bullying. The student who bullies, unfortunately, will often gain the support of other students on the team who do not wish to be bullied or perceived as unpopular. Examples of what may instigate bullying include: difference in equipment and clothing, appearance, social skills, and even athletic ability during the activity.

At Home: This type of bullying often includes cyberbullying. In the past, a student could escape being bullied by other students by returning to the security of their home. Today with the range of electronic devices to which students have access, bullying can occur 24 hours a day, seven days a week with no safe haven, not even in one's home. Social media, emails, cell phones, texting, and online profiles have given those students who bully a large audience to whom they express their negative and hurtful comments. It is alarming to note that 19 percent of students admit to saying something hurtful to or about others online. In recent years, this type of bullying has had serious impact, including depression and even suicides in children and young adults. Students should try to limit their exposure to students who bully and report to authorities when bullying does not cease.

Resources

Please visit the StopBullying.gov–Facts About Bullying web page at <https://www.stopbullying.gov/media/facts/index.html>

Please visit the Keep Your Child Safe–Bullying Prevention Programs web page at <http://www.keepyourchildsafe.org/bullying/where-bullying-occurs.html>

Please visit the National Alliance for Youth Sports web page at <http://www.nays.org/resources/more/free-bullying-prevention-training/>

Chapter 5: How Do We Prevent Bullying?

Include and practice the following bullying prevention strategies to help prevent students from developing bullying behaviors:

Stop Bullying at a Young Age: Some students engage in aggressive behavior at an early age that may be a precursor to bullying. It is important to address and stop this behavior before it becomes an established pattern with the student.

Teach Prevention: Do not assume that only aggressive or vulnerable students are involved in bullying. Most students, regardless of their demeanor, will experience bullying to some degree at some point during their childhood. All students can benefit from learning the difference between appropriate and inappropriate behaviors. They should also learn how to advocate for themselves and others, and when to go to an adult for help.

Take Bullying Seriously: Many dismiss bullying as “kids just being kids” or as it being a normal part of growing up, however, bullying needs to be taken seriously. If you notice warning signs that a student is bullying or is the target of bullying, you should discuss the matter with the student immediately. Students must know that bullying in any form will not be tolerated. Regardless if the student is the instigator of the bullying, or is the target of the bullying, it is the adult’s responsibility to address the issue with the student to ensure the behavior stops.

Encourage Compassion: Students should be aware that bullying is hurtful both emotionally and physically. When a student practices compassion and realizes the repercussions of one’s actions, they are more likely to come forward and help a student who is being bullied.

Model Desired Behavior: As a child matures, they learn how to behave by watching and imitating the adults in their lives. By adults demonstrating effective problem-solving, anger management, and self-confidence skills, youth are more likely to behave in a similar manner.

Clarify Media Violence: Students are exposed to many types of violence in video games, movies, and television every day, and without proper adult direction may think aggressive responses are acceptable in real life. Adults need to emphasize to students that this hateful and/or demeaning behavior is inappropriate and unacceptable in our society. If a student begins to act out in a violent or hurtful manner, you need to immediately intervene.

Demonstrate Desired Qualities: Helping students gain confidence is important. Use sample situations to help students learn and practice appropriate behavior. Students with the confidence to stand up to bullying will be less likely to be bullied and they will often come to the defense of others. Students develop confidence through developing techniques and strategies to respond in a non-aggressive way to bullying-type behaviors.

Talk About and Report Bullying: Students should not be afraid to report bullying to an administrator, a school faculty member, a coach, or any significant adult in their life. Students need to feel secure about reporting bullying and feel free from retaliation for reporting. Adults should listen carefully and provide support to students who come forward to report bullying or other similar issues.

Build Strong Relationships with Students: Students will be less likely to bully if they respect and trust the adults in their lives. They will also be more likely to confide in those adults.

Follow School Rules: Parents should be advised of school policies on the use of technology in and out of the classroom and help their children understand and comply with the rules.

Communicate and Implement Bullying Prevention Policies: Parents, students, and all school personnel should know and follow bullying prevention program policies. Policies should be included in Parent/Student Handbooks. California Department of Education recommends that these policies also be included in the Comprehensive School Safety Plan.

Be Aware of Protected Student Groups: All students are allowed to attend public school. It is an inclusive educational environment. Be prepared to educate students to accept all student peers regardless of sexual orientation, gender identification, physical or cognitive disabilities, race, ethnicity, and religion.

Resources

Please visit the Stopbullying.gov–Bullying Training Prevention Center web page at <https://www.stopbullying.gov/prevention/training-center/index.html>

Please visit the Eyes on Bullying–Toolkit website at <http://eyesonbullying.org/>

Please visit the Olweus Bullying Prevention Program and Resources web page at <http://www.violencepreventionworks.org/public/index.page>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Chapter 6: How Do We Respond to Bullying?

Intervene Immediately: Disregarding bullying will send the message that it is acceptable or even encouraged. By ignoring the problem, or not taking it seriously, students who are being bullied may feel as though the adults in their lives do not understand or care for them. If they find themselves dealing with a dangerous situation in the future, they are less likely to seek help. If there is no adult intervention, a student who witnesses an act of bullying also may not intervene. When adults see bullying occur, it is critical to intervene immediately.

Intervene Even If You Suspect: You may be unsure whether a situation involves bullying or not, but you should not hesitate to act if you sense a problem, even if you are unsure whether or not the situation involves bullying. You should be able to determine if bullying is occurring through observation of student behavior, body language, and facial expressions.

Respond Decisively: If you notice a student exhibiting bullying behavior, remain calm, talk with them privately, and express the seriousness of the situation you have witnessed. Explain why the behavior is unacceptable and point out that they would not like being the target of bullying behavior.

Do not Overreact: Using aggressive behavior or loud tones sends the wrong message to a student and it is not the proper way to solve the problem. Remain calm and in control of your emotions when dealing with bullying individuals. If you cannot remain calm, then move the discussion to the office of another adult who can remain calm, like a school counselor or school administrator.

Avoid Lecturing a Student: Do not lecture a student who bullies in front of their peers. You want to end the behavior, but not demean or shame the student. Discuss the situation with the student in private to resolve it.

Do not Ask the Student to “Work Things Out” for Themselves: For a student, bullying is a serious problem in their life and without help they are not likely to be able to resolve the matter on their own. In these situations they will often feel inferior to the other students involved and will need adult intervention to help resolve the issue.

Give Praise When it is Due: If you notice a student or another bystander helping a bullying victim or stopping unacceptable behavior, praise them for their actions. Far too often, witnesses stand by and do nothing when someone is being bullied.

Coach Students to Advocate for Themselves: Following are some helpful tips to empower students to appropriately respond to bullying:

- Take a deep breath and exhale slowly.
- Stand tall with their head held high.

- Keep hands at their sides and stand slightly sideways to an aggressor. Do not face the aggressor with squared shoulders, as a front-facing stance may be perceived as posturing for a fight.
- Have a relaxed and focused facial expression, not angry or laughing.
- Maintain eye contact.
- Speak with a calm voice but loud enough to be heard by the student who is bullying or those who are witnesses.
- Use non-confrontational words but with a confident tone of voice.
- Avoid name-calling or making threats.
- Avoid finger-pointing or other threatening gestures.
- Be brief and direct with your responses.
- Avoid discussing old grudges.

What Students Should Be Told about Bullying

- Bullying will not be tolerated or accepted.
- Stand up for yourself, walk away, or ask a friend or adult for help if a student bothers you.
- Do not fight back as this will usually make the situation worse and it rarely solves the problem.
- Report bullying when you see it or hear about it.
- Work together and treat others with respect so bullying does not happen.
- Report any cyberbullying to a trusted adult immediately.

What To Tell Students if They Witness Bullying

- Do not stand by and watch—your involvement makes a difference.
- Stand up for those being bullied. Tell the person doing the bullying to stop by using phrases such as “Stop teasing!” “Do not fight!” “Leave them alone!” and “It is not funny!”
- Do not laugh, participate, or watch the bullying occur as this encourages the behavior to continue.
- Help the student being bullied walk away. A student being bullied may be afraid to leave on their own. In addition, someone who bullies will often not harass multiple students.
- Encourage outsiders to help the student being bullied.
- Tell others who are assisting or reinforcing the behavior to stop immediately and not to join in.
- Report or seek immediate help from a school staff member, coach, or trusted adult.
- After an incident, console the student being bullied by expressing your compassion for them and encourage them to talk with an adult; you might accompany them to speak with the adult to lend moral support.
- Report any cyberbullying of which you are aware; do not forward or like online messages that are acts of cyberbullying.

Resources

Please visit the Stopbullying.gov—Respond to Bullying: Stop Bullying on the Spot web page at <https://www.stopbullying.gov/respond/on-the-spot/index.html>

Please visit the Kids Health—Helping Kids Deal with Bullies web page at <https://kidshealth.org/en/parents/bullies.html>

Please visit the Olweus Bullying Prevention Program and Resources web page at <http://www.violencepreventionworks.org/public/index.page>

Please visit the PACER’s National Bullying Prevention Center web page at <http://www.pacer.org/bullying/>

Chapter 7: Bullying and Students with Disabilities

Every student deserves to thrive in a safe school and classroom free from fear, disrespect, violence, and bullying of all kinds. This includes students with disabilities, who are more likely to be bullied and cyberbullied than students without disabilities.

Top 10 Facts that Parents, Educators, and Students Should Know:

1. The definition—Bullying includes repeated hateful acts and a real or perceived imbalance of power. Bullying can be physical, verbal, or psychological/relational. Cyberbullying is a distinct type of bullying in which the victim is targeted online. It can also take the form of sexual harassment.

The Office for Civil Rights and the Department of Justice have stated that bullying may also be considered harassment when it is based on a student's race, color, national origin, sex, disability, or religion.

Harassing behaviors may include:

- Unwelcome conduct such as verbal abuse, name calling, epithets, or slurs
 - Graphic or written statements
 - Threats
 - Physical assault
 - Other conduct that may be physically threatening, harmful, or humiliating
2. The statistics—Students with disabilities are more likely to be bullied than their nondisabled peers.

Although only 10 U.S. studies have been conducted on the connection between bullying and developmental disabilities, all of these studies found that children with disabilities were two to three times more likely to be bullied than their nondisabled peers. (Disabilities: Insights from Across Fields and Around the World; Marshall, Kendall, Baniks and Gover [Eds.], 2009)

3. The impact—Bullying affects a student's ability to learn. When students are bullied, it can directly impact all aspects of their education and social-emotional development.

Bullying is not a harmless rite of childhood that everyone experiences. Research shows that bullying can negatively impact a child's access to education and lead to:

- School avoidance and higher rates of absenteeism
- Decrease in grades
- Inability to concentrate
- Loss of interests in academic achievement
- Increase in dropout rates

Deaf and hard-of-hearing youth are confronted with daunting challenges socially, academically, physiologically, and are highly prone to bullying. Due to language deprivation, they experience cognitive limitations and psycho-social difficulties and are unable to communicate with others without the use of sign language interpreters.

Resources

Please visit the U.S. Department of Education–Disability Bullying and Harassment web page at <https://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/dis-issue08.html>

Please visit the California Department of Education Position Statement on Language Access web page at <https://www.cde.ca.gov/sp/ss/dh/positionstmt.asp>

Please visit the PACER National Bullying Prevention Center–Bullying and Harassment of Students with Disabilities web page at <http://www.pacer.org/bullying/resources/students-with-disabilities/>

Please visit the American Society for Deaf Children web page at <http://deafchildren.org/about/>

Please visit the National Association of the Deaf web page at <https://www.nad.org/about-us/>

Please visit the Stopbullying.gov–Keeping Students with Disabilities Safe from Bullying web page at <https://www.stopbullying.gov/blog/2013/08/23/keeping-students-disabilities-safe-bullying.html>

Please visit the Stopbullying.gov–Keeping Students with Special Needs Safe from Bullying web page at <https://www.stopbullying.gov/at-risk/groups/special-needs/index.html>

Chapter 8: Bullying and Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

Lesbian, gay, bisexual, transgender, and questioning youth (LGBTQ) and those youth perceived as LGBTQ are disproportionately harassed and bullied and continue to experience an increased risk of being bullied and cyberbullied.

California also has two data sources that can further illuminate what LGBTQ face in California's public school:

1. The California Healthy Kids Survey at <https://www.cde.ca.gov/ls/he/re/>
2. The Youth Risk Behavior Survey at <https://www.cde.ca.gov/ls/he/re/>

Additional data specifically related to LGBTQ youth can be found on the Chapman University web page at <https://www.chapman.edu/education/research/health-and-safety.aspx/>

LGBTQ youth experience high rates of substance use, depression, self-harm behavior, and suicide. According to Mental Health America, gay teen in U.S. schools are often subjected to such intense bullying that they are unable to receive an adequate education. LGBTQ youth identify bullying problems as the second most important problem in their lives, after non-accepting families. They experience academic decline, higher absenteeism due to feeling unsafe, and often have nowhere to turn for support.

Strategies to prevent and address bullying of LGBTQ youth require special consideration. It is essential to create a safe environment for all youth.

Creating a Safe Environment for Lesbian, Gay, Bisexual, Transgender, and Questioning Youth

It is important to build a safe environment for all youth, whether they are straight or LGBTQ. All youth can thrive when they feel supported. Parents, schools, and communities can all play a role in helping LGBTQ youth feel physically and emotionally safe:

- Build strong connections and keep the lines of communication open. Some LGBTQ youth often feel rejected. It is important for them to know that their families, friends, schools, and communities support them.
- Establish a safe environment at school. Schools can send a message that no one should be treated differently because they are, or are perceived to be, LGBTQ. Sexual orientation and gender identity protection can be added to school policies.
- Create gay-straight alliances (GSAs). GSAs help create safer schools. Schools must allow these groups if they have other "non-curricular" clubs or groups.

Protect privacy. Be careful not to disclose or discuss issues around being LGBTQ with parents or anyone else.

According to Mental Health America, the Following Actions Can Help

- Be alert to signs of distress.
- Work with student councils to have programs on respect, school safety, and anti-bullying.
- Ask school personnel to have a discussion at an assembly or after-school activity about gay prejudice.
- Help start a Gay Lesbian Straight Educational Alliance chapter at your local high school.
- Encourage anyone who is being bullied to tell a teacher, counselor, coach, nurse, or parent or guardian. If the bullying continues, report it yourself.

Resources

Please visit the California Department of Education–Statewide and Natural Sexual Health Resources web page at <https://www.cde.ca.gov/ls/he/se/resources.asp>

Please visit the California Department of Education–Legal Advisor regarding application of California’s antidiscrimination statutes to transgender youth in schools web page at <https://www.cde.ca.gov/re/di/eo/legaladvisory.asp>

Please visit the GSA Network (Gay Straight Alliance Network) web page at <https://gsanetwork.org/ca>

Please visit the GLSEN (Gay Lesbian Straight Educator Network) website at <https://www.glsen.org/>

Please visit the Health and Safety of LGBT Youth in California web page at <https://www.chapman.edu/education/research/health-and-safety.aspx>

Please visit the Human Rights Campaign (HRC)–How to be an LGBTQ Ally web page at <https://www.hrc.org/blog/how-to-be-an-lgbt-ally>

Please visit the Los Angeles LGBT Center–Out for Safe Schools web page at <https://lalgbtcenter.org/out-for-safe-schools>

Please visit the Stopbullying.gov–LGBTQ Youth web page at <https://www.stopbullying.gov/at-risk/groups/lgbt/index.html>

Please visit the Mental Health America–Bullying and LGBT Youth fact sheet at <http://www.mentalhealthamerica.net/sites/default/files/BACK%20TO%20SCHOOL%202014%20-%20Bullying%20and%20LGBT%20Youth.pdf>

Please visit the Mental Health America–Bullying and LGBT Youth web page at <http://http://www.mentalhealthamerica.net/bullying-and-gay-youth.mentalhealthamerica.net/bullying-and-gay-youth>

Please see the Centers for Disease Control and Prevention website <https://www.cdc.gov/lgbthealth/youth.htm>

Please see U.S. Department of Education–to learn more about the right to form a GSA under the Equal Access Act <https://www2.ed.gov/policy/elsec/guid/secletter/110607.html>

IV. Annual Emergency Preparedness Checklists and Forms