

VALENCIA HIGH SCHOOL
LEARNING FOR LIFE

EMERGENCY PLAN

INCIDENT ACTION PLANS FOR RESPONDING TO:

Disaster
Sounding of Alarms
Gun/Shooting on Campus
Bomb Threats
Terrorist Threats
Chemical and Biological Threat
Nuclear and Radiological Threat
Thunderstorms
Lightening
Extreme Heat
HAZMAT Threat
Medical Emergency

2008-2009

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Valencia High School

EMERGENCY INTERVENTION ACTION PLAN

PURPOSE: To respond to physical, psychological and emotional need manifested as a result of an emergency, e.g., a death, serious accident, suicide, earthquake, a weapon and/or deadly force being used on campus, chemical seepage, etc.

PROCEDURES: *When an emergency incident occurs, take immediate action: report the incident and any action taken to the Emergency Crisis Team (ECT) Leader, who will assemble the ECT, make an assessment of the situation, take any further action deemed appropriate, and report the incident to the district office.*

CRISIS TEAM MEMBERS

		<u>Extension</u>
Team Leader	Paul Priesz, Principal	401
Team Members	Ron Hilton, Asst. Principal	403
	Les Luxmore, Asst. Principal	404
	Tracy Moscoe, Asst. Principal	406
	Vince Ferry, Asst. Principal	407
	Jeannie White, Counselor	421
	Joshua Nowak, Counselor	422
	Justine Saunders, Counselor	423
	Kathy Ferry, Counselor	424
	Theresa Long, Counselor	425
	Kathy Stroh, Counselor	426
	Voula Devoe, Counselor	427
	Rhonda Carr, Counselor	440
	Richard Trivitt, School Psychologist	428
	Pete Romo, Deputy	429
	Joni Stiman, Peer Counseling Facilitator	508
	Lloyd DeShong, Plant Manager	1900/1910
	Barbara Schiern, Office Manager	402
	Dave Valentine, HOPE AACR*	313-1447

DISASTER CHAIN OF COMMAND

1.	Paul Priesz	Incident Commander	14.	Justine Saunders	Counselor
2.	Ron Hilton	Planning/Intelligence Officer	15.	Lisa Duncan	Dpt. Chair
3.	Vince Ferry	Logistics Officer	16.	Roberta Sealey	Dpt. Chair
4.	Tracy Moscoe	School Information Officer	17.	Kevin Kornegay	Dpt. Chair
5.	Les Luxmore	Operations Officer	18.	Laura Macias	Dpt. Chair
6.	Ed Colley	Admin. Intern	19.	Joe Rosenast	Dpt. Chair
7.	Theresa Long	Head Counselor	20.	Allison Henry	Dpt. Chair
8.	Kathy Stroh	Counselor	21.	Siobhan Hawkins	Dpt. Chair
9.	Kathy Ferry	Counselor	22.	Harbir Hayreh	Dpt. Chair
10.	Voula Devoe	Counselor	23.	Lizz Wilson	Dpt. Chair
11.	Jeannie White	Counselor	24.	Gavin Klinger	Dpt. Chair
12.	Joshua Nowak	Counselor	25.	Lloyd DeShong	Plant Manager
13.	Rhonda Carr	Counselor			

*AACR: Animal Assisted Crisis Response

CRISIS MANAGEMENT PLAN

CRISIS TEAM

Crisis Team Leader: Dr. Paul Priesz
Assistant Crisis Team Leader: Theresa Long
Psychologist: Richard Trivitt
Information Officer: Tracy Moscoe
 ELL Coordinator: Nancy Bono
 VTV Liaison: Kimberly Forbes
Security Officers: Deputy Pete Romo/Les Luxmore
 Security Team Leads: Robert Collins, Roberta DeShong
Facilities Officer: Ron Hilton
Secretary Liaison: Barbara Schiern
Counselor Coordinator: Theresa Long
Teacher Liaisons: John Minkus and Joni Stiman
Student Liaisons: Samantha Tamboline and April West
Nurse/Health Aide: Dennis Koontz

GENERAL GOALS WHEN A CRISIS OCCURS

1. Secure accurate information on the crisis.
2. Plan a preliminary course of action.
3. Convene the Crisis Team in the Leader's office prior to a general staff meeting.
4. Execute individual duties of the Crisis Team (as previously assigned; see below).

Role of the Crisis Team Leader

1. Obtain factual information of incident from source, and/or immediate verification of death or incident facts from Sheriff's Department.
2. Use the **landline telephone** to call **911** if needed
3. Notify district superintendent: situation, status, actions taken and recommended, e.g., evacuation of buildings, early release of students, assistance with media, etc.
4. Notify school's Crisis Team members.
5. Set and conduct staff meeting times. If crisis happens after hours, two mandatory staff meetings should be held prior to beginning of period 1 and period 2 of the new school day, and a third meeting for after 9:30 A.M., for later arriving staff. Notify staff via Crisis Telephone Tree. Information included in message: What happened? Who? When? Where? Current Status? Staff meeting times?
6. Meet with Crisis Team Members in Leader's Office.
7. Collaborate with Information Officer to put into action the planned news media control procedures.
8. If news is received during the school day of a death, arrange immediate escort home of deceased person's siblings and other family members if needed.
9. Designate individual(s) to contact or meet with families directly related to the crisis.
10. Conduct mandatory staff debriefing meeting at the conclusion of each workday.
11. Maintain school day as best as possible.

Role of Security Officer

1. Attend Crisis Team Meeting in Leader's Office.
2. If authorized by the Crisis Team Leader, give the appropriate building emergency response as per the Crisis Management Plan.
3. Assist the Crisis Team Leader as needed.
4. Assume the role of the Crisis Team Leader in his/her absence.

Role of Information Officer

1. Attend Crisis Team Meeting in Leader's Office.
2. Immediately following the Crisis Team meeting, disseminate the current, **factual** information to all staff.
3. Activate Crisis Telephone Tree, if directed by the Team Leader.
4. Coordinate with Principal regarding communication to press.
5. Prepare script for answering inquiries and a written news release (provide Principal's Secretary with a copy of the script).
6. Keep receptionist informed of what information may be shared as calls come in about the incident.
7. Coordinate with ELL Coordinator the establishment of office phone extensions to be designated as phone lines for non-English speaking callers to have questions answered.
8. Control/limit access to all other written material.
9. Designate and communicate grounds access parameters for news media to minimize disruption to school activities.
10. Notify Security Officers as to what the parameters are for news media.

Role of Security Officer

5. Attend Crisis Team Meeting in Leader's Office.
6. Notify/coordinate security staff.
7. Be the liaison to Sheriff's Department, Fire Department, and EMT's.
8. Communicate press parameters to Campus Security.

Role of Facilities Officer

1. Attend Crisis Team Meeting in Leader's Office.
2. Provide blueprints and maps of school campus to Emergency Personnel (i.e. police, fire department, SWAT, etc).
3. Provide access keys.
4. Coordinate with Security Officers and Custodial/Grounds Crews.

Role of the Secretary

1. Attend Crisis Team Meeting in Leader's Office.
2. Information Disseminator: Secure all information and assist the Information Officer with the preparation of drafts for press release, principal's usage, and to parents.
3. Phone neighboring schools that may be affected by the crisis.
4. Supervise all outside phone calls inquiring about information on the crisis (use script prepared by Information Officer to address the inquiries).
5. Notify office staff of general information and updates; respond factually to staff inquiries.
6. Facilitate communication amongst office, classified personnel.

Role of the Psychologist

1. Attend Crisis Team Meeting in Leader's Office.
2. Coordinate with Counselor Coordinator Mental Health stations for students and staff.
3. Debrief with the Crisis Team and general staff.
4. Debrief with Counselors and Administrators.

Role of Counselor Coordinator

1. Attend Crisis Team Meeting in Leader's Office.
2. Coordinate with secretary in charge of substitutes and list absentee staff.
3. Direct Counselors to complete pre-assigned tasks as follows:
A Person: Pull schedules of students involved.

B Person: Placeholder for victim(s) (the Placeholder is the person who follows the victim's schedule to assist others in dealing with the loss).

C Person: Contact all outside agencies located on counseling contact sheet.

D Person: Coordinate with the psychologist the establishment of Mental Health stations on campus (i.e. conference rooms and library).

E Person: Available for individual contact with students and staff in need.

*Note: As individual jobs are completed, all counselors should be available to man the Mental Health stations.

Role of Teacher Liaisons

1. Attend Crisis Team Meeting in Leader's Office.
2. Initially assist in preparation at the beginning of a crisis.
3. Assist in information management.
4. Coordinate informing students with Student Liaison.
5. Assist Secretary in disseminating information.
6. General assistance

Role of Student Liaisons

1. Attend Crisis Team Meeting in Leader's Office
2. Coordinate with Crisis Team Leader and Information Officer what information and how that information will be disseminated to students.
3. Assist in maintaining a calm atmosphere at school.
4. Maintain communications with the Crisis Team Leader to stay updated with any changes in the status of the situation and to keep the Leader informed of student activity.

Nurse/Health Aide

1. Attend Crisis Team Meeting in Leader's Office.
2. Assess initial medical needs and supplies/activate First Aid Team as needed.
3. Communicate/contact support that may be needed from Administrative Center nursing staff.
4. Carry out regular duties as per Disaster Plan.

EVACUATION PROCEDURES

The school maps that should be displayed currently in every room describe: 1) egress routes to the designated Assembly Area (athletic fields), and 2) classroom locations within the Assembly Area. Teachers should escort their students to the designated Assembly Area assigned to their classroom whenever evacuation is necessary. It is important that teachers take their roll books and the Emergency Plan binder with them to the Assembly Area. Attendance is always taken immediately upon arriving at your location in the Assembly Area.

Teachers must be prepared to report missing students to the Accountability Team soon after they reach the assembly area. Only those students who were present prior to the evacuation and are no longer present should be reported.

Area Coordinators

Kevin Kornegay JV softball field
(alternate – Donna Lee)

Rusty Swisher soccer fields
(alternate – Sherry Kunda)

Phyllis Madden. . . . JV baseball field
(alternate – Joe Marcucilli)

Most practice evacuations will be signaled audibly by bells and visually by blinking strobe lights (in equipped areas).

Following a disaster, once the stadium has been declared safe and secure, all classes will be systematically directed into the bleachers. Signs are at the top of the bleachers designating the location of specific buildings in specific bleachers.

1. Repeating bells and strobe lights FIRE, EARTHQUAKE
(For an earthquake drill, “**This is an earthquake simulation exercise,**” will be announced over the public announcement system prior to and during the alarm sounding.)
2. Announced over the public announcement system with instructions to be followed explicitly BOMB THREAT, HAZARDOUS MATERIALS, etc.
3. One long bell ALL CLEAR - return to classrooms

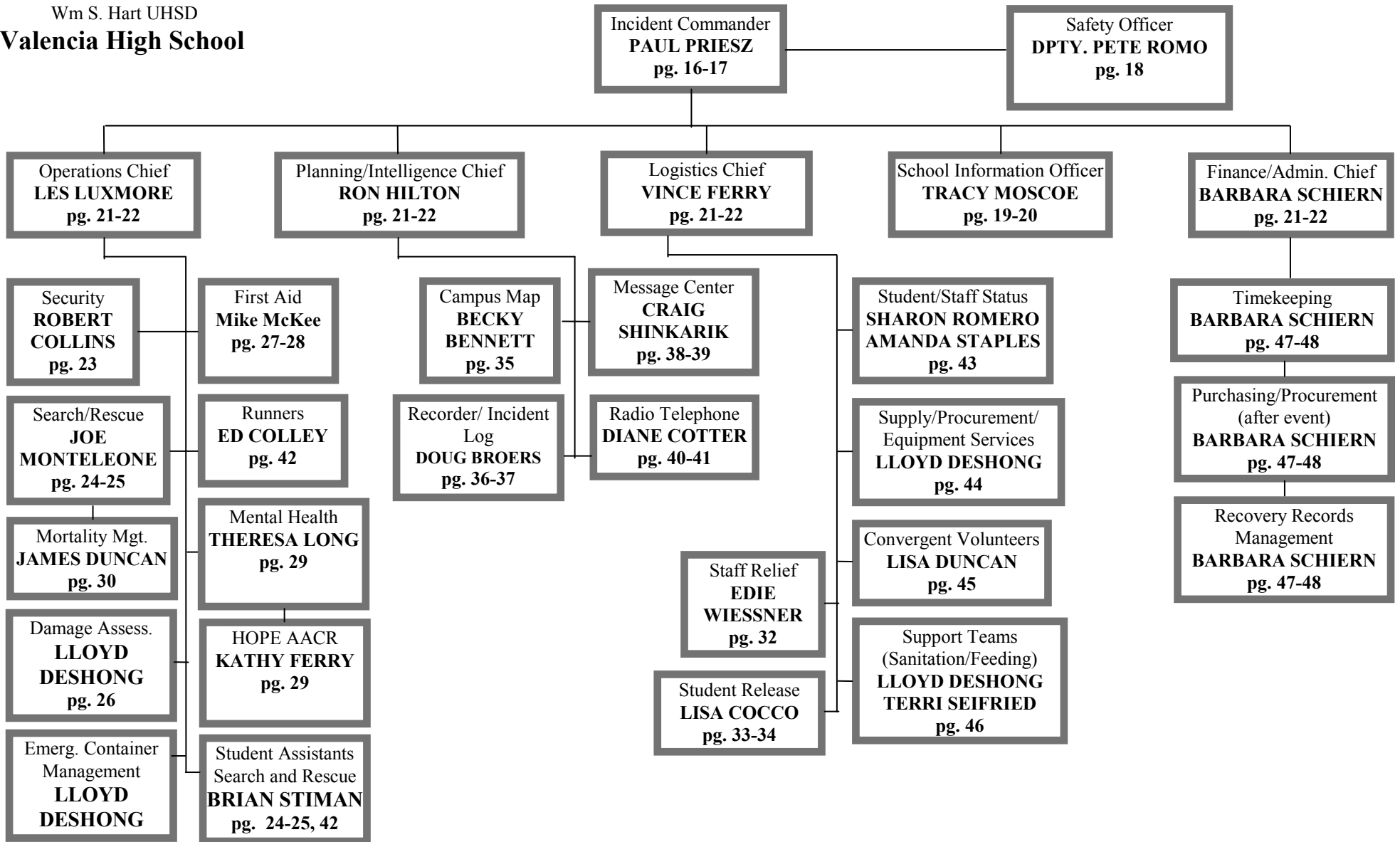
When an alarm goes off during a passing period or a break: faculty, must report to their Assembly Area locations and students are to report to their **period 4** teacher in the Assembly Area. Be sure to inform your period 4 class each semester of this and where you will be located in the Assembly Area.

When an incident occurs during a student’s open period, s/he is to report immediately to the Command Center at the outdoor basketball courts behind the gymnasiums and report in to the accountability personnel. They will then be assigned to the Command Center resource pool.

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes, the quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger, then please evacuate your classroom.**

SEMS DISASTER FLOWCHART

Wm S. Hart UHSD
Valencia High School



SEMS EMERGENCY TEAMS

Our basic emergency plan has notification of the Emergency Crisis Team (ECT) as the first step in every emergency situation that is **not** considered a disaster. The attached telephone tree has been developed to speed that notification process in the event the crisis occurs during non-school hours. Whenever a disaster occurs, the ECT will meet at the earliest possible time to determine the appropriate course of action. The actions will vary with different types of disasters. Once the action to be taken has been determined, the appropriate team Leaders will begin to mobilize their groups into action. *If the designated Leader is not available, the Assistant Leader will assume those responsibilities.*

CRISIS ASSESSMENT TEAM

Paul Priesz – Leader
Ron Hilton – Assistant Leader
Vince Ferry
Tracy Moscoe
Les Luxmore
Theresa Long
Kathy Stroh
Kathy Ferry
Voula Devoe
Josh Nowak
Jeannie White
Rhonda Carr
Justine Saunders
Joni Stiman
Lloyd DeShong
Barbara Schiern

FIRST AID TEAM

Rick Phillips – Leader/ Command Center Liaison
Dennis Koontz – Assistant Leader
Alison Henry – Triage Leader
Mike McKee
Kathy Stroh
Gavin Klinger
Marcy Lasker
Peter Wong
Karen Andrizzi

DISPERSING FOOD AND WATER

Norma Prieto – Leader
Diana Mojica – Assistant Leader
Jean Cheng
Norma Angeles
Janice Bishop
Julia Espinoza
Marnia Flota
Lucia Dickey
Jennifer Mendez

COMMAND CENTER MGT. TEAM

Paul Priesz – Incident Commander
Les Luxmore – Operations Section Chief
Ron Hilton – Intelligence Section Chief
Vince Ferry – Logistics Section Chief
Tracy Moscoe – Information Officer
Barbara Schiern – Finance Section Chief

MENTAL HEALTH TEAM

Theresa Long – Leader
Kathy Ferry – Assistant Leader
Kathy Stroh
Voula Devoe
Jeannie White
Joshua Nowak
Rhonda Carr
Justine Saunders
Richard Trivitt
Donna Lee
Eve Itaya
Kim Forbes
Joni Stiman
Steve Gill
Robin Gonzalez

COMMUNICATIONS TEAM

Tracy Moscoe (PIO) – Leader
Craig Shinkarik – Technology Coordination
Diane Cotter – Message Center
Elizabeth Wilson
Brandon King

SEARCH/RESCUE/FIRE TEAM

Joe Monteleone – Leader
Kevin Berns – Assistant Leader
Larry Muir
Paul Harrison
Mike Swelnis
David Inemer
Don Madrid
Curt White
Vache Derderian
Greg Hayes
Brian Arnold
Joe Marcucilli
Andrew Jaramillo

S/R STUDENT ASSISTANTS

Brian Stiman – Leader
Annie Kellogg – Assistant Leader
All varsity football players are attached to the Search and Rescue Team. They will assist with the transportation of seriously injured victims to the triage center. Two students are to be assigned to each Search and Rescue Squad.

SECURITY TEAM

Robert Collins – Leader
Roberta DeShong – Asst. Leader
Randi Brees
Burt Dominguez
Marilyn McLaughlin
Tyrone Shefton
Yolanda Trujillo

STAFF RELIEF/RESOURCE POOL TEAM

Edie Wiessner – Leader
Maria Palaikis – Assist. Leader
Janet Feeder
Sandy Williams
Jaide McClinton
Carol Jackson

SAFETY OFFICER

Dpty. Pete Romo

CONVERGENT VOLUNTEERS

Lisa Duncan – Leader
Anna Cowan – Asst. Leader

STUDENT/STAFF STATUS

Sharon Romero – Leader
Amanda Staples – Asst. Leader
Rebecca Vogel
Kim Wilczynski

EMERGENCY CONTAINER MGT.

Diane Cotter – Leader
Mary Schoenwandt – Asst. Leader

MORTALITY MANAGEMENT TEAM

James Duncan – Leader
Jerry Sheggrud – Asst. Leader

SAFETY/DAMAGE ASSMNT. TEAM

Lloyd DeShong – Leader
Tony Failla – Assistant Leader
Tito Alarcon
Malcolm Meltzer
Mike Parr

STUDENT RUNNER TEAM

Ed Colley – Leader
Jeff Albert – Asst. Leader
All ASB students are attached to the Communications Team. They will be used as runners from the Command Post to the classes in the Assembly Area under Jeff Albert's management.

STUDENT RELEASE TEAM

Lisa Cocco – Leader
Karen Wiederhold – Asst. Leader
Jared Snyder – Asst. Leader
Nancy Bono – Interpreter
Kathy Alfaro – Interpreter
Mike Killinger
Joe Rosenast
Michelle Brown
Kevin Goralsky
Karen Clark
Jennifer Burrill
Karen Jolly
Carole Ivey

SUPPORT TEAM

Lloyd DeShong - Leader
Terri Seifried – Asst. Leader
Leeanne Frame
Norma Prieto
Associate kitchen personnel
Groundsmen/Maintenance Custodian/
Custodians

RECORDING TEAM

Doug Broers – Leader
Kathy Loughlin – Asst. Leader
Becky Bennett – Campus Map
Sharon Romero – Student/Staff Status

INCIDENT COMMAND SYSTEM

SEMS RESPONSE TEAM ORGANIZATIONAL STRUCTURE

In compliance with California statute, the Wm. S. Hart Union High School District (Hart District) uses the Standardized Emergency Management System (SEMS) in its emergency plans and procedures. All Hart District disaster plans will be based on the Incident Command System-a nationwide standard and a component of SEMS.

The Incident Command System (ICS) is an expandable system that has proven to be workable for many disasters, from small emergencies to large disasters. Every complex job needs to be organized, and emergency management is no exception.

MAJOR CONCEPTS/COMPONENTS

Every emergency, no matter how large or small, requires that certain tasks be performed.

Every incident will need a person in charge, called the **Incident Commander--Dr. Paul Priesz**.

Span of Control - no one person should be in charge of more than 7 people (the optimum number is 5).

[**Note:** this does not apply to Student Supervision.]

Common terminology

- All teachers and staff in the schools/district should use the same words to refer to the same situation.
- This terminology should be known before a disaster.
- This is one of the most important reasons to use ICS. If and when the fire department or other responding agencies come on campus, they'll interface better with the school district's command structure if similar jobs are described with similar wording.

HOW ICS FUNCTIONS IN THE HART DISTRICT

- * **All sites (schools/district) use ICS as a basis for their organizational structure.** The District Incident Command Center (ICC) Plan contains detailed response and management procedures for all personnel at the school district administrative center and support sites (Warehouse, Maintenance, Transportation).
- * **One person in charge**-Incident Commander (IC) at the schools and District ICC Commander at the District level. This top-level person works closely with the Command Staff [Safety Officer and Information/Liaison Officer (or PIO/Liaison Officer at District)] and the General Staff (the Section Chiefs).
- * A **Section Chief** oversees and coordinates the activities of each of the five ICS Sections:

<u>Operations</u>	<u>Planning/Intelligence</u>	<u>Logistics</u>	<u>Finance/Administration</u>	<u>School Information Officer</u>
LUXMORE	HILTON	FERRY	SCHIERN	MOSCOE

A clearly defined **chain of command** is in place in advance of any emergency and is supported by appropriate training.

ICS POSITIONS

Incident Commander (IC) - DR. PRIESZ: an emergency requires constant management from the Command Center (CC). This means the IC doesn't leave the Command Center without delegating someone to take over. The IC will constantly:

- Assess the situation.
- Know what resources are available.
- Determine a strategy for implementing the plan to handle the incident.
- Monitor how well (or poorly) the plan is working.
- Adjust the plan to meet the realities of the situation.
- Make sure that the response is being fully documented-for legal and financial reasons.
- If appropriate to the situation-no other qualified person is available-act as Safety Officer to make sure that the safety of students and staff and others on the site is the highest priority.

The Incident Commander (IC) is to coordinate all response activities through the Section Chiefs. The IC is to "stand back and keep hands off." His/her role is "managing" from the Command Center.

School Information Officer & Liaison – TRACY MOSCOE: this position is located directly under the Incident Commander. According to the Hart District disaster plan, only the District PIO is authorized to speak for the District. Schools and other district sites should refer media inquiries to the District PIO. If there is a situation when an immediate response from the school is required and the District PIO/Liaison is not accessible, the site administrator should prepare a statement to be given by the site Information/Liaison person. In either case, no one other than the designated District PIO/Liaison or School Information/Liaison should talk to the media.

As appropriate to the scope of the disaster, this person serves as Liaison Officer the point of contact for assisting and cooperating agency representatives (fire, law enforcement, Red Cross, etc.)

Operations Section – coordinates the tactical response of all field operations in accordance with the IAP—these are the "DOERS"—included in this section are the following teams:

- Security
- Search & Rescue
- Safety/Damage Assessment
- Medical/First Aid
- Student Supervision

Continued next page

ICS Positions, cont.

Planning/Intelligence Section – manages the collection, evaluation, documentation and use of information related to the incident, and manages the large site map at the Command Center—these are the "*THINKERS*"—this section manages the following:

- Campus Map (plotting map)
- Completion of Command Center Forms
- Recorder/Incident Log
- Message Center
- Radio/Telephone Communication Team
- Runners

Logistics Section – provides facilities, services, personnel, equipment and materials in support of the response to the incident—these are the "*GETTERS*"—this section manages the following:

- Student/Staff Status
- Resources, such as relief personnel
- Student Release
- Supply/Procurement/Equipment/Services
- Convergent Volunteers
- Support Teams

Finance/Administration Section - includes timekeeping of response workers during the disaster response and recovery phases, buying things and keeping comprehensive financial records, maintaining/managing all recovery records—these are the "*RECORDERS and PAYERS*".

- Timekeeping
- Purchasing/Procurement
- Recovery Records Management

COMMAND CENTER (CC)

Location – Outdoor Basketball Courts: It is best to locate the CC so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area and student release gate(s). Also, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify Command Center location with a blue flag and sign, so that it is visible to staff and emergency responders.

Responsibilities

- Institute Incident Command System (ICS)
- Assess type and scope of emergency
- Determine threat to human life and structures
- Determine need for site evacuation and take appropriate action

Positions Stationed at CP

Incident Commander

Recorder/Incident Log

Message Center

Radio/Telephone Communication

Student/Staff Status

Campus Map

Equipment/Supplies

Tables (2) & chairs (as needed)

Job description clipboards

Staff Roster and Class Lists

Accountability Reports

Disaster plan

Bullhorn

Incident logs

Pens, markers, tape, stapler & staples, paper clips, 3-hole punch, extra batteries, etc.

Master Keys

Site Status Report - ICS Message Form

District 2-way radio

Campus 2-way radios

AM/FM battery operated radio

Campus map

Blue flag and sign

Ancillary Teams - These positions are located immediately adjacent to the CC so that they can be quickly accessed (second table is for this group):

- Supply/Procurement/Equipment/Services
- Information/Liaison
- Section Chiefs
- Runners
- Convergent Volunteers
- Unassigned Personnel: all teachers in their prep period at onset of disaster, all office and classroom classified personnel
- Search & Rescue
- Timekeeping

INCIDENT COMMANDER - DR. PAUL PRIESZ

Duties:

1. Observe and direct all operations.
2. Coordinate all response actions with the appropriate Section Chiefs.
3. Assign all disaster personnel or reassign as injuries or absences dictate.
4. Communicate situation status to the District on a regular basis by phone, two-way radio, written status reports-as appropriate.
5. Serve as Safety Officer if other qualified top-level site administrator has other assignment.
6. Provide for the health and safety of students and personnel as the first priority of disaster response.
7. Remain calm. Lead by example; your behavior sets tone for staff and students.

Location:

Command Center

Training:

1. All available disaster management training offered by the District or emergency management agencies.
2. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable school administrators, facility managers, and custodians to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)
3. The principal and an alternate school administrator should be trained in shelter management.

Equipment:

1. Bullhorn with batteries
2. Current list of staff assignments to disaster teams
3. Emergency Procedures Manual
4. Site Status Report-ICC Message Forms
5. Decision/Action log
6. Pen, pencil, note pad, clipboard, paper clips
7. Job description clipboard
8. Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from Medical/First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA) and check in with department. Proceed to the disaster storage area to form Command Center teams and get supplies. Conduct briefings with Section Chiefs, PIO/Liaison and Safety Officer.

1. Verify that Emergency Assembly Area is still safe
2. Establish location of Command Center.
3. Direct opening of disaster container and Command Center setup.
4. Obtain personal equipment.
5. Assess type and scope of disaster.
6. Assign all disaster personnel or reassign as injuries or absences dictate. Maintain an updated duty roster, with date and times indicated. (Maintain all duty rosters as legal documents, to be given to the Finance/Administration Section Chief.)

Continued next page

Incident Commander, cont.

7. Provide for immediate set up of Student Release Team (particularly Request Gate) so that they will be available to deal with parents as quickly as possible. (Do not authorize the release of students until completion of student accounting.)
8. With Operations Section Chief, determine threat to personnel and structures.
9. With Operations Section Chief, determine need for evacuation and take appropriate action.
10. With Section Chiefs, determine which disaster teams need to be activated (i.e., Security to close campus, dispatch Search & Rescue teams, etc.)
11. Have Operations Chief direct the setup of a sanitation area remote from Emergency Assembly Area
12. Monitor that all actions taken are documented with time line.
13. Using the Site Status Report-ICC Message Forms, notify Asst. Superintendent, Administrative Services or, if operational, the District Incident Command Center (ICC) of disaster and keep updated on a regular basis, including:
 - a. Number of students injured and extent of injuries. **DO NOT TRANSMIT THE NAMES OF CRITICALLY INJURED OR DEAD OVER THE TWO-WAY RADIOS.** These names will have to be hand delivered to the District ICC when time and circumstances permit.
 - b. Type and extent of damage to buildings and grounds (i.e., utilities, roofs, ceilings, etc.)
 - c. Actions being taken by disaster teams and list of any actions being performed by outside agencies on campus.
 - d. Assistance requested from District.
 - e. Establish time of next update.
14. Provide for periodic reports of confirmed information to students and staff.
15. Refer requests for assistance to appropriate Section Chiefs, including list and last known location of missing personnel to search teams.
16. After student accounting is complete, authorize Operations Chief to direct Student Release Team to begin releasing students according to established procedures.
17. Assess total school situation:
 - View campus map periodically for Search & Rescue progress and damage assessment information.
 - Check with Section Chiefs for periodic updates
 - Approve all information before release by Information/Liaison Officer to parents or general public. (When unusual situations occur and it is impossible or impractical to direct media inquiries to the District Public Information Officer, you should clear all information with the District PIO prior to its release.)
18. Direct Information/Liaison Officer to coordinate with all off-campus organizations, including press on scene, Red Cross personnel on scene, police and fire personnel on scene.
19. Maintain IC log of decisions/actions taken during disaster.
20. Utilize your backup; plan and take regular breaks: 5-10 minutes every hour, relocate away from the CP.
21. Plan regular breaks for all staff and volunteers.
22. When the situation warrants it, release staff according to predetermined priority list established by school site.
23. Remain on and in charge of your campus until redirected or released by the District Superintendent.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SAFETY OFFICER

(Deputy Pete Romo—alternate assigned by Incident Commander)

Duties:

1. Monitor and assess hazardous and unsafe situations and develop measures for assuring personnel and student safety.
2. Correct unsafe acts or conditions through the regular line of authority, i.e., report it to Incident Commander and appropriate Section Chief for resolution.
3. When immediate action is required, Safety Officer has emergency authority to instantly stop or prevent unsafe acts.

Assignment:

Principal or other top-level site administrator, if available (not assigned elsewhere)

Location:

Immediately adjacent to Command Center

Training:

1. Damage assessment
2. Experience on School Safety Committee

Equipment:

Pencils/Pens Pencil Sharpener (small/hand held)
Stapler/Staples Transparent Tape
Paper Clips Scissors, marking pens
Note pad/Clipboard Warning Tape
Rubber Bands Access to warning cones or barricades
Masking Tape Safety Officer Name Badge
Identification Vest Activities Log
Mortality Management Guidelines (FEMA Multi-hazard Safety Program for Schools)-Get from
Medical/First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Center team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at a table immediately adjacent to the Command Center.
2. Wear Safety Officer identification badge. (Kept in supply box.)
3. Review with Incident Commander the location and physical set-up of all response teams. Identify any hazards. Correct any safety issues if possible or declare the area/situation (out-of-bounds) and rope off with warning tape or post sign(s).
4. Maintain awareness of active and developing situations relative to the safety and health of students and staff/volunteer disaster workers at the school site.
5. Closely monitor the shift assignments (duty roster), paying strict attention to enforcing timely breaks and hours of assignment.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SCHOOL INFORMATION OFFICER/LIAISON

(Tracy Moscoe)

Duties:

1. Distribute information authorized by Incident Commander to parents and community.
2. Serve as liaison to outside agencies (fire, law enforcement, Red Cross, etc.) by providing them assistance in coming onto campus safely and assisting them with any services they might need.

Location:

Immediately adjacent to Command Center

Training:

Familiarity with District Policies and disaster plan

Equipment:

Pencils/Pens	Pencil Sharpener (small/hand held)
Stapler/Staples/Paper Clips	Transparent Tape
Masking Tape	Scissors
Note pad	Clipboard
Rubber Bands	PIO Name Badge
Initial Statement to Parents	

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

When released, proceed to the disaster storage area to form Command Center team and get supplies. Incident Commander will brief you and direct you to work location.

1. Set up at Command Center.
2. Wear PIO identification badge. (Kept in supply box.)
3. Review with Incident Commander (Principal) the INITIAL STATEMENT (attached) for appropriateness and issue to Student Release Team at their station at the request gate(s). In addition, if the telephones are operational and it is safe to reenter the building, issue the INITIAL STATEMENT to the Telephone/Communications Team who will have someone stationed in the school office.
4. Refer all media to the District Public Information Officer. You are not authorized to speak for the District.
5. As appropriate to the scope of the disaster situation, serve as Liaison Officer-the point of contact for assisting and coordinating agency representatives (fire, law enforcement, Red Cross, etc.). Maintain activities log.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

INITIAL STATEMENT TO PRESS/PUBLIC

Superintendent Jaime Castellanos is in the Command Center and is involved in managing the emergency operations to assist the schools. All information will be issued through Rochelle Neal or Pat Willett, the Public Information Officers at the District Administrative Center.

SECTION CHIEFS

(Assistant Principals, Principal's Administrative Assistant)

Duties:

1. With Incident Commander, assess type and scope of disaster.
2. With Incident Commander, develop action plan to respond to disaster situation(s).
3. Direct and Coordinate the response actions of the Section units within their areas of responsibility.
4. As appropriate to the Section, make sure that all responders have proper safety equipment and are wearing appropriate shoes.
5. Assist the Incident Commander with the set up of the Command Center and ancillary position (immediately adjacent to Command Center).
 - Open storage container
 - Set up blue flag and sign at Command Center

Assignment:

1. Staff members with specialized skills/knowledge as appropriate to the Section responsibilities
2. Staff members with leadership ability

Location:

Immediately adjacent to Command Center

Training:

1. Annual in service training on disaster management as provided by the site administrator, as well as training provided by the District
2. Familiarity with District disaster plan and site specifics
3. Familiarity with response team procedures for all Section units within their areas of responsibility
4. As appropriate to area of responsibility: light urban search & rescue, fire suppression, first aid, damage assessment, use of 2-way radio

Equipment:

1. Current list of staff assignments to disaster teams
2. Procedures for all Section units within their areas of responsibility
3. Current list of teacher classroom assignments
4. Job description clipboard
5. Current inventory of all disaster equipment and their location
6. Staff Resources Survey (compilation of skill proficiencies, i.e., first aid, CPR, outdoor cooking, survival techniques, etc.
7. Inventory of special personal equipment that might be available to you at school site 4-wheel drive vehicle, van, motorcycle, winch, tow equipment, HAM or CB radio, cellular phone

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. When released, proceed to the disaster storage area to form Command Center team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Continued next page

Section Chiefs, cont.

1. Operations Chief - Les Luxmore

- Assess situation with Incident Commander.
- Brief Operations Section unit team leaders.
- Activate and supervise Operations Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Operations Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Maintain log of actions during disaster.
- Be familiar with the Mortality Management Guidelines (FEMA Multihazard Safety Program for Schools)-Get from Medical/First Aid Team

2. Planning/Intelligence Chief - Ron Hilton

- Assess situation with Incident Commander.
- Brief Planning/Intelligence Section unit team leaders.
- Activate and supervise Planning/Intelligence Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to communicate situation status to the Incident Commander
- Evaluate situation needs expand/reduce number of Planning/Intelligence Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Maintain log of actions during disaster.

3. Logistics Chief - Vince Ferry

- Assess situation with Incident Commander.
- Brief Logistics Section unit team leaders.
- Activate and supervise Logistics Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs: expand/reduce the number of Logistics Section units and/or responders.
- Send persons no longer needed to the Resource Pool (near the Command Center).
- Continually monitor the available persons in the Resource Pool (staff members and convergent volunteers).
- Continue to communicate situation status to the Incident Commander

4. Finance/Administration – Barbara Schiern

- Assess situation with Incident Commander.
- With Incident Commander, determine Section units to activate.
- Brief Finance/Administration Section unit team leaders.
- Activate and supervise Finance/Administration Section units.
- Determine need and request additional resources from Incident Commander.
- Continue to evaluate situation needs and expand or reduce the number of Finance/Administration Section units and/or responders.
- Notify Logistics Chief of persons no longer needed and sent to the Resource Pool (near the Command Center).
- Continue to communicate situation status to the Incident Commander.

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SECURITY TEAM

(Rocket Collins, Roberta DeShong, Campus Supervisors)

Duties:

Secure campus and control traffic to prevent unauthorized entry into or exit from school--lock all gates.

Assignment:

Personnel trained in duties listed above. (Bilingual person if appropriate to population)

Location:

1. Critical campus entrances/exits as predetermined in site specifics
2. Critical area(s) as directed by Operations Chief

Training:

Must know all access points to campus and know how to secure them.

Equipment:

1. Complete set of campus keys
2. Tools required to shut off utilities and Site Specifics for turning off utilities
3. Signs directing persons to locations of student request/release point
4. Supplies to mount signs
5. Supplies/equipment to secure open areas (i.e., ropes, barricades, etc.)
6. Flashlights, mini first aid kit
7. Disaster Team Report Form
8. Campus 2-way radio
9. Team identification vests/arm bands (get from Logistics Officer in Command Center)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations,

1. If needed:
 - a. Shut off gas main (only if you can smell gas leak)
 - b. Shut off electricity
 - c. Shut off water
2. If needed, double check location of student request/release point with Command Center.
3. Lock all outside access gates or doors.
4. Station personnel as needed to refer people to the student request/ release point.
5. Mount signs at campus access point(s) to direct parents to student request/release point.
6. Report problems or status to Operations Chief.
7. Report to Operations Chief after items 1-6 are completed, for reassignment. (Personnel assigned to securing entrances/exits and directing people to student request/release point should continue in this assignment for duration of emergency situation.)

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SEARCH & RESCUE TEAM/FIRE TEAM

(Joe Monteleone, Kevin Berns, Paul Harrison - Operations Section)

Duties:

1. Search all facilities for injured or trapped personnel to ensure complete evacuation.
2. Perform fire suppression on small fires. (School fire extinguishers are not capable of putting out large fires. The only time they would be used in a large fire is to assist with evacuation.)
3. Perform life-saving first aid when needed.
4. DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.
5. DO NOT REMOVE DEAD BODIES.

Assignment:

Personnel trained and physically capable to perform light rescue

Location:

Near the Command Center and/or Storage Container so that the tools are readily accessible following aftershocks or subsequent disaster occurrences.

Training:

1. Standard First Aid
2. CPR
3. Fire Extinguisher Usage - Fire Department or fire extinguisher service company can supply
4. Urban light search and rescue is recommended.

Equipment:

1. Fire extinguishers (used only for small fire suppression or to assist evacuation)
2. First aid kit and stretcher or body board
3. Flashlight and extra batteries
4. Ax, crowbar, pry bar
5. Campus 2-way radio (get from Command Center)
6. Leather gloves
7. Hard hats/goggles/respirators
8. Sturdy shoes
9. Blanket
10. Disaster Team Report Form, paper, and pencils/pens
11. Detailed map of site marked with predetermined search routes
12. Master Keys
13. Chalk, grease pencil, masking tape for marking doors
14. Duct tape
15. Mortality Management Guidelines (FEMA Multihazard Safety Program for Schools)-Get from Medical First Aid Team

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Continued next page

Search & Rescue Team/Fire Team, cont.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Get list of known injured and damage reports from Operations Chief at Command Center.
2. Working in pairs and with a member of the Safety/Damage Assessment Team, search (inspect) all classrooms/offices/work areas in predetermined pattern.
3. Carefully explore each room visually, vocally, and physically; that is, look, call out and listen for replies, and actively search through any rubble.
4. Upon discovery of an injured person, one member of the team should remain with the person and another member should summon aid.
5. Upon discovery of a dead person, leave the body in place. Cover with a plastic tarp, if necessary. If the disaster is an earthquake, most likely dead persons will be trapped under rubble and there will be no need to relocate to the morgue area. Notify the Operations Chief and Incident Command and follow the Mortality Guidelines. Mark the location on the Search & Rescue route map and mark the actual location so that it can be readily located. Barricade the area.

Exceptions to relocating the remains to the morgue area are as follows:

- The disaster is so severe that a timely response by the coroner and/or law enforcement personnel is precluded.
- It is necessitated by search and rescue work; the health, safety and psychological well being of persons forced to remain at their work location due to the severity of the disaster.
- The remains are in a public area or otherwise exposed to public view.

6. Use chalk or grease pencil to mark slash on door when entering room. Close slash to form "X" on door when leaving room. Mark a "C" for "clear" on your map. If Campus 2-way radios are available, report by radio to Command Center that room has been cleared. If 2-way radio is not available, continue with the search and report in person to the Command Center as soon as you are able or give information to a Runner if one is available to you.
7. Perform light rescue, fire suppression, and life-saving first aid techniques as needed. Summon Medical/First Aid Team and additional help as needed.
8. Note general damage to structures. Upon completion of search, report areas where structural damage is observed for a more detailed assessment.
9. Report to Operations Chief on Disaster Team Report Form.
10. Upon completion of duties, report to Operations Chief for reassignment to Security Team or Safety/Damage Assessment Team.
11. Reactivate Search & Rescue Team following aftershocks.

Student Assistants:

Two students capable of lifting the dead weight of a full grown adult are to be attached to each search and rescue squad deployed. The S/R Leader is responsible to insure that the student assistants receive on the spot training for the proper procedures of moving the injured victims prior to deployment.

NOTE: Search & Rescue Teams should not be delayed by any particular victim or problem, but should have other personnel take charge as soon as possible so that they can continue their search of entire grounds. It is recommended that a member of the Medical/First Team be readily available to Search & Rescue.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SAFETY/DAMAGE ASSESSMENT TEAM

(Lloyd DeShong, Maintenance Custodian, Custodians, Groundsmen - Operations Section)

Duties:

1. Inspect status of all utilities and take necessary precautions to prevent fires, explosion, injury, damage, or water loss.
2. Document the nature and extent of damage to facilities.
3. Determine if buildings can be reentered.
4. **DO NOT ENTER UNSAFE BUILDINGS OR LOCATIONS.**

Assignment:

Teaching personnel, other staff as assigned (could include aides and custodians)

Location:

Near the Command Center and/or Storage Container so that they are readily available following aftershocks or subsequent disaster occurrences.

Training-

1. Must know when, how, and where to shut off utilities.
2. Urban light search & rescue
3. Damage Assessment-Post-Earthquake Damage Evaluation for California Schools (The purpose of this training program is to enable you to assess the damages to their buildings and decide whether the structures are safe to reoccupy.)

Equipment:

- | | |
|---|------------------------------|
| 1. Note pad and pencil and Safety/Damage Assessment Survey | 4. Hard-hat and Sturdy shoes |
| 2. School map with key points indicated | 6. Camera and film |
| 3. Flashlight and extra batteries | 7. Campus 2-way radio |
| 5. Warning tape and signs; access to warning cones and barricades | 8. Team I.D. vests/arm bands |

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. If possible, a member of the Safety/Damage Assessment Team will accompany each Search & Rescue Team so that no unsafe area will be entered. Another approach would be to keep in contact with Search & Rescue via Campus 2-way radio and set up central reporting point to fully debrief Search & Rescue Teams (probably with Operations Chief and Incident Commander).
2. Debrief Search & Rescue Teams, using Safety/Damage Assessment Survey.
3. Go first to areas most susceptible to damage.
4. When the initial emergency responses have been put into effect, then a more detailed safety/damage assessment can be made. Record all damage to buildings, including ability to reoccupy, utility status, damage to contents, etc.
5. Document with photographs or videotape, if possible.
6. Upon completion of duties report to Operations Chief for reassignment.
7. Following each aftershock, reassemble team and, using Safety/Damage Assessment Survey, reassess damage and report to Operations Chief and Incident Commander.

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MEDICAL/FIRST AID TEAM

(Mike McKee, Alison Henry, Dennis Koontz, and other assigned personnel)

Duties:

1. Triage (evaluate and sort all victims suffering injuries)
2. Establish first aid treatment area.
3. Provide emergency first aid.
4. Document all first aid treatment administered.
5. Follow recommended mortality management guidelines (FEMA Multihazard Safety Program for Schools)

Assignment:

1. Health Assistant (school nurse, if available)
2. Trained school personnel, including one person for record keeping
3. Member of school crisis team or school counselor or other person trained in psychological first aid

Location:

To be determined by Incident Commander and Operations Chief

Training:

1. Standard First Aid
2. Cardiopulmonary Resuscitation (CPR)
3. Triage [Simple Triage and Rapid Transport (S.T.A.R.T.) available through trained District personnel or possibly local hospitals]
4. Crisis/Stress Intervention

Equipment:

1. Major trauma supplies in designated kit, triage tags
2. Stretchers/body boards
3. Blankets, cots, tarps & support poles
4. Flashlight and extra batteries
5. Campus 2-way radio (get from Command Center)
6. First Aid Treatment Memo, Confidential Health List, emergency cards (if not with Student Release Team) clipboards, pens/pencils, Disaster Team Report, treatment log
7. Job description clipboard
8. Table/Chairs
9. Student and staff medication from health office
10. Ground cover/plastic sheeting
11. Quick reference medical guides
12. Mortality Management Guidelines (FEMA Multihazard Safety Program for Schools)
13. Mortality Supplies: tags, pens, pencils, plastic trash bags/body bags, duct tape, plastic tamps, stapler, 2" cloth tape

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Continued next page

Medical/First Aid Team cont.

1. With Incident Commander and Operations Chief, establish first aid treatment area. The area needs to be protected and shaded, away from the view of others for psychological reasons, close to ambulance access, and, if possible, not too close but within a reasonable distance of the Command Center. The sheriff and fire departments need to be informed as to proposed location (and actual location during incident).
2. Using S.T.A.R.T. system and triage tags, sort patients as to immediate, delayed, ambulatory, or deceased.
3. Command Center should be continually updated on injury status (names of students/staff and severity of injuries).
4. In conjunction with Operations Chief and Incident Commander, determine availability of emergency medical services (as responders to the scene or hospital capability). "Is someone coming here?" "Do we take them there?" "How do we take them?"
5. Medical/First Aid Team Record keeper fills out First Aid Treatment Memo as to major injuries, if transported and where, etc. These are updated throughout disaster. One copy is sent with paramedics and other copy is kept on file at school. In addition, all treatment should be noted on a treatment log.
6. Treat immediate category patients and prepare for transport if that is a possibility
7. When outside disaster responders arrive, they must be fully briefed as to injury status.
8. Establish a separate area for students and staff psychological first aid/crisis intervention.
9. Establish a morgue area if needed.
 - a. Major concerns are identification and preservation of the body and documentation as to the cause of death. (See Mortality Management Guidelines)
 - b. In most instances of death, the body will be under rubble and should be left in place until the coroner or other authorized responder comes on the scene. Follow the guidelines regarding date, time, location, identity, and other pertinent information/circumstances. Most likely, the only bodies that will be in a morgue area will be persons who died while at the Medical/First Aid station.

The following pages are universal care plans for grand mal seizures, diabetes, V-P shunt malfunction and Epi-Pen use. Given any of these conditions or needs during the responding to a disaster, these care plans are to be followed explicitly and a record of the condition and plan followed is to be kept.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

MENTAL HEALTH TEAM

(Counselors, School Psychologist, Speech Therapist, and assigned personnel)

Duties:

Coordinate, administer, and document the counseling and care of individuals identified as being incapacitated and/or dysfunctional due their reaction to the stress or experiencing trauma as a result of being a victim of a disaster.

Assignment:

1. School counselors and personnel trained in the art of helping, therapy, or personnel assigned by the Incident Commander who are known for being effective, empathic listeners.
2. Responsible student counselors

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Counseling forms to document condition of the victim, services rendered, and victim's response to care
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. Any other equipment specified in the Site Specifics for the particular disaster
3. Job description clipboard

Resources:

HOPE Animal Assisted Crisis Response (contact: Dave Valantine 313-1447)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with Team Leader. Proceed to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a location to which personnel identified as being emotionally upset may be escorted and given attention by team members.
2. Organize team members to receive and document personnel in need, diagnose needs, and coordinate personnel being serviced.
3. Maintain documentation of all personal information of all personnel receiving services, their initial condition, the services rendered, any follow up services, and disposition.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

Mortality Management Guidelines
(FEMA Multi-hazard Safety Program for Schools)
(James Duncan, Jerry Sheggrud,)

Personnel: assigned by Incident Commander and Operations Chief

Responsibilities after pronouncement or determination of death:

Do not remove any personal effects from the body. Personal effects must remain with the body **at all times**.

Attach tag to body with the following information:

- Date and time found
- Exact location where found
- Name of decedent, if known
- If identified-how, when, by whom
- Name of person filling out tag.

Place body in plastic bag(s) and tape securely to prevent unwrapping, or, if available, place body in body bag and secure to prevent unwrapping.

Securely attach a second tag with the same information as above to the outside of the bag.

Place any additional personal belongings found in a separate container and label as above. Do not attach to the body-store separately.

Only if body must be removed from site of death, move the properly tagged body with its personal effects to the designated morgue area.

Consider:

- Tile, concrete, or other cool floor surface (cover flooring with plastic to protect the surface)
- Accessibility for vehicles
- Remote from Emergency Assembly Area
- **Do not** use school refrigerators or freezers (**They can never be used for food storage again if they have been used to hold dead bodies.**)

As soon as possible, notify the police of the location and, if known, the identity of the body. They will notify the coroner.

Keep accurate records and make available to police/coroner when requested. Keep unauthorized persons out of morgue.

Give a copy of these guidelines to:

Incident Commander
Section Chiefs
School Information Officer
Safety Officer

COMMUNICATIONS

(Tracy Moscoe, Dave Crissman, Craig Shinkarik, and assigned personnel)

Duties:

Coordinate and document all communications within and outside of the school during and after a disaster.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specific procedures of the particular disaster incident

Equipment:

1. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
2. Communications log(s)
3. Any other equipment specified in the Site Specifics for the particular disaster
4. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and send an Accountability Report to Command Center--remain with students until relieved. Other school personnel report to the EAA and check in with Team Leader. Proceed, when relieved, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system of internal and external communications under the directions of the Incident Commander
2. Document all communications from school, into school, and within school.
3. Appoint team members to other emergency teams in need of communications.

**EMERGENCY COMMUNICATIONS
CHECKLIST**

ACTION	WHO	DONE
<i>Before an incident:</i>		
Locate Command Center	Paul Priesz/Les Luxmore	
Locate Media Center	Paul Priesz/Les Luxmore	
Appoint Key Decision-makers/ alternate	Paul Priesz	
Appoint Spokesperson/alternate	Paul Priesz/Tracy Moscoe	
Include communications in campus disaster drills—practice!	Paul Priesz	
<i>During an incident:</i>		
Call 911 if appropriate, or sheriff's department	Paul Priesz or designee	
Call District office	Paul Priesz/Tracy Moscoe	
Institute lockdown, evacuation, etc., as appropriate for student safety	Paul Priesz/Les Luxmore	
Set up Command Center	Paul Priesz/Assistant Principals	
Initial ConnectED message to parents	Paul Priesz/Tracy Moscoe	
Translated parent message as appropriate	Tracy Moscoe	
Info to site & district switchboard/emergency voice mailbox	Paul Priesz/Tracy Moscoe	
Emergency pop-up on District Web site	Rochelle Neal/Danny McHorney	
Notify all Hart District principals	Jaime Castellanos/Rochelle Neal	
Notify nearby elementary district(s)	Jaime Castellanos/Richard Varner	
Info to media/KHTS	Rochelle Neal	
Ongoing info to teachers/staff	Paul Priesz/Tracy Moscoe	
Control parent/student release—access to campus	Les Luxmore	
Coordinate media access-information	Tracy Moscoe/Deputy Romo	
<i>Immediately following an incident:</i>		
Follow-up ConnectEd message to district, parents, staff	Paul Priesz	
Follow-up message to media	Rochelle Neal	
Follow-up message to Key Communicators list	Rochelle Neal/Paul Priesz	

CHECK IN AND CHECK OUT WITH TIMEKEEPING

DISPERSING FOOD AND WATER

(Norma Prieto, Diane Mojica, Kitchen Staff)

Duties:

- Assess status of water and food supply
- Plan for and conduct the dispersing of water and food

Assignment:

Kitchen staff

Location:

Determined by team leader(s)

Training:

1. Use of two-way radio
2. Two-way radio protocol

Equipment:

1. Portable two-way radio(s)
2. Job description clip board or binder
3. Pens, pencils, stapler, paper clips

Procedures:

After evacuation from cafeteria, assemble on the access road (backside of kitchen). Take account of all employees and report status on Accountability Report form to Accountability Team located in the Command Center. The Team Leader will then review with the team their responsibilities of responding to the disaster. Team members will be assigned tasks to conduct those duties. Those tasks will include, but are not restricted to:

1. A kitchen representative will be stationed in the Command Center and will be the communication link between the team in the field and the Operations Section Chief, Mr. Luxmore;
2. An assessment of available food and water, which is to be reported to the team representative in the Command Center, who will inform the Operations Section Chief;
3. The formation of a plan to ration and disperse food and water as needed, which is to be shared with the Operations Section Chief via the team's representative in the Command Center;
4. Proceed to the emergency container to get supplies to disperse water;
5. Carry out the food and water dispersing plan;
7. Keep Operations Section Chief apprised of the team's status/needs via frequent update communications with team representative in the Command Center.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STAFF RELIEF TEAM

(Eddie Wiessner, Maria Palaikis, Sandy Williams, assigned faculty)

Duties:

Coordinate and document the systematic relief of faculty and staff.

Assignment:

1. School personnel assigned by the Incident Commander
2. Responsible students (student runners)

Location:

Command Center/Emergency Operations Center

Training:

Familiarity with site specific procedures of the particular disaster incident

Equipment:

1. Staff Relief forms, current room assignments and employee emergency records
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Employees" signs/notices in English and other appropriate languages
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with Team Leader. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Establish a system by which faculty/staff members may be relieved from supervising students to report to emergency team, or allowed to leave to go home and check on their families and notify Command Center.
2. Determine the need for staffing at school to properly supervise and care for students and staff on site.
3. Appoint a team member as liaison to the Student/Staff Status Team. This person will keep the Team Leader informed of personnel accountability, from which the Leader will determine staffing needs.
4. Direct departing staff members to return if staffing needs remain high. This will allow the person to return at a designated time and relieve another staff member.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STUDENT RELEASE TEAM

(Lisa Cocco, Karen Wiederhold, Jared Snyder and Mike Killinger)

Duties:

Document the release of students to responsible guardians or designated adults.

Assignment:

1. School personnel assigned by the Incident Commander, including bilingual personnel as appropriate
2. Responsible students (student runners)

Location:

Perimeter of school, away from view of the students, Medical/First Aid, and the Command Center

Training:

1. Student release procedures
2. Familiarity with site specifics procedures of the particular disaster incident

Equipment:

1. Student Release forms, current class rosters and emergency cards (optional)
2. Table, pens, pencils, paper, Disaster Team Report Form, staplers, team identification vests/arm bands
3. "Instructions to Parents" signs/notices in English and other appropriate languages, Student Request/Release Gate(s) signs
4. Any other equipment specified in the Site Specifics for the particular disaster
5. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

[Note: These procedures are based on separate Request and Release Gates, but these functions can be combined at a single location. There will be less confusion if adults requesting students can be set away from those who have already filled out the forms.]

1. Establish parent communication/request point and student release point and notify Command Center.
2. Interview people requesting release of students and verify authorization with personal identification. Assist with the completion of the Student Release/Runner Form.
3. Direct the authorized parent/adult to student release gate to wait for student to be brought to them.
4. Direct requests via student runners to Student/Staff Status Team at Command Center, where student runners will be directed to class locations.
5. Student runners transfer the completed Student Release/Runner Form to the supervising teachers.
6. The teacher at the EAA signs the Student Release/Runner Form and the requested student proceeds to the Release Gate with the student runner.
7. The authorized parent/adult signs the Student Release/Runner Form and in doing so accepts responsibility for the student.

Continued next page

Student Release Team, Cont.

- 8 The completed and signed Student Release/Runner Form is then returned to the parent request point to be entered into the Student Release Log and to be filed alphabetically for future reference
9. Note on the Student Release Log the date, time and name of person releasing the student and to whom student is released and destination. Release students **only** to personnel on emergency cards.
10. If student is uninjured and is willing to go with the adult, the student may be released. If the student cannot be released to the person making the request, due to injury or other trauma, the teacher notes that fact on the Student Release/Runner Form and returns the form, via the runner, to the Team members at the Request Gate for notation in the Student Release Log.
11. Keep the completed Student Release/Runner Forms in alphabetical order. [If the Request and Release functions are at same location, the team should keep a separate file of the forms of students who have been reunited.)
12. Maintain updated list of students who have been released to parents or authorized persons.
13. Routinely, and as requested, provide lists of "released" students to the Student/Staff Status position at the Command Center.

NOTE: The Student Runners need to be aware of the special procedures for situations when a student has been injured or is missing. If a "requested" student is at the Medical/First Aid Station or is missing, the Student Runner will be directed to the Command Center. The Incident Commander and/or Operations Chief will take appropriate action-directing the PIO/Liaison or counselor to tactfully inform the parent of the situation and bring the parent to the Medical/First Aid Station or other appropriate location.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CAMPUS MAP MANAGEMENT

(Becky Bennett)

Duties:

Mark site map appropriately as related reports are received.

Assignment:

Clerical staff or other staff member

Location:

Command Center

Training:

Familiarity with the school plant (facility)

Equipment:

1. Large site map (approx. 3'x4') **pre-marked** with the following and covered with plastic or Lucite:
 - every classroom, workroom, closet, storage area
 - utility shut-offs, fire extinguishers
 - underground water lines, power lines, underground petroleum lines, hazards immediately adjacent to campus (i.e., flood control channel, high tension power lines)
 - fence lines, gates and/or openings, walkways
 - room numbers or names, building numbers or names
2. Colored marking pens (washable) and eraser or wiping cloth
3. Job description clipboard

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After site related reports are received at the Command Center and logged in by the person assigned to the position of Recorder/Incident Log, note the information on the campus map. (Recorder/Incident Log gives Campus Map site related reports.)
 - Mark a "C" for location cleared by Search & Rescue.
 - Mark all locations declared unsafe by Safety/Damage Assessment.
 - Mark any changes to Emergency Assembly Area class locations.
 - Mark all other information that provides a concise picture of the campus.
2. Return the site related reports to Recorder/Incident Log.
3. Keep Planning/Intelligence Chief updated of any situations of concern, i.e., no information re: a wing of classrooms.
4. Preserve map as legal document until photographed.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

RECORDER/INCIDENT LOG

(Doug Broers and assigned personnel)

Duties:

Maintain time log of all actions/reports.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

Experience with working under great pressure

Equipment:

1. Action/Reports Time Log (sample below)
2. Record keeping clipboard with job description and paper
3. File box or binder
4. Pens, pencil, stapler, paper clips, 3-hole punch, etc.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Log in all reports coming into the Command Center
 - Record verbal communications for basic content.
 - Record content of all radio communication with District ICC
 - Log in all written reports
2. Give the information (actual written report or verbally) to the person assigned to the Campus Map position at the Command Center.
3. File all reports for reference (file box or binder) when the reports are returned from Campus Map.
4. Take frequent breaks as this is a very high pressured assignment.

Important: A permanent log may be typed or rewritten at a later time for clarity and better understanding. Keep all original notes and records. **They are legal documents!**

CHECK IN AND CHECK OUT WITH TIMEKEEPING

Sample Log

Date: January 17, 1994

9:50 Approximate time of quake
9:55 Custodian opened container
10:00 Set up command Center; Paul Priesz in charge
10:00 Paul says Nurse Amstutz is off campus
10:00 Student accounting forms coming into Command Center
10:00 Teachers are reporting to manpower pool
10:02 Report of Carrie McIntosh trapped in computer lab
10:06 Water running out of boys room by room 603
10:10 Search & Rescue assembled; team #1 told about Carrie in computer lab
10:14 Search & Rescue #3 radio batteries dead
10:15 Broken glass and lights in room 101
10:16 Repairman on office roof prior to quake not seen since
10:17 Aftershock - no injuries reported - students are seated
10:18 All Search & Rescue teams check in OK
10:19 Room 208 front door jammed
10:20 Sarah Laws & Mary Hans (parent nurses) here to help
10:21 Paul places Sarah in charge of medical
10:22 Request backboard and 4 carriers to cafeteria
10:22 Fred Fels assigned to stress counseling
10:23 Aftershock – Paul Priesz injured
10:24 All Search & Rescue teams check in OK
10:24 Command transferred to Rob Gapper
10:25 District ICC on radio - we receive but cannot transmit
10:26 Natural gas leak below kitchen
10:27 Operations Chief directed to send someone to check gas leak (Gary T. is sent)
10:27 Student Release ready - Search & Rescue not finished
10:28 Major damage to cafeteria area
10:28 Broken windows/lights - room 523
10:29 Burning smell - room 203
10:32 Carle Manley (District Maint.) is here - sent to help Gary T. with gas leak
10:33 Rooms 801-805 shaken off foundation
10:35 Police helicopter flies over
10:35 Gas leak stopped
10:35 John Forest climbed fence, took son Jeremy
10:36 Mary Chester (District Office staff) is here - assigned with Fred Fels
10:38 Medical - reports total 9 minor injuries, 1 broken leg
10:42 All students accounted for - Student Release authorized to begin

MESSAGE CENTER

(Craig Shinkarik)

Duties:

Receive and transmit messages from and to the District ICC

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

1. Use of two-way radio
2. Two-way radio protocol

Equipment:

1. Portable two-way radio
2. Job description clip board
3. File box or binder
4. Pens, pencils, stapler, paper clips, 2-hole punch

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. At the direction of the Planning/Intelligence Chief or Incident Commander, the Message Center begins monitoring the District ICC over the District two-way radio. ("ScAn")
2. Do not initiate any messages, but wait for the District ICC Message Center to contact the school. The only exception is for life threatening situation messages that are top priority. The report is to be preceded with **"District ICC, this is Valencia High School, this is a priority 1 message."** After the District ICC acknowledges the school, complete the message transmission.
3. The District ICC will transmit a notification message advising you that they will ask for specific information and that the sites are to respond in a concise manner. (Channel 1)
4. The first round of site contacts will be for verification that two-way radio contact has been established. The District ICC will contact each school/site in alphabetical order
5. The second round of contacts will address preliminary damage and who, if someone other than the principal is the Incident Commander.
6. The District ICC Message Center will control the information flow. Provide information only as it is requested from the District. Their questions will be in the same order as the Site Status - ICC Message Form.

Continued next page

Message Center cont.

7. If contact cannot be established via the District two-way radio, advise the Planning/Intelligence Chief, who might consider the following options:
 - If school office is safe to reenter, the Radio/Telephone Communication Team can take and send messages over the Essential Service phone line.
 - District vehicles that have two-way radios might already be on campus.
 - Relay the school's information to a nearby school via bicycle or runner.
 - Cellular phone (if available) to one of the District's Essential Service phone lines
8. Only transmit messages to the District ICC that are written on the Site Status - ICC Message Form and authorized by the Incident Commander, either directly to you or via the Planning/Intelligence Chief.
9. Accurately write out messages from the District and give them to the person assigned to Recorder/Incident Log.

Radio Channels - Wm. S Hart Union High School District

“ScAn” Standby mode* to listen for calls

Channel 1 Goes through repeater and is heard on all District two-way radios tuned to this channel. When contacted by Administrative Center, remove microphone from its cradle. If screen shows “ch 1,” press switch on microphone to transmit. If “ch 1” does not appear, try knob on right to select “ch 1”. You may need to press “SCAN” button, below center of screen, in the process. To insure that your entire message is heard, wait one-half second after you press the switch before speaking.

*Both the bottom and top units need to be on. Radios may be powered by car cigarette lighter socket. Keep motor running to transmit and place antenna base on car roof.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

RADIO/TELEPHONE COMMUNICATION TEAM

(Tracy Moscoe and other assigned personnel)

Duties:

1. Log all incoming/outgoing phone calls (if and when phones are operational).
2. Monitor the battery-operated AM/FM radio and report information to Planning/Intelligence Chief and/or Incident Commander
3. Assist with relief of person assigned to Recorder/Incident Log position.

Assignment:

Office staff and/or other personnel as designated

Location:

Command Center

Training:

1. Familiarity with emergency AM/FM radio stations
2. Use of cellular radio

Equipment:

1. Keys
2. Battery-powered am/fm radio and extra batteries
3. Logs for recording messages
4. Pens, pencils, paper, paper clips, etc.
5. Job description clipboard
6. Hardhats

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department. Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Set up radio/telephone communications center at Command Center.
2. If the phones are working and it is safe to reenter the building, station one person at the Command Center and at least one other at the school office. (If necessary, runners may be used to bring messages back and forth.)
3. Monitor emergency stations on am/fm battery-powered radio and log all relevant messages for Command Center.
4. At direction of Planning/Operations Chief or Incident Commander, contact police, fire, or medical responders by telephone (if operational).
5. Log all incoming and outgoing phone calls (if operational).
6. Keep the Command Center updated on all communications.
7. Keep the Planning/Intelligence Chief updated on all problems encountered in performing assignment.

NOTE: If necessary, automobile radios can also be considered.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

COMMERCIAL RADIO STATIONS

It is the intent of the City of Santa Clarita to issue public information announcements via local AM radio station - **KHTS - 1220 AM** (298-1220).

It is possible however, that local stations may be off the air immediately following an event and that distant AM stations will be the only source of information, initially. Scan the AM dial. FM stations are less capable of long distance broadcasting except in “skip” conditions, which are transitory in nature

Los Angeles area **AM radio** stations include:

640 KFI	(818/566-6397)
980 KFWB	(323/900-2098)
1070 KNX	(323/900-2070)

Note: Verify these stations call numbers at least once a year.

RUNNERS

(Ed Colley, Jeff Albert)

Duties:

Carry messages/information from and to Command Center.

Assignment:

ASB Advisor and ASB students

Location:

Immediately adjacent to Command Center

Training:

Familiarity with site specific procedures of the disaster incident plans

Equipment:

1. Job description clipboard and paper
2. Pen, pencil
3. Campus 2-way radio (if available)
4. Hardhat
5. Site map marked with predetermined Search & Rescue search routes and locations of First Aid Station, Student Release Gate(s), and classroom assignments at Emergency Assembly Area (EAA)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. As directed by the Planning/Intelligence Chief, carry messages/reports between the Command Center and the following teams:
 - Search & Rescue,
 - Safety/Damage Assessment
 - Student Request/Release Gates
 - Medical/First Aid
 - Support Teams
 - Student Supervision (classes located in Emergency Assembly Area)
2. Monitor campus two-way radio
3. Accurately write out messages from the teams and verbally relate the messages to whomever they are directed and then to the Recorder/Incident Log position.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

STUDENT/STAFF STATUS

(Sharon Romero, Amanda Staples, and other assigned personnel--Recording Team)

Duties:

Accounting for all students and staff on school site

Assignment:

Office staff or other school personnel as designated

Location:

Command Center

Training:

Familiarity with District disaster plan

Equipment:

1. Class lists
2. Staff roster
3. Job description clipboard and paper
4. Pens, pencils, paper clips, stapler, tape, etc.
5. File box/binder

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Receive Accountability Reports (Form-1)
2. Immediately report known missing persons and site damage to Incident Commander.
3. Report known missing persons and site damage to persons assigned to the Recorder/ Incident Log and Campus Map positions.
4. Check off student class lists and staff roster and report accounted students/staff to Incident Commander and Recorder/Incident Log position.
5. Prepare list of unaccounted for students and staff (and last known location) and give to Recorder/Incident Log and Campus Map positions.
6. File forms for reference
7. Compile list of students/staff at the Medical/First Aid Station.
8. Maintain an updated roster of persons in the Resource Pool (include assignments as appropriate).
9. Save and file all original notes, lists, and reports. These are considered legal documents.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPLY/PROCUREMENT/EQUIPMENT/SERVICES

(Barbara Schiern and Lloyd DeShong)

Duties:

Provide materials and services in support of the disaster incident

Assignment:

Office staff or other school personnel as designated

Location:

Immediately adjacent to the Command Center

Training:

Familiarity with disaster and school supplies and equipment

Equipment:

Pencils/Pens

Pencil Sharpener (small/hand held)

Stapler/Staples

Transparent Tape

Paper Clips

Scissors

ICC Message Forms

Note pad

Clipboard

Rubber Bands

Function Identification Sign

"In" and "Out" Boxes (Trays)

Masking Tape

ICC team Communication Memo Forms

Administrative Resource List

Business-to-Business Phone Book

Emergency Purchase Orders

Receipt Book

Inventory of disaster supplies

Inventory of custodial supplies & equipment

Inventory of food stores and food preparation equipment on campus

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. After shaking stops, report to Emergency Assembly Area and check in with department.
2. Proceed, when released, to the disaster storage area for team supplies and take supplies to the ICC to be used when needed
3. Ongoing - As needed and requested by the Logistics Chief, obtain all necessary supplies, equipment and services necessary to effectively carry out the response operations of the disaster.
 - Requests for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities are to be directed to the District ICC.
 - Food needs beyond your capabilities are to be directed to the District ICC.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

CONVERGENT VOLUNTEERS

(Lisa Duncan and Anna Cowan)

Duties:

1. Register and supervise convergent volunteers offering assistance.
2. Obtain convergent volunteers from available parents or community members converging on school campus.
3. Supervise Resource Pool, comprised of unassigned school personnel and registered convergent volunteers

Assignment:

School personnel as designated

Location:

Immediately adjacent to Command Center

Training:

1. Familiarity with school's Site Specifics and over all disaster plan
2. Familiarity with procedures for registering Disaster Service Workers

Equipment:

1. Job description clipboard and paper
2. Disaster Service Worker Registration form (Form-5)
3. File box/binder
4. Pens, pencils
5. Disposable name badges and black marking pen

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Check in all unassigned school or district personnel on campus.
2. Register all convergent volunteers and file forms.
3. Maintain a roster/log of all persons in the Resource Pool (unassigned staff and registered convergent volunteers)
 - Note date
 - Time checked in
 - Time released and assignment
 - Time returned to Resource Pool
 - Time left campus and destination (include means of transportation and with whom, if did not leave alone)
4. Provide a name badge for all persons in the Resource Pool. Indicate "Staff" or "Volunteer."
5. Release persons under your supervision directly to the Logistics Chief, who will "deliver" them to their assignment.
6. Keep Student/Staff Status updated.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

SUPPORT TEAM

(Lloyd DeShong, Terri Seifried, Norma Prieto, and associate personnel)

Duties:

1. Provide supplies, food, and sanitation services during the "coping" stage of the disaster.
2. It is anticipated that the Incident Commander will activate this team and/or Logistics Chief **after** the immediate response actions have been carried out by the other response teams.

Assignment:

1. Teaching, administrative, or custodial personnel
2. Augmented by unassigned staff and convergent volunteers

Location:

As determined by Logistics Chief and Incident Commander

Training:

Familiarity with location of all disaster supplies/equipment on campus and available through the District

Equipment:

1. Inventory lists - each site should create lists of designated disaster supplies, i.e., blankets, first aid supplies, water, wheelchair, cooking equipment, etc.
2. Job description clipboards
3. Carts for transporting supplies
4. Requisition forms or special disaster requisition forms, if available.
5. Disaster Team Report Form
6. Sanitation supplies (shovels, plastic bags/ties, toilet paper, signs, etc.)

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department.

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

1. Support Team lead person should check disaster supply storage to evaluate survival status.
2. Move supplies to safe area if necessary or possible.
3. Issue supplies to disaster teams as requested by Logistics Chief.
4. Send requests for additional supplies to Logistics Chief.
5. Sanitation person should establish field latrines (male and female) as needed. If it is safe to reenter the building(s), it might be possible to use existing toilet facilities by lining the stools with plastic bags. (The set up and procedures should be established prior to disaster situation, so that they can be explained to staff and students.) Support personnel should be stationed at latrines to instruct students on usage.
6. Upon request of Logistics Chief, food lead person establishes schedule and method of food preparation, feeding and clean up.
7. Food lead person organizes and sets up field kitchen if needed for extended emergencies.
8. Report regularly to Logistics Chief on status or problems encountered in assignment(s), using Disaster Team Report Form or other appropriate means.

CHECK IN AND CHECK OUT WITH TIMEKEEPING

TIMEKEEPING/PURCHASING/PROCUREMENT RECOVERY RECORDS MANAGEMENT

(Barbara Schiern)

Duties:

1. Check in and check out all personnel and convergent volunteers and track all disaster related work hours.
2. Obtain supplies and materials in the recovery phase.
3. Maintain all records of disaster (original notes, report forms, messages, student release records, medical/first aid records,

Assignment:

1. Office staff or other school personnel as designated
2. The major portion of the work of the Financial/Administration Section will take place during the recovery state of the disaster situation. Therefore, except for the person assigned to the Timekeeping position, persons assigned to Purchasing/Procurement (after the disaster) and Recovery Records Management can be assigned to other teams for the first day.

Training:

Familiarity with documentation of disaster claims and Workers Coup injury reports

Location:

1. During the disaster response stage, Timekeeping sets up immediately adjacent to Command Center.
2. Purchasing/Procurement and Recovery Records Management will operate out of their regular work areas or, if necessary, work areas designated by Finance/Administration Chief and Incident Commander.

Equipment:

Timekeeping

1. Roster of all school personnel
2. Pens, pencils, paper, paper clips, transparent tape, etc.
3. Job description clipboard and paper
4. Workers Coup forms and file box/binder
5. Check-in/Check-out sign

Purchasing/Procurement (after the disaster)

1. Purchase Orders
2. Administrative Resource List
3. Business-to-Business Phone Book
4. Receipt book

Recovery Records Management

1. Guidelines for recovery claims
 - State and FEMA
 - District insurance companies
2. Any advisories issued by District regarding proper documentation of insurance claims.

Continued next page

Timekeeping/Records Mgt., cont.

Procedures:

After evacuation from classroom or work area, report to Emergency Assembly Area (EAA). Classroom teachers take roll of students (and other school personnel assigned to their classrooms) and report to Command Center, using Accountability Report. Other school personnel report to the EAA and check in with their department,

Unless assigned to Student Supervision, proceed, when released, to the disaster storage area to form disaster team and get supplies. Section Chiefs will brief teams and direct them to work locations.

Timekeeping

1. Set up at Command Center. (Set up Check-in/Check-out sign.)
2. Log in all school and district staff (get information from Student/Staff Status) and all registered convergent volunteers (get information from Student/Staff Status).
3. Process all Workers Comp injury reports.

Purchasing/Procurement (after disaster)

1. Develop preliminary plans to restore the business functions of the school.
2. Day Two and Ongoing - As needed, write purchase orders to secure supplies to begin clean up and repairs. Whenever possible, go through the District for heavy equipment (cranes, bulldozers, etc.) and sanitation needs beyond your capabilities.
3. Ongoing - Maintain a detailed "paper trail" of all damages, repairs, costs, expenditures, etc. Maintain detailed records of all disaster related purchases.

Recovery Records Management

1. Obtain all notes, rosters, logs, records, reports, etc. from Command Center, Student Release, Medical/First Aid, Safety/Damage Assessment, Convergent Volunteers, Supply/Procurement/Equipment/Services, Search & Rescue, Security, Timekeeping, as well as from Purchasing/Procurement (after disaster).
2. Whenever possible, arrange for photographs to be taken of damages **prior to repairs**. Be sure that the photos and negatives are kept in a safe place. [Note: It would be most helpful for documentation of disaster loss to have a video of the condition of school facilities taken prior to the disaster.]
3. Prepare all recovery claims [insurance companies; city, county, state, and federal agencies; American Red Cross (if District facilities were used as shelters)].

CHECK IN AND CHECK OUT WITH TIMEKEEPING

AREA COORDINATORS

(Kevin Kornegay, Donna Lee, Rusty Swisher, Sherry Kunda, Phyllis Madden, Joe Marcucilli)

Duties:

1. Send a message by runner to the Command Center requesting that you be relieved to perform Area Coordinator duties.
2. Check with every teacher in your area to insure that they have completed and submitted an Accountability Report to the Command Center.
3. Insure that all teachers in your area are supervising their students closely—not allowing the students to wander about.
4. Solicit needs from teachers in your area.
5. Establish communication with the Command Center via runner(s).
6. Coordinate addressing needs in your area with the Logistics Chief at the Command Center.
7. Every thirty (30) minutes, submit an update report on the status of your area to the Planning/Intelligence Chief (Ron Hilton) at the Command Center and solicit an update from the Command Center to share with personnel in your area.

Assignment:

1. Communication link with Command Center/to area personnel
2. Area needs assessment

Location:

Determined by location in Assembly Area

Equipment:

1. Clipboard
2. Lined paper
3. Pens and pencils
4. Extra Accountability Report forms

Procedures:

If you have students, after evacuation from the classroom and arriving in your Assembly Area, complete an Accountability Report form and send it with a runner to the Command Center. Along with the Accountability Report form, send with your runner a request to be relieved so you may carry out your duties as Area Coordinator. If you do not have students, report to the Accountability Team in the Command Center. Once relieved of class supervision or after clearing with the Accountability Team, begin circulating within your area, making contact with teachers. Insure that all teachers have properly completed and submitted an Accountability Report to the Command Center. Remind teachers to closely supervise their students—maintaining strict accountability of every student under their care. Ask teachers if they or their students have any needs. Record everything they request by teacher name. Submit a composite list of needs by teacher name (if relevant) to the Logistics section at the Command Center via your runner. Ask your runner to solicit an update of the overall situation and decisions being made that directly affect personnel in your area. Communicate updates to the teachers in your area. Do this every thirty (30) minutes. Continue monitoring your area as explained above.

EMPLOYEE GENERAL RESPONSIBILITIES

TEACHERS WITH CLASSES:

1. Lead students through proper drop drill if appropriate.
2. Ascertain the extent of any injuries. Tape the **RED** “HELP NEEDED” sheet on the outside of the door if any injured must be left in the classroom. Tape the **GREEN** “ALL CLEAR” sheet on the outside of the door if the classroom is clear.
3. Evacuate classroom in a calm, orderly manner.
4. Escort class to the assembly area (upper fields) and take roll call.
5. Complete an Accountability Report sheet for your class—designate a reliable student as your runner and send the report to the Command Post (to Mr. Ferry) with the runner--include students/staff needing mental health counseling.
6. Supervise and reassure your students throughout the emergency.
7. **Keep all of your students with you for student location/reunion purposes.**
8. Involve your students in activities that will keep them busy and maintain order.

TEACHERS WITHOUT CLASSES:

Immediately report to the Logistics Officer (Vince Ferry) at the Command Center and assist as directed.

INSTRUCTIONAL ASSISTANTS:

Report to the Logistics Officer (Vince Ferry) at the Command Center and assist as directed.

GENERAL RESPONSIBILITIES:

1. If a disaster were to strike during school hours, our primary responsibility is to ensure the safety and security of our students first, and each other second. We can expect student flight and panic to some degree, however, **most students will look to us for their safety and proper actions in a disaster**. As staff and professionals, we must set the example of calm and fight the “flight” urge.
2. Due to the fact that most of us have our own families and our concern for them will be great, once we have established control here, we will initiate a relief system. This system will allow certain employees to leave, unite with their loved ones, take care of things, and then return (**if requested**) to relieve others to do the same until all of our students have been united with their families.

INCIDENT: ALARMS SOUNDING

When an alarm goes off during a passing period or a break: faculty, must report to their Assembly Area locations and students are to report to their **period 4** teacher in the Assembly Area. Be sure to inform your period 4 students each semester of this and where you will be located in the Assembly Area.

INCIDENT: NO ALARMS SOUNDING

In the event that power is lost to the school and bells are not available: teachers should exercise conservative judgment and evacuate if they believe an emergency condition exists in their classroom. Regarding earthquakes: quakes and aftershocks can differ in their impact on classrooms and equipment within classrooms. **If you feel that students could be in danger by remaining in the classroom, then please evacuate your classroom.**

REMEMBER: IF A DISASTER SHOULD STRIKE BETWEEN CLASSES, STUDENTS ARE TO BE DIRECTED TO THE ASSEMBLY AREA (UPPER FIELDS) TO REPORT TO THEIR **FOURTH** PERIOD TEACHER.

LOCKDOWN PROTOCOL

A **LOCKDOWN** situation exists when we need students in secured areas **as quickly as possible**. An armed intruder on campus, news of a potential drive-by shooting, a hazardous material (HAZMAT) threat, etc. could necessitate a **LOCKDOWN**. With some types of bomb threats, a **LOCKDOWN** may be safer than evacuating students onto the fields.

The signal for **LOCKDOWN** will be announced “in the open”—without code—over the public address (PA) system. Upon hearing the order to **LOCKDOWN**, teachers are to immediately insure that all of their students are accounted for and lock all doors leading into the classroom. If a teacher **has sent a student out of class** with a pass, the teacher is to lock all doors leading into the classroom as that student will remain under the supervision of whomever the teacher sent the student.

- The deputy and his/her associates will be in complete command of the situation.
- When a **lockdown** is ordered, all exterior doors are to be locked. Teachers and librarian will shut off all lights and direct all students and staff in their rooms to the back of the room/to a wall with no windows, to create a barricade of desks/tables in front of them and sit down on the floor behind the barricade.
- Teachers and librarian are to calm down all of their students and staff and direct them to remain completely quiet. **Reassure them that the Sheriff’s deputies are handling the situation to keep everyone safe.**
- **DO NOT OPEN THE DOOR FOR ANYONE, REGARDLESS OF WHO THEY CLAIM TO BE!**
- During the lockdown, no one is to use the land line telephones to make calls until authorized by the Sheriff Deputy in charge.
- Instruct students **NOT** to use their cell phones during the crisis. That could cause an outsider to come to the school and become a victim.
- Once the Sheriff Deputies declare an “All-Clear” status, an administrator will announce instructions to everyone over the PA system and share that it is safe to unlock doors.

DURING BRUNCH OR LUNCH students, faculty, and staff not in classrooms are to report immediately to the MPR, gym, library, or theater. Office and security personnel will be in these buildings to secure students. **DURING PASSING PERIODS**, instruct students to get into the nearest classroom. Employees are to do the same. Teachers are to accept any student who enters their room during a **LOCKDOWN** during a passing period. In these two scenarios, **the employee in charge of a group of students is to write a list of students with them.** The office will request these sheets immediately after the “ALL CLEAR” has been communicated.

The administration may communicate with specific classes at any given time during such a crisis. Personnel with walkie talkies (two way radios) **WILL OBSERVE RADIO SILENCE**. DO NOT use the radio unless specifically contacted—by name—by a higher authority. Initially, radios will be used solely for locating a perpetrator. All other emergency procedures, e.g., first aid, triage, become secondary until further notice by a higher authority.

INCIDENT: REPORTED GUN ON CAMPUS

CONCEALED GUN IN A CLASSROOM

- Confirm location of the suspect.
- Direct teacher to instruct class as if nothing is wrong, but stand near the suspect's desk.
- An administrator, campus supervisor, and the deputy will report to the room. The deputy will enter and go directly to the suspect (where the teacher is standing) and escort the suspect student to the office. The teacher, students, campus supervisor and administrator will follow the deputy's directions at all times.
- The suspect's belongings will be given to the campus supervisor to carry to the office.
- The administrator, deputy and campus supervisor will escort the suspect to the office.
- The deputy will question the suspect in the presence of the administrator and the campus supervisor.

AT NO TIME, WHILE IN THE CLASSROOM, WILL THE ADMINISTRATOR, DEPUTY, OR CAMPUS SUPERVISOR MENTION THEIR SUSPICIONS OR THEIR PURPOSE.

ON SCHOOL PROPERTY-NOT IN A BUILDING

- Confirm location of the suspect.
- Dial **200** and report incident to office personnel—extension 200 will ring all phones in the office.
- If reported by a campus supervisor, direct campus supervisor to maintain visual of suspect from a safe distance and update administrator of suspect's movement/location.
- The administrator will notify the deputy, who will assume command of the situation.
- The deputy will assess the situation and give orders to be followed exactly by school personnel.
- All school personnel will conduct themselves as if the perpetrator is NOT functioning alone.
- The deputy and his/her associates will be in complete command of the situation.
- If a **lockdown** is ordered, all exterior doors are to be locked. Teachers and librarian will shut off all lights and direct all students and staff in their rooms to the back of the room/to a wall with no windows, to create a barricade of desks/tables in front of them and sit down on the floor behind the barricade.
- Teachers and librarian are to calm down all of their students and staff and direct them to remain completely quiet. **Reassure them that the Sheriff's deputies are handling the situation to keep everyone safe.**
- **DO NOT OPEN THE DOOR FOR ANYONE, REGARDLESS OF WHO THEY CLAIM TO BE!**
- During the lockdown, no one is to use the land line telephones to make calls until authorized by the Sheriff Deputy in charge.
- Once the Sheriff Deputies declare an "All-Clear" status, an administrator will announce instructions to everyone over the PA system and share that it is safe to unlock doors.

If the deputy is not present on campus when a weapon incident occurs, the administrator is to contact the school deputy, explain the situation, and request that s/he report immediately to VHS—before confronting the suspect.

If the school deputy is NOT available, the administrator will dial 911—use the landline telephone ONLY—explain the situation, and request deputy assistance—before confronting the suspect. Cell phone calls to 911 are routed to the California State Highway Patrol and the caller will be placed on HOLD. If a cell phone must be used, dial the Sheriff's Station direct line: 255-1121.

INCIDENT: WILDFIRE SMOKE*

Composition of smoke

Smoke is made up primarily of carbon dioxide, water vapor, carbon monoxide, particulate matter, hydrocarbons and other organics, nitrogen oxides and trace minerals. The composition of smoke varies with fuel type: different wood and vegetation are composed of varying amounts of cellulose, lignin, tannins and other polyphenolics, oils, fats, resins, waxes and starches which produce different compounds when burned.

In general, particulate matter is the major pollutant of concern from wildfire smoke. Particulate is a general term for a mixture of solid particles and liquid droplets found in the air. Particulate from smoke tends to be very small (less than one micron in diameter) and, as a result, is more of a health concern than the coarser particles that typically make up road dust. Particulate matter from wood smoke has a size range near the wavelength of visible light (0.4 – 0.7 micrometers). This makes the particles excellent scatterers of light and, therefore, excellent reducers of visibility.

Carbon monoxide is a colorless, odorless gas, produced as a product of incomplete combustion. It is produced in the largest amounts during the smoldering stages of the fire.

Hazardous air pollutants are present in smoke, but in far less concentrations than particulate and carbon monoxide. The most common are acrolein, benzene and formaldehyde.

Health effects of smoke

The effects of smoke run from irritation of the eyes and respiratory tract to more serious disorders, including asthma, bronchitis, reduced lung function and premature death. Studies have found that fine particulate matter is linked (alone or with other pollutants) with a number of significant respiratory and cardiovascular-related effects, including increased mortality and aggravation of existing respiratory and cardiovascular disease. In addition, airborne particles are respiratory irritants, and laboratory studies show that high concentrations of particulate matter cause persistent cough, phlegm, wheezing and physical discomfort in breathing. Particulate matter can also alter the body's immune system and affect removal of foreign materials from the lung, like pollen and bacteria.

Carbon monoxide enters the bloodstream through the lungs and reduces oxygen delivery to the body's organs and tissues. The health threat from lower levels of CO is most serious for those who suffer from cardiovascular disease. At higher levels, carbon monoxide exposure can cause headaches, dizziness, visual impairment, reduced work capacity, and reduced manual dexterity even in otherwise healthy individuals. At even higher levels (seldom associated solely with a fire), carbon monoxide can be deadly.

People exposed to toxic air pollutants at sufficient concentrations and durations may have an increased chance of getting cancer or experiencing other serious health problems. However, in general, it is believed that the long term risk from toxic air pollutants from forest fire smoke is very low. Some components of smoke, such as many polycyclic aromatic hydrocarbons (PAH) are carcinogenic. Probably the most carcinogenic is benzo-a-pyrene (BaP), which has been demonstrated to increase in toxicity when mixed with carbon particulate. Other components, such as the aldehydes, are acute irritants. Three air toxics are of most concern from wildfires:

1. Acrolein. An aldehyde with a piercing, choking odor. Even at low levels, acrolein can severely irritate the eyes and upper respiratory tract. Symptoms include stinging and tearing eyes, nausea and vomiting.
2. Formaldehyde. Low level exposure can cause irritation of the eyes, nose and throat. Higher levels cause irritation to spread to the lower respiratory tract. Long-term exposure is associated with nasal and nasopharyngeal cancer.
3. Benzene. Benzene causes headaches, dizziness, nausea and breathing difficulties, and is a very potent carcinogen. Benzene causes anemia, liver and kidney damage, and cancer.

Not everyone who is exposed to thick smoke will have health problems. Level, extent and duration of exposure, age, individual susceptibility and other factors play a significant role in determining whether or not someone will experience smoke-related health problems.

Sensitive populations

Most healthy adults will recover quickly from smoke exposures and will not suffer long-term consequences. However, certain sensitive populations may experience more severe acute and chronic symptoms from smoke exposure. Much of the information about how particulate affects these groups has come from studies done on urban particulate. More research is needed (and some of it is underway) to determine if particulate from wildfires affects these groups differently.

Individuals with asthma, and other respiratory diseases: Levels of pollutants which may not interfere with normal breathing affect people with asthma in more profound ways, causing greater inflammation or constriction of airways. Asthma, derived from the ancient Greek word for panting, is a chronic condition in which the airways temporarily become impeded, causing labored breathing, wheezing or coughing. During an asthma attack, the muscles tighten around the airways, constricting the free exchange of air. The lining of the airways becomes inflamed and swollen. Children's airways are narrower than those of adults, thus irritation that would produce only a

slight response in an adult can result in significant obstruction in the airways of a young child. Older people with asthma experience higher mortality rates from asthma than other age groups.

Individuals with cardiovascular disease: Cardiovascular diseases include many ailments, such as hardening of the arteries, high blood pressure, angina pectoris, heart attacks and strokes. It is the leading cause of death in the United States, responsible for about 42% of all deaths each year. The vast majority of those deaths are in people over the age of 65. Studies have linked particulate pollution to increased heart attacks and symptoms in those with cardiovascular disease. The exact toxicological mechanisms are not well understood, but studies show that particulate matter causes respiratory symptoms, changes in lung function, alteration of mucociliary clearance and pulmonary inflammation that can lead to increased permeability of the lungs. This, in turn, can cause fluid to accumulate in the lungs. Mediators released during an inflammatory response could increase the risk of blood clot formation and strokes. Other studies have shown that the particles may trigger certain neurons in the respiratory tract, leading to effects on the nervous system.

The elderly: Studies estimate that tens of thousands of elderly people die prematurely each year from exposure to particulate pollution. Part of that is due to the fact that the elderly are more likely to have pre-existing lung and heart diseases. In addition, the elderly seem to be more affected than other age groups because we lose important respiratory defense mechanisms as we age. Older individuals tend to have more difficulty clearing particles from their lungs. As a result, pollutants irritate the lungs for longer periods of time and can cause more damage. In addition, particulate pollution can compromise the immune system, increasing the susceptibility to bacterial or viral respiratory infections. This can lead to an increase incidence of pneumonia and other complications among the elderly.

Children: Children, even those without any preexisting conditions, are considered a sensitive population because their lungs are still developing, making them more susceptible to environmental threats than healthy adults. Several factors lead to increased exposure in children: compared to adults, they tend to spend more time outside; they engage in about three times the vigorous activity, and they breathe about 50% more air per pound of body weight. Studies have shown that particulate pollution is associated with increased respiratory symptoms and decreased lung function in children, including symptoms such as aggravated coughing and difficulty or pain in breathing. These can result in school absences and limitation in normal childhood activities.

Smokers: People who smoke have already compromised their lung function. Exposure to high levels of particulate can exacerbate their condition, leading to chest pain, trouble breathing and other respiratory symptoms more quickly than in non-smokers. As a way to put smoking in context, in a 10' by 13' room with an 8' ceiling, it takes only 10 minutes for the side stream smoke of 4 cigarettes to create³ ambient levels of particulate in the hazardous ranges (644 ug/m^3)

Characteristics of smoke

The behavior of smoke depends on many factors, including the fire's size, the fire's location, the topography of the area and the weather. In mountainous terrain, where inversions are common, smoke often fills the valleys, where, incidentally, people usually live. Smoke levels can be very hard to predict: a wind that usually clears out a valley, may simply blow more smoke in, or may fan the fires causing a worse episode the next day. Smoke concentrations tend to change constantly. (By the time you issue a warning, the smoke may have cleared out.) National Weather Service satellite photos, weather and wind forecasts, and knowledge of the area can all help in predicting how much smoke will come into an area, but predictions are rarely accurate for more than a few hours out. The National Weather Service's website has a lot of information, including satellite photos that are updated throughout the day. For the western United States, the web address is www.wrh.noaa.gov.

Judging particulate levels in smoke

Communities that have established air quality programs and alert systems traditionally base their advisements to the public on the 24 or 8 hour averages of particulate. However, it makes sense to approach smoke emergencies differently, for a couple of reasons. Smoke concentrations tend to be very high for a few hours, and then drop off dramatically. But, research has shown that the spikes may be what cause some of the most deleterious effects. In addition, the particulate from smoke is very small, and has more of an impact than PM_{10} , which is what most emergency plans are based upon. Another factor is public perception. Since smoke is such a good scatterer of light, visibility changes drastically as smoke concentrations increase. Even without being told, the public can tell when the smoke is getting worse, and they want authorities to respond to those changes as they are happening, instead of when they have been going on for eight hours, or when they are over.

Many places don't have real-time particulate monitors to help determine how thick the smoke is. (Real time monitors give an instant (and continuous) reading of particulate concentrations.) However, visibility can serve as a good surrogate. Even in areas with monitors, this index is useful, since smoke levels are ever-changing, giving the public a way to judge the smoke levels for them on a continual basis.

Categories	Visibility in Miles	Particulate levels³ (averaged 1 hour, $\mu\text{g}/\text{m}^3$)
Good	10 miles and up	0 - 40
Moderate	6 to 9	41 - 80
Unhealthy for Sensitive Groups	3 to 5	81 - 175
Unhealthy	1 1/2 to 2 1/2	176 - 300
Very Unhealthy	1 to 1 1/4	301 - 500
Hazardous	3/4 mile or less	over 500

Procedure for Making Personal Observation to Determine Smoke Concentrations

- Face away from the sun
- Determine the limit of your visibility range by looking for targets at known distances (miles). Visible range is that point at which even the high contrast objects totally disappear
- After determining visibility in miles, use the chart to determine health effect and appropriate cautionary statement.

At times, even the visibility index may be hard to use, especially if specific landmarks of known distance are not available for judging distances. In such cases, individuals may have to rely on common sense in assessing smoke conditions (e.g., mild, moderate, heavy smoke) and the kinds of protective actions that might be necessary.

Recommendations for the public

The following table provides a general list of probable health effects at each level, and associated recommended cautionary statements. It is based on the EPA's Air Pollution Index, as well as some work done in Montana and Washington.

Categories	Health Effect	Cautionary Statement
Good	None	None
Moderate	Possibility of aggravation of heart or respiratory disease.	People with heart or lung disease should pay attention to symptoms.
Unhealthy for Sensitive Groups	Increasing likelihood of respiratory symptoms and aggravation of lung disease such as asthma.	People with respiratory or heart disease, the elderly and children should <i>limit</i> prolonged exertion and stay indoors when possible.
Unhealthy	Increased respiratory symptoms and aggravation of lung and heart diseases; possible respiratory effects to general population.	People with respiratory or heart disease, the elderly and children should <i>avoid</i> prolonged exertion and stay indoors when possible; everyone else should <i>limit</i> prolonged exertion.
Very Unhealthy	Significant increase in respiratory symptoms and aggravation of existing lung and heart disease; increasing likelihood of respiratory effects of general population.	People with respiratory or heart disease, the elderly and children should <i>avoid</i> any outdoor activity; everyone else should <i>avoid</i> any outdoor exertion.
Hazardous	Serious aggravation of heart or lung disease and premature mortality in persons with cardiopulmonary disease and the elderly; serious risk of respiratory effects in general population.	Everyone should <i>avoid</i> any indoor and outdoor exertion; everyone should remain indoors whenever possible.

Specific strategies

Staying Indoors: The most common advisory issued during a smoke pollution episode is to stay indoors. The usefulness of this strategy depends entirely on how clean the indoor air is. Studies (almost none of which were conducted during forest fire smoke episodes) indicate that this strategy can usually provide some protection, especially in a tightly closed, air conditioned house. Staying inside can usually reduce ambient air pollution by about a third. In non-air conditioned homes anywhere from 70 to 100% of fine particulate will penetrate indoors from the outside air. In very leaky homes and buildings, the guidance of staying inside with doors and windows closed may offer little protection. Certainly, if doors and windows are left open, indoor and outdoor air will be about the same. One of the biggest problems with advising people to stay inside during smoke events is the risk of heat stress. The fire season is often accompanied by high outside temperatures and for those people who depend upon open windows and doors for ventilation, keeping windows and doors closed can be a problem. Older individuals and others in frail health run the risk of heat exhaustion or heat stroke which could have dire consequences. If outside temperatures are very high, it would be prudent to advise those without air conditioning to seek shelter in a clean air sanctuary. These are discussed later in this guide.

Smoke events can last several weeks or months. These longer events are usually punctuated by times with relatively clean air. When air quality improves, even temporarily, residents should "air out" their homes to reduce indoor air pollution.

Air conditioners: Little is known about the impact of using various types of air conditioners and air filters on indoor air pollutant concentrations. The conventional wisdom is that air conditioners reduce the amount of outside particulate to get indoors, if for no other reason than air conditioned homes usually have lower air exchange rates than homes that use open windows for ventilation. Some air conditioners can be fitted with HEPA filters (stands for High Efficiency Particulate) These filters can capture most of the tiny particles associated with smoke and can further reduce the amount of outside air pollution that gets indoors.

Air cleaners: Air cleaners can be effective at reducing indoor particulate levels, provided the specific cleaner is adequately matched to the indoor environment in which it is placed. However, they tend to be expensive. Air cleaners can be either a portable unit to clean a single room (\$50 - \$300) or a larger central air cleaner to clean the whole house (\$300 - \$1000+). Most air cleaners are not effective at removing gases and odors. The two basic types of air cleaners for particle removal are:

- Mechanical cleaners, which contain a fiber or fabric filter. The filters need to be sealed tightly in their holders, and cleaned or replaced regularly.
- Electronic air cleaners, such as electrostatic precipitators (ESP) and ionizers. ESPs use a small electrical charge to collect particles from air pulled through the device. Ionizers, or negative ion generators, cause particles to stick to materials (such as carpet and walls) near the device. Electronic air cleaners usually produce small amounts of ozone as a byproduct.

The effectiveness of an air cleaner is usually reported in terms of efficiency, which can be misleading, as it only tells half of the story. The other important factor is air flow. Together, these two factors equal the Clean Air Delivery Rate (CADR), which is a better measure of how a device will actually perform. For example, 99.99% efficiency sounds great, if the flow is only 20 cfm, one would be better off at 90% efficiency and 100 cfm (CADR: 20 vs 90 cfm).

Room units should be sized to supply at least two or three times the room volume per hour. Most portable units will state on the package the unit's air flow rate, the size room it cleans and perhaps its particle removal efficiency and its CADR. Central system air units should handle at least 0.5 air changes per hour, the air exchange rate necessary to reasonably ventilate a house continuously under most conditions.

For central air conditioning systems, electrostatic precipitators, high efficiency media filters and medium-efficiency media filters can be added so that the particle level in the indoor air can be kept within acceptable levels during a prolonged smoke event. However, these filters create more air resistance in the system, and may not be able to be used without modifications to the system.

Devices that remove gases and odors are relatively costly, both to purchase and maintain. They force air through materials such as activated charcoal or alumina coated with potassium permanganate. However, the filtering medium can become quickly overloaded and may need to be replaced often. Some devices, known as ozone generators, personal ozone devices, "energized oxygen" generators, and "pure air" generators, are sold as air cleaners, but they probably do more harm than good. These devices intentionally produce ozone gas to react with pollutants in the air. Ozone is composed of three atoms of oxygen. The third atom can detach from the molecule and reattach to molecules of other substances, thereby altering their chemical composition. It is this ability to react with other substances that forms the basis of manufacturer's claims. However, the EPA has found that ozone is generally ineffective in controlling indoor air pollution at concentrations that do not greatly exceed public health standards. In addition, ozone does not remove particles from the air, so would not be effective during smoke events. (Some ozone generators include an ion generator to remove particles, but it would be far safer to buy the ionizer by itself.) Ozone, whether in its pure form or mixed with other chemicals, can be harmful to health. When inhaled, ozone can damage the lungs. Relatively low amounts of ozone can cause chest pain, coughing, shortness of breath and throat irritation. It may also worsen chronic respiratory diseases such as asthma, as well as compromise the body's ability to fight respiratory infections. As a result, using an ozone generator during a smoke event may actually increase the adverse health effects from the smoke. For more information about ozone generators that are sold as air cleaners, see www.epa.gov/iaq/pubs/ozonegen.html. Humidifiers are not technically air cleaners, and will not significantly reduce the amount of particulate in the air during a smoke event. Nor will they remove gases like carbon monoxide. However, humidifiers and dehumidifiers (depending on the environment) may slightly reduce pollutants through condensation, absorption and other mechanisms. The greater benefit of running a humidifier in an arid environment during a smoke event would be to reduce stress on the respiratory system, by keeping the mucus membranes moist. For more information about residential air cleaners, see www.epa.gov/iaq/pubs/residair.html.

In vehicles: Individuals can reduce the amount of particulate in their vehicles by keeping the windows closed. However, cars heat up very quickly in warm weather, and heat stress can be an issue. Children and pets should never be left in a vehicle with the windows closed. The car's ventilation systems typically remove a portion of the particulate coming in from outside. For best results, most cars have the ability to re-circulate the inside air, which will help keep the particulate levels lower.

Reduced activity: Reduction of physical activity reduces the dose of inhaled air pollutants, and may reduce the risk of health impacts during a smoke event. During exercise, people may increase their air intake as much as ten times their resting level. An endurance athlete can process as much as twenty times the normal intake. This brings more pollution deep into the lungs. While exercising, people tend to breathe through their mouths, bypassing the natural filtering ability of the nasal passages: again, delivering more pollution to the lungs. They also tend to breathe more deeply, causing the particulate to lodge deeper into the lungs where it can cause more damage.

Other sources of air pollution: Many indoor sources of air pollution can emit large amounts of the same pollutants present in forest fire smoke. Indoor sources such as cigarette smoke, gas, propane and wood burning stoves and furnaces, and activities such as cooking, burning candles and incense, and vacuuming can greatly increase the particulate levels in a home. Some of these sources can also increase the levels of polycyclic aromatic hydrocarbons (PAHs), carbon monoxide and nitrogen oxides. Besides cigarette smoke, combustion sources that do not vent to the outdoors contribute most to indoor pollutant levels and are of greatest concern. On average, reducing indoor air emissions as much as possible during smoke events may reduce indoor particulate levels by one quarter to one third or more, and levels of PAHs, VOCs and other pollutants by an even greater amount. These reductions can help compensate for the increased loading from the outdoor air.

Masks: In order for a mask to provide protection during a smoke event, it must be able to filter very small particles (around 0.3 to 0.1 microns) and it must fit, providing an airtight seal around the wearer's face. Commonly available paper dust masks, which are designed to filter out larger particles such as dust created by sanding, typically offer little protection. The same is true for bandanas (wet or dry) and tissues held over the mouth and nose. In fact, they may actually be detrimental, giving the wearers a false sense of security and encouraging them to increase their physical activity and time outdoors.

Surgical masks that trap smaller particles are also available, but these masks are designed to filter air coming out of the wearer's mouth, and do not provide a good seal. As a result, these tend to be no better than dust masks. Some masks (technically called respirators, but they look more like paper masks) are good enough to filter out 95% of the particulate that is 0.3 microns and larger.

Smoke particulate averages about 0.3 microns, so these masks will filter out a significant portion of the smoke if they are properly fit to the wearer's face. These masks, which may include an exhale valve, do not require cartridge filters. They are marked with one of the following: "R95", "N95" or "P95." Soft masks with higher ratings (R, N or P 99 and R, N, or P100) are also available and will filter out even more particulate. Respirators with purple HEPA (pronounced hee-pa and stands for high efficiency particulate air) filters offer the highest protection, but may be less comfortable and slightly more expensive than the flexible masks. Again, unless there is an airtight seal over the wearers face, it will provide little protection. There are several drawbacks to recommending widespread mask use in an area affected by wildfire smoke. Most people won't use the masks correctly and won't understand the importance of having an airtight seal. For instance, it is impossible to get a good seal on individuals with beards. In addition, masks aren't designed for use by the general population (including children.) As a result, the masks will provide little if any protection. In addition, they may give the wearers a false sense of protection, leading them to ignore other recommendations, like reducing physical activity, which could actually increase their exposure. Masks are uncomfortable (they are less uncomfortable when they are leaky – but then they do not provide protection.) They increase resistance to air flow. This makes breathing more difficult and leads to physiological stresses, such as increased respiratory and heart rates. Masks can also contribute to heat stress. Because of this, mask use by those with cardiopulmonary and respiratory diseases can be dangerous, and should only be done under a doctor's supervision. Even healthy adults may find that the increased effort required for breathing makes it uncomfortable to wear a mask for more than short periods of time. Breathing resistance increases with respirator efficiency. Most healthy adults can use a 95% efficient respirator without undue breathing resistance. At higher efficiencies, breathing resistance will increase and the user will experience more discomfort. Another problem with masks is that most of them will not reduce CO. There are some instances where recommending mask use can be beneficial. For outdoor workers, or others that will be outside regardless of the smoke, masks (as long as they fit properly) can afford some protection. In cases where people are generally staying indoors, wearing a mask to go outside briefly might be useful. Masks can also be useful in conjunction with other methods of exposure reduction like staying indoors, reducing activity and using HEPA air cleaners, to reduce overall smoke exposure.

Clean Air Shelters: In many places, staying inside may not adequately protect susceptible individuals. Many homes do not have air conditioning, and depend on open windows and doors for cooling. Other homes may be so leaky, that the pollution levels will soon equal that of outside air. During severe smoke events, clean air shelters can be designated to provide residents with a place to get out of the smoke. These can be located in large commercial buildings, educational facilities, shopping malls or anyplace with effective air conditioning and particle filtration.

Closures: The decision to close or curtail business activities will depend upon predicted smoke levels, environmental and socioeconomic factors and other local conditions. It could be that exposure inside schools and businesses may be similar to or better than those in homes. Children's physical activity may also be better controlled in schools than in homes, making school closings a poor choice. In many areas it will not be practical to close businesses and schools, but partial closures may be beneficial. Closures and cancellations can target specific groups (like the sensitive populations) or specific, high risk activities, like outdoor sporting events and practices. Curtailing outside activities can reduce exposures by encouraging people to stay inside and reduce physical activity. The decision to restrict industrial emissions should be based on the local air pollution situation and the emission characteristics of particular industries. Curtailment may not be beneficial if eliminating industrial emissions will not noticeably reduce the air pollution load.

Evacuation: The most common call for evacuation during a wildfire is due to the direct threat of the fire instead of smoke. Leaving the area of thick smoke may be a good protective measure for members of sensitive groups, but it is often difficult to predict the duration, intensity and direction of smoke, making this an unattractive option to many people. For fires that go on for weeks, evacuation may not be possible for a large percentage of the population.

* Coefield, John and Cyra Cain. 2001. Forest Fire Smoke Categories. Montana Department of Environmental Quality, PO Box 200901, Helena, MT 59620.

INCIDENT: BOMB THREAT

Bomb threats may come via different mediums, e.g., telephonic, written, email, etc. To effectively respond to any bomb threat, there are precautionary steps that need to be taken. They are:

- understand your school emergency plan,
- have pre-established notification procedures,
- know where to evacuate students if directed to evacuate,
- be familiar with the facilities—know what belongs and what doesn't belong.

After you are aware of a bomb threat, follow these steps:

- All PA announcements are to be made in the CLEAR.
- Announce the following over the PA system:
"We have a bomb threat. DO NOT USE YOUR CELL PHONE. DO NOT TURN ON YOUR CELL PHONE. DO NOT TURN OFF YOUR CELL PHONE. DO NOT ANSWER ANY IN COMING CALLS. IF YOUR CELL PHONE IS CURRENTLY ON, PLACE IT ON VIBRATE. A SIGNAL FROM ANY CELL PHONE MAY ACTIVATE THE BOMB."
- when it is determined to evacuate, do so immediately—DO NOT STOP FOR PERSONAL EFFECTS,
- treat ALL bomb threats seriously, regardless of how many times they occur,
- know what to do if news media shows up—DO NOT ANSWER QUESTIONS, REFER TO PRINCIPAL,
- do not evacuate people into a parking lot—a bomber may lure people outside during a hoax, into the blast zone of a bomb planted inside a vehicle or fixed object,
- stay clear of classroom windows if you hear an explosion,
- know the chain of command to direct actions,
- exercise this action plan.

Telephonic Bomb Threat Actions

- Keep the caller on the line as long as possible.
- **DO NOT HANG UP THE PHONE THAT THE CALL CAME IN ON!!**
- Use another telephone to contact the administration.
- Using the Bomb Threat Information Form, record what the caller said—every word is the goal. If possible, record the entire conversation. PAY PARTICULAR ATTENTION TO BACKGROUND NOISES.
- Identify voice characteristics, accents, gender, age, etc.
- Get specifics on the bomb, i.e., location, detonation time, etc.
- Record the number the call was received on.
- Record the time, date, and duration of the call.
- Be available to law enforcement personnel for interviews.

Written Bomb Threat Actions

- Do NOT disturb or excessively handle the document/envelope.
- Report it to the administration.

Email Bomb Threat Actions

- Do NOT delete or disturb the email until law enforcement personnel have seen it.
- Report it to the administration.

If a Bomb is Found During a Security Check

- DO NOT TOUCH IT!!
- Do NOT disturb the surrounding area.
- Leave the room and report it to the administration immediately.
- Insure that people evacuating know a device was found and to stay clear of the affected area.

Suspicious Mail

- Do NOT shake or submerge the package or letter in water.
- DO NOT OPEN IT!!
- Report it to the administration.

Indicators of Possible Mail or Package Bombs

- An unusual or unknown place of origin
- No return address
- Excessive postage
- Abnormal size and/or weight
- Oily stains on the wrapping or package
- Wires or strings protruding from or attached to the package/letter
- Different return address than the postmark
- Misspellings on the package
- Peculiar odors, e.g., almonds, shoe polish, etc.
- White or color powdery substance on or inside the envelope

BOMB THREAT INFORMATION FORM

Be Calm! Be Courteous! Listen Carefully! Do Not Interrupt!

Write out the exact words of the original threat. _____

(Try to keep the caller talking—ask questions, see below):

When will the bomb explode? _____ Time remaining? _____

Where is the bomb now? _____ What Area? _____

What kind of bomb is it? _____ What does it look like? _____

Where are you calling from? _____ What is your name? _____

Description of voice:

Speech:

Manner:

_____ Male	_____ Loud	_____ Distinct	_____ Calm
_____ Female	_____ Soft	_____ Distorted	_____ Angry
_____ Adult	_____ Fast	_____ Slurred	_____ Rational
_____ Child	_____ Slow	_____ Nasal	_____ Irrational
_____ Familiar	_____ Lisp	_____ Pleasant	_____ Coherent
_____ Disguised	_____ Stutter	_____ High Pitch	_____ Incoherent
_____ Muffled	_____ Raspy	_____ Deep	_____ Emotional
_____ Intoxicated			_____ Laughing
_____ Accent (Describe: _____)			
_____ Other _____			

Background Noises:

_____ Quiet	Train _____	Children _____	Street Traffic _____
_____ Music (Type: _____)	_____ Animals (Type: _____)	_____ Voices	_____ Mixed Noises (Type: _____)
_____ Party	_____ Machinery (Type: _____)	_____ Office Machines	_____ PA System
_____ Other _____			

Exact time of call: _____ Date: _____

Call received at: (Site) _____ Ext. _____

Time Caller hung up: _____ Person taking call: _____

Reported call immediately to: _____
(Name of school official)

Send one copy to Assistant Superintendent of Personnel, one copy to Director of Student Services, and keep one copy for school records.

BOMB THREAT REPORT FORM

The following report form is to be used by the principal to report a bomb threat to the district office.

School: _____ Date of call: _____ Time of call: _____

Person who received call: _____

A. The Sheriff's Station was notified by: _____
(Name of person)

Date: _____ Time: _____

Sheriff personnel contacted: _____

Deputy who responded to call: _____

B. Was a search made for the bomb? Yes No (If "Yes," give details regarding the search.)

C. Was an evacuation conducted? Yes No (If "Yes," indicate buildings or areas evacuated.)

D. Remarks: _____

(Principal's Signature)

Send one copy to Assistant Superintendent of Personnel, one copy to Director of Student Services, and keep one copy for school records.

INCIDENT: TERRORIST THREAT

Terrorists carefully plan their operations, using time as their greatest asset. They will attack or seize what they consider a “soft target.” Criminals will do the same, looking for patterns or people who either let their guard down or are not aware of their surroundings.¹ Prior to a terrorist threat, do the following:

- As much as possible, stay unpredictable (try to vary daily activities);
- Stay situational aware;
- Report suspicious activities to an administrator or school deputy; and
- Know where and whom to go to for information or help.

If a general threat against the school or district is indicated, coordinate all measures with the school administration. The measures below will be applied:

- Be alert for people not associated with the school loitering near the office or classrooms, or watching your activities;
- Do not hesitate to question them as to their reasons for being there; and
- Be aware of people, vehicles, workmen and delivery people.

ACTIONS TO TAKE IF YOU BELIEVE YOU ARE UNDER SURVEILLANCE:

- Conceal your suspicions
- Do not force a confrontation
- Contact the administration and report your suspicions
- Observe general description/characteristics of the person(s) such as unique features, race, gender, height, weight, hair color, etc.
- Observe general description of their vehicles such as make, model, year, color, unique stickers, and—most important—license plate number

HOMELAND SECURITY ADVISORY SYSTEM²

The Homeland Security Advisory System was designed to provide a comprehensive means to disseminate information regarding the risk of terrorist acts to federal, state, and local authorities and the American people. This system provides warnings in the form of a set of graduated “Threat Conditions” that increase as the risk of the threat increases. At each threat conditions, federal departments and agencies would implement a corresponding set of “Protective Measures” to further reduce vulnerability or increase response capability during a period of heightened alert.

There is always a risk of a terrorist threat. Each threat condition assigns a level of alert appropriate to the increasing risk of terrorist attacks. Beneath each threat condition are some suggested protective measures that the government and the public can take, recognizing that the heads of federal departments and agencies are responsible for developing and implementing appropriate agency-specific Protective Measures:

Low Condition (Green)

This condition is declared when there is a low risk of terrorist attacks. Federal departments and agencies will consider the following protective measures:

- Refine and exercise prearranged protective measures;
- Ensure personnel receive proper training on the Homeland Security Advisory System and specific prearranged department or agency protective measures; and
- Institute a process to assure that all facilities and regulated sectors are regularly assessed for vulnerabilities to terrorist attacks, and all reasonable measures are taken to mitigate these vulnerabilities.

At school we can review our school disaster plan and procedures and inventory our emergency supplies.

¹ AFJROTC Quick Reaction Checklists, Headquarters Operation Support

² Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

Guarded Condition (Blue)

This condition is declared when there is a general risk of terrorist attacks. In addition to the measures taken in the Green threat condition, federal departments and agencies will consider the following protective measures:

- Check communications with designated emergency response or command locations;
- Review and update emergency response procedures; and
- Provide the public with any information that would strengthen its ability to act appropriately.

In addition to the actions taken for the previous threat condition, we at school can:

- Update our disaster supply kit;
- Review our disaster plan;
- Hold Team meetings to discuss what members would do and how they would communicate in the event of an incident;
- Develop a more detailed Team communication plan; and
- Individuals with special needs would discuss their emergency plans with the principal and the section chiefs.

Elevated Condition (Yellow)

An Elevated Condition is declared when there is a significant risk of terrorist attacks. In addition to the measures taken in the Green and Blue threat conditions, federal departments and agencies will consider the following protective measures:

- Increase surveillance of critical locations;
- Coordinate emergency plans with nearby jurisdictions as appropriate;
- Assess whether the precise characteristics of the threat require the further refinement of rearranged protective measures; and
- Implement, as appropriate, contingency and emergency response plans.

In addition to the actions taken for the previous threat conditions, at school we can:

- Be observant of any suspicious activity and report it to the administration;
- Contact the District and other schools to discuss their plans and needs;
- Communicate our plans for an emergency and the procedures to reunite students with parents and caregivers; and
- Update our communication plan.

High Condition (Orange)

A High Condition is declared when there is a high risk of terrorist attacks. In addition to the measures taken in the Green, Blue, and Yellow threat conditions, federal departments and agencies will consider the following protective measures:

- Coordinate necessary security efforts with federal, state, and local law enforcement agencies, National Guard or other security and armed forces;
- Take additional precautions at public events, possibly considering alternative venues or even cancellation;
- Prepare to execute contingency procedures, such as moving to an alternate site or dispersing the workforce; and
- Restrict access to a threatened facility to essential personnel only.

In addition to the actions taken for the previous threat conditions, at school we can:

- Review our preparedness measures (including evacuation, assembling, and sheltering) for potential terrorist actions including chemical, biological, and radiological attacks;
- Advise all personnel to avoid high profile or symbolic locations; and
- Advise all personnel to exercise caution when traveling.

Severe Condition (Red)

A Severe Condition reflects a severe risk of terrorist attacks. Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. In addition to the protective measures in the Green, Blue, Yellow, and Orange threat conditions, federal departments and agencies also will consider the following general measures:

- Increase or redirect personnel to address critical emergency needs;
- Assign emergency response personnel and pre-position and mobilize specially trained teams or resources;
- Monitor, redirect, or constrain transportation systems; and
- Close public and government facilities not critical for continuity of essential operations, especially public safety.

In addition to the actions taken for the previous threat conditions, at school we can:

- Advise all personnel to avoid public gathering places such as stadiums, holiday gatherings, or other high risk locations;
- Direct all personnel to follow official instructions about restrictions to normal activities;
- Activate the Crisis Telephone Tree to communicate status of work;
- Advise all personnel to listen to the radio and TV for possible advisories or warnings; and
- Prepare to take protective actions such as sheltering-in-place or evacuation if instructed to do so by public officials.

INCIDENT: CHEMICAL AND BIOLOGICAL WEAPONS³

In case of a chemical or biological weapon attack at school, the administration will instruct you on the best course of action. This may be to evacuate the area immediately, to seek shelter at a designated location, or to take immediate shelter where you are and seal the premises. The best way to protect you is to take emergency preparedness measures ahead of time and to get medical attention as soon as possible, if needed.

CHEMICAL

Chemical warfare agents are poisonous vapors, aerosols, liquids, or solids that have toxic effects on people, animals or plants. They can be released by bombs, sprayed from aircraft, boats, or vehicles, or used as a liquid to create a hazard to people and the environment. Some chemical agents may be odorless and tasteless. They can have an immediate effect (a few seconds to a few minutes) or a delayed effect (several hours to several days). While potentially lethal, chemical agents are difficult to deliver in lethal concentrations. Outdoors, the agents often dissipate rapidly. Chemical agents are also difficult to produce.

There are six types of chemical agents:

- Lung-damaging (pulmonary) agents such as phosgene,
- Cyanide,
- Vesicants or blister agents such as mustard,
- Nerve agents such as GA (tabun), GB (sarin), GD (soman), GF, and VX,
- Incapacitating agents such as BZ, and
- Riot-control agents (similar to MACE).

BIOLOGICAL

Biological agents are organisms or toxins that can kill or incapacitate people, livestock and crops. The three basic groups of biological agents that would likely be used as weapons are bacteria, viruses, and toxins.

1. **Bacteria.** Bacteria are small free-living organisms that reproduce by simple division and are easy to grow. The diseases they produce often respond to treatment with antibiotics.
2. **Viruses.** Viruses are organisms that require living cells in which to reproduce and are intimately dependent upon the body they infect. Viruses produce diseases that generally do not respond to antibiotics. However, antiviral drugs are sometimes effective.
3. **Toxins.** Toxins are poisonous substances found in, and extracted from, living plants, animals, or microorganisms; some toxins can be produced or altered by chemical means. Some toxins can be treated with specific antitoxins and selected drugs.

Most biological agents are difficult to grow and maintain. Many break down quickly when exposed to sunlight and other environmental factors, while others such as anthrax spores are very long lived. They can be dispersed by spraying them in the air, or infecting animals which carry the disease to humans as well as through food and water contamination.

- Aerosols—Biological agents are dispersed into the air, forming a fine mist that may drift to files. Inhaling the agent may cause disease in people or animals.
- Animals—Some diseases are spread by insects and animals, such as fleas, mice, flies, and mosquitoes. Deliberately spreading diseases through livestock is also referred to as agroterrorism.
- Food and water contamination—Some pathogenic organisms and toxins may persist in food and water supplies. Most microbes can be killed, and toxins deactivated, by cooking food and boiling water. Anthrax spores formulated as a white powder were mailed to individuals in the government and media in the fall of 2001. Postal sorting machines and opening of letters dispersed the spores as aerosols. Several deaths resulted. The effect was to disrupt mail service and to cause a widespread fear of handling delivered mail among the public.

Person-to-person spread of a few infectious agents is also possible. Humans have been the source of infection for smallpox, plague, and the Lassa viruses.

³ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

WHAT TO DO TO PREPARE FOR A CHEMICAL OR BIOLOGICAL ATTACK

- Maintain disaster supplies; and
- Rehearse emergency procedures.
- Keep a complete, spare set of clothing in your room/office in a tightly sealed container.

WHAT TO DO DURING A CHEMICAL OR BIOLOGICAL ATTACK

1. Listen to announcements over the PA system for instructions from the administration such as whether to remain inside or to evacuate.
2. If you are instructed to remain indoors:
 - Turn off heating and air conditioning unit and any fan in the room/office.
 - Cover all ventilation vents.
 - Seal the room/office with duct tape. Ten square feet of floor space per person will provide sufficient air to prevent carbon dioxide build-up for up to five hours.
 - Keep students calm and quiet. Try to get people to sleep, as you remain awake.
 - Remain in room/office until you receive additional instructions.
3. If you are caught in an unprotected area, you should:
 - Attempt to get up-wind of the contaminated area.
 - Attempt to find shelter as quickly as possible.
 - Listen for instructions from the administration.

WHAT TO DO AFTER A CHEMICAL ATTACK

Immediate symptoms of exposure to chemical agents may include blurred vision, eye irritation, difficulty breathing and nausea. A person affected by a chemical or biological agent requires immediate attention by professional medical personnel. If medical help is not immediately available, decontaminate yourself and assist in decontaminating others. Decontamination is needed with minutes of exposure to minimize health consequences. **(However, you should NOT leave the safety of a shelter to go outdoors to help others until the administration announces that it is safe to do so.)**

1. Use extreme caution when helping others who have been exposed to chemical agents:
 - Remove all clothing and other items in contact with the body.
 - Contaminated clothing normally removed over the head should be cut off to avoid contact with the eyes, nose, and mouth.
 - Put all removed clothing into a plastic bag.
 - Decontaminate hands using soap and water if available.
 - Remove eyeglasses or contact lenses.
 - Decontaminate eyeglasses in a pan of household bleach.
2. Flush eyes with lots of water.
3. Gently wash face and hair with soap and water; then thoroughly rinse with water.
4. Decontaminate other body areas likely to have been contaminated. **Blot (do not swab or scrape) with a cloth soaked in soapy water and rinse with clear water.**
5. Change into uncontaminated clothes. **Clothing stored in drawers or closets is likely to be uncontaminated.**
6. If possible, proceed to a medical facility for screening.

WHAT TO DO AFTER A BIOLOGICAL ATTACK

In many biological attacks, people will not know they have been exposed to an agent. In such situations, the first evidence of an attack may be when you notice symptoms of the disease caused by an agent exposure, and you should seek immediate medical attention for treatment.

In some situations, like the anthrax letters sent in 2001, people may be alerted to a potential exposure. If this is the case, pay close attention to all official warnings and instructions on how to proceed. The delivery of medical services for a biological event may be handled differently to respond to increased demand. Again, it will be important for you to pay attention to official instructions via radio, television, and emergency alert systems.

If your skin or clothing comes in contact with a visible, potentially infectious substance, you should remove and bag your clothes and personal items and wash yourself with warm soapy water immediately. Put on clean clothes and seek medical assistance.

For more information, visit the website for the Centers for Disease Control and Prevention: www.bt.cdc.gov.

INCIDENT: NUCLEAR AND RADIOLOGICAL ATTACK⁴

(For Home and Work)

Nuclear explosions can cause deadly effects—blinding light, intense heat (thermal radiation), initial nuclear radiation, blast, fires started by the heat pulse, and secondary fires caused by the destruction. They also produce radioactive particles called fallout that can be carried by wind for hundreds of miles.

Terrorist use of a radiological dispersion device (RDD)—often called “dirty nuke” or “dirty bomb”—is considered far more likely than use of a nuclear device. These radiological weapons are a combination of conventional explosives and radioactive material designed to scatter dangerous and sub-lethal amounts of radioactive material over a general area. Such radiological weapons appeal to terrorists because they require very little technical knowledge to build and deploy compared to that of a nuclear device. Also, these radioactive materials, used widely in medicine, agriculture, industry and research, are much more readily available and easy to obtain compared to weapons grade uranium or plutonium.

Terrorist use of a nuclear device would probably be limited to a single smaller “suitcase” weapon. The strength of such a weapon would be in the range of the bombs used during World War II. The nature of the effects would be the same as a weapon delivered by an inter-continental missile, but the area and severity of the effects would be significantly more limited.

There is no way of knowing how much warning time there would be before an attack by a terrorist using a nuclear or radiological weapon. A surprise attack remains a possibility.

The danger of a massive strategic nuclear attack on the United States involving many weapons receded with the end of the Cold War. However, some terrorists have been supported by nations that have nuclear weapons programs.

If there were a threat of an attack from a hostile nation, people living near potential targets could be advised to evacuate or they could decide on their own to evacuate to an area not considered a likely target. Protection from radioactive fallout would require taking shelter in an underground area, or in the middle of a large building.

In general, potential targets include:

- Strategic missile sites and military bases;
- Centers of government such as Washington, D.C., and state capitals;
- Important transportation and communication centers;
- Manufacturing, industrial, technology and financial centers;
- Petroleum refineries, electrical power plants and chemical plants; and
- Major ports and airfields.

Taking shelter during a nuclear attack is absolutely necessary. There are two kinds of shelters—blast and fallout.

Blast shelters offer some protection against blast pressure, initial radiation, heat and fire, but even a blast shelter could not withstand a direct hit from a nuclear detonation.

Fallout shelters do not need to be specially constructed for that purpose. They can be any protected space, provided that the walls and roof are thick and dense enough to absorb the radiation given off by fallout particles. The three protective factors of a fallout shelter are *shielding*, *distance*, and *time*.

- *Shielding.* The more heavy, dense materials—thick walls, concrete, bricks, books and earth—between you and the fallout particles the better.
- *Distance.* The more distance between you and the fallout particles the better. An underground area, such as a home or office building basement, offers more protection than the first floor of a building. A floor near the middle of a high-rise may be better, depending on what is nearby at that level on which significant fallout particles would collect. Flat roofs collect fallout particles so the top floor is not a good choice, nor is a floor adjacent to a neighboring flat roof.
- *Time.* Fallout radiation loses its intensity fairly rapidly. In time, you will be able to leave the fallout shelter. Radioactive fallout poses the greatest threat to people during the first two weeks, by which time it has declined to about 1% of its initial radiation level.

Remember that any protection, however temporary, is better than none at all, and the more **shielding**, **distance** and **time** you can take advantage of, the better.

⁴ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

Electromagnetic pulse

In addition to other effects, a nuclear weapon detonated in or above the earth's atmosphere can create an electromagnetic pulse (EMP), a high-density electrical field. EMP acts like a stroke of lightning but is stronger, faster and briefer. EMP can seriously damage electronic devices connected to power sources or antennas. This includes communication systems, computers, electrical appliances, and automobile or aircraft ignition systems. The damage could range from a minor interruption to actual burnout of components. Most electronic equipment within 1,000 miles of a high-altitude nuclear detonation could be affected. Battery powered radios with short antennas generally would not be affected.

Although EMP is unlikely to harm most people, it could harm those with pacemakers or other implanted electronic devices.

What to do before a nuclear or radiological attack

1. Learn the warning signals and all sources of warning used in your community. Make sure you know what the signals are, what they mean, how they will be used, and what you should do if you hear them. AT VHS, THE SIGNAL WILL BE AN OPEN ANNOUNCEMENT OVER THE PA SYSTEM.
2. Assemble and maintain a disaster supply kit with food, water, medications, fuel and personal items adequate for up to 2 weeks—the more the better.
3. Find out what public buildings in your community may have been designated as fallout shelters. It may have been years ago, but start there, and learn which buildings are still in use and could be designated as shelters again.
 - Call your local emergency management office.
 - Look for yellow and black fallout shelter signs on public buildings. Note: With the end of the Cold War, many of the signs have been removed from the buildings previously designated.
 - If no noticeable or official designations have been made, make your own list of potential shelters near your home, workplace and school: basements, or the windowless center area of middle floors in high-rise buildings, as well as subways and tunnels.
 - Give your household clear instructions about where fallout shelters are located and what actions to take in case of attack.

(The city of Santa Clarita has designated all high school gymnasiums, the COC gymnasium, the Community Center in Newhall and the Sports Complex as emergency shelters.)

4. If you live in an apartment building or high-rise, talk to the manager about the safest place in the building for sheltering, and about providing for building occupants until it is safe to go out.
5. There are few public shelters in many suburban and rural areas. If you are considering building a fallout shelter at home, keep the following in mind:
 - A basement, or any underground area, is the best place to shelter from fallout. Often, few major changes are needed, especially if the structure has two or more stories and its basement—or one corner of it—is below ground.
 - Fallout shelters can be used for storage during non-emergency periods, but only store things there that can be very quickly removed. (When they are removed, dense, heavy items may be used to add to the shielding.)
 - All the items you will need for your stay need not be stocked inside the shelter itself but can be stored elsewhere, as long as you can move them quickly to the shelter.
6. Learn about your community's evacuation plans. Such plans may include evacuation routes, relocation sites, how the public will be notified and transportation options for people who do not own cars and those who have special needs.
7. Acquire other emergency preparedness booklets that you may need. See the "For More Information" chapter at the end of this guide.

What to do during a nuclear or radiological attack

1. Do not look at the flash or fireball—it can blind you.
2. If you hear an attack warning:
 - Take cover as quickly as you can (if you are alone and outside, HEAD TO THE MAIN OR SMALL GYMNASIUM or, if you are outside with students, ESCORT YOUR STUDENTS TO THE MAIN OR SMALL GYMNASIUM), and stay there unless instructed to do otherwise. You must hurry. After receiving a warning, you have very little time to find shelter.
 - If you are caught outside, unable to get inside immediately, take cover behind anything that might offer protection. Lie flat on the ground and cover your head.
 - If you are inside, STAY INSIDE. Move as far away from windows as possible and get under as much cover as possible, e.g., desks, tables, etc. Remain in that location until you receive other instructions.
 - If the explosion is some distance away, it could take 30 seconds or more for the blast wave to hit.
3. Protect yourself from radioactive fallout. If you are close enough to see the brilliant flash of a nuclear explosion, the fallout will arrive in about 20 minutes. Take shelter, even if you are many miles from ground zero—radioactive fallout can be carried by the winds for hundreds of miles. Remember the three protective factors: *shielding*, *distance* and *time*.
4. Keep a battery-powered radio with you, and listen for official information. Follow the instructions given. Local instructions should always take precedence: officials on the ground know the local situation best.

What to do after a nuclear or radiological attack

1. Do not leave the shelter until officials say it is safe. Follow their instructions when leaving.
2. If in a fallout shelter, stay in your shelter until local authorities tell you it is permissible or advisable to leave. The length of your stay can range from a day or two to four weeks.
 - Contamination from a radiological dispersion device could affect a wide area, depending on the amount of conventional explosives used, the quantity of radioactive material and atmospheric conditions.
 - A “suitcase” terrorist nuclear device detonated at or near ground level would produce heavy fallout from the dirt and debris sucked up into the mushroom cloud.
 - A missile-delivered nuclear weapon from a hostile nation would probably cause an explosion many times more powerful than a suitcase bomb, and provide a greater cloud of radioactive fallout.
 - The decay rate of the radioactive fallout would be the same, making it necessary for those in the areas with highest radiation levels to remain in shelter for up to a month.
 - The heaviest fallout would be limited to the area at or downwind from the explosion, and 80% of the fallout would occur during the first 24 hours.
 - Because of these facts and the very limited number of weapons terrorists could detonate, most of the country would not be affected by fallout.
 - **People in most of the areas that would be affected could be allowed to come out of shelter and, if necessary, evacuate to unaffected areas within a few days.**
3. Although it may be difficult, make every effort to maintain sanitary conditions in your shelter space.
4. Water and food may be scarce. Use them prudently but do not impose severe rationing, especially for children, the ill or elderly.
5. Cooperate with shelter managers. Living with many people in confined space can be difficult and unpleasant.

Returning to your home

1. Keep listening to the radio for news about what to do, where to go, and places to avoid.
2. If your home was within the range of a bomb’s shock wave, or you live in a high-rise or other apartment building that experienced a non-nuclear explosion, check first for any sign of collapse or damage, such as:
 - Toppling chimneys, falling bricks, collapsing walls, plaster falling from ceilings;

Fallen light fixtures, pictures and mirrors;

- Broken glass from windows;
- Overturned bookcases, wall units or other fixtures;
- Fires from broken chimneys; and
- Ruptured gas and electric lines.

3. Immediately clean up spilled medicines, drugs, flammable liquids, and other potentially hazardous materials.
4. Listen to your battery-powered radio for instructions and information about community services.
5. Monitor the radio and your television for information on assistance that may be provided. Local, state and federal governments and other organizations will help meet emergency needs and help you recover from damage and losses.
6. Broken water mains and fallen power lines may aggravate the danger at hand.
7. If you turned gas, water and electricity off at the main valves and switch before you went to shelter:
 - Do not turn the gas back on. The gas company will turn it back on for you or you will receive other instructions.
 - Turn the water back on at the main valve only after you know the water system is working and water is **not** contaminated.
 - Turn electricity back on at the main switch only after the gas company has checked your home for gas leaks, you know the wiring is undamaged in your home and the community electrical system is functioning.
 - Check to see that sewage lines are intact before using sanitary facilities.
8. Stay away from damaged areas.
9. Stay away from areas marked “radiation hazard” or “HAZMAT.”

INCIDENT: THUNDERSTORM⁵

(For Home and Work)

Thunderstorms are very common and affect great numbers of people each year. Despite their small size in comparison to hurricanes and winter storms, all thunderstorms are dangerous. Every thunderstorm produces lightning. Other associated dangers of thunderstorms include tornadoes, strong winds, hail, and flash flooding. Flash flooding is responsible for more fatalities— more than 140 annually— than any other thunderstorm-associated hazard.

Some thunderstorms do not produce rain that reaches the ground. These are generically referred to as dry thunderstorms and are most prevalent in the western United States. Known to spawn wildfires, these storms occur when there is a large layer of dry air between the base of the cloud and the ground. The falling raindrops evaporate, but lightning can still reach the ground.

What to do before thunderstorms approach

1. Know the terms used by weather forecasters:

- Severe Thunderstorm Watch— Tells you when and where severe thunderstorms are likely to occur. Watch the sky and stay tuned to radio or television to know when warnings are issued.
- Severe Thunderstorm Warning— Issued when severe weather has been reported by spotters or indicated by radar. Warnings indicate imminent danger to life and property to those in the path of the storm.

2. Know thunderstorm facts:

- Thunderstorms may occur singly, in clusters, or in lines.
- Some of the most severe weather occurs when a single thunderstorm affects one location for an extended time.
- Thunderstorms typically produce heavy rain for a brief period, anywhere from 30 minutes to an hour.
- Warm, humid conditions are very favorable for thunderstorm development.
- A typical thunderstorm is 15 miles in diameter and lasts an average of 30 minutes.
- Of the estimated 100,000 thunderstorms each year in the United States, about 10 percent are classified as severe.
- A thunderstorm is classified as severe if it produces hail at least three-quarters of an inch in diameter, has winds of 58 miles per hour or higher, or produces a tornado.

3. Know the calculation to determine how close you are to a thunderstorm:

Count the number of seconds between a flash of lightning and the next clap of thunder. Divide this number by 5 to determine the distance to the lightning in miles.

4. Remove dead or rotting trees and branches that could fall and cause injury or damage during a severe thunderstorm.

5. When a thunderstorm approaches, secure outdoor objects that could blow away or cause damage. Shutter windows, if possible, and secure outside doors. If shutters are not available, close window blinds, shades, or curtains.

⁵ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

INCIDENT: LIGHTNING⁶

The ingredient that defines a thunderstorm is lightning. Since lightning creates thunder, a storm producing lightning is called a thunderstorm.

Lightning occurs during all thunderstorms. Lightning results from the buildup and discharge of electrical energy between positively and negatively charged areas.

The unpredictability of lightning increases the risk to individuals and property. In the United States, an average of 300 people are injured and 80 people are killed each year by lightning. Although most lightning victims survive, people struck by lightning often report a variety of long-term, debilitating symptoms, including memory loss, attention deficits, sleep disorders, numbness, dizziness, stiffness in joints, irritability, fatigue, weakness, muscle spasms, depression, and an inability to sit for a long period of time.

When thunderstorms threaten your area, get inside a home, building or hard top automobile (**not a convertible**) and stay away from metallic objects and fixtures.

1. If you are inside a home:

- Avoid showering or bathing. Plumbing and bathroom fixtures can conduct electricity;
- Avoid using a corded telephone, except for emergencies. **Cordless and cellular telephones are safe to use;**
- Unplug appliances and other electrical items such as computers and turn off air conditioners. Power surges from lightning can cause serious damage; and
- Use your battery-operated radio for updates from local officials (a National Oceanic and Atmospheric Administration (NOAA) radio is recommended).

2. If outside, with no time to reach a safe location, follow these recommendations:

- In a forest, seek shelter in a low area under a thick growth of small trees;
- In open areas, go to a low place such as a ravine or valley. Be alert for flash floods;
- Do not stand under a natural lightning rod, such as a tall, isolated tree in an open area, light or flag pole;
- Do not stand on a hilltop, in an open field, on the beach or in a boat on the water;
- Avoid isolated sheds or other small structures in open areas;
- Get away from open water. If you are boating or swimming, get to land and find shelter immediately;
- Get away from anything metal— tractors, farm equipment, motorcycles, golf carts, golf clubs and bicycles;
- Stay away from wire fences, clotheslines, metal pipes, rails and other metallic paths that could carry lightning to you from some distance away; and
- If you feel your hair stand on end (which indicates that lightning is about to strike), squat low to the ground on the balls of your feet. Place your hands over your ears and your head between your knees. Make yourself the smallest target possible and minimize your contact with the ground. **DO NOT** lie flat on the ground.

3. Remember these facts and safety tips about lightning.

Facts:

- Lightning often strikes outside of heavy rain and may occur as far as 10 miles away from any rainfall.
- Lightning-strike victims carry no electrical charge and should be attended to immediately. If breathing has stopped, begin mouth-to-mouth resuscitation. If the heart has stopped, an AED is available in the office and a trained person should administer CPR. If the victim has a pulse and is breathing, look for other possible injuries. Check for burns where the lightning entered and left the body. Be alert also for nervous system damage, broken bones, and loss of hearing or eyesight. Contact your local emergency management office or American Red Cross chapter for information on CPR and first aid classes.

⁶ Are You Ready? A Guide to Citizen Preparedness, FEMA 2002

- “Heat lightning” is actually lightning from a thunderstorm too far away for thunder to be heard. However, the storm may be moving in your direction!
- Most lightning deaths and injuries occur when people are caught outdoors in the summer months during the afternoon and evening.
- Lightning starts many fires in the western United States and Alaska.
- Lightning can occur from cloud-to-cloud, within a cloud, cloud-to-ground, or cloud-to-air.
- Your chances of being struck by lightning are estimated to be 1 in 600,000 but could be even less by following safety tips.

Safety Tips:

- Postpone outdoor activities if thunderstorms are likely.
- Remember the 30/30 lightning safety rule: **go indoors if, after seeing lightning, you cannot count to 30 before hearing thunder and stay indoors for 30 minutes after hearing the last clap of thunder.**
- Rubber-soled shoes and rubber tires provide **NO** protection from lightning. However, the steel frame of a hard-topped vehicle provides increased protection if you are not touching metal. Although you may be injured if lightning strikes your car, you are much safer inside a vehicle than outside in the open.

EXTREME HEAT (Heat Wave)

Heat kills by pushing the human body beyond its limits. Under normal conditions, the body's internal thermostat produces perspiration that evaporates and cools the body. However, in extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature.

Most heat disorders occur because the victim has been overexposed to heat or has over-exercised for his or her age and physical condition. The elderly, young children, and those who are sick or overweight are more likely to succumb to extreme heat.

Conditions that can induce heat-related illnesses include stagnant atmospheric conditions and poor air quality. Consequently, people living in urban areas may be at greater risk from the effects of a prolonged heat wave than those living in rural areas. Also, asphalt and concrete store heat longer and gradually release heat at night, which can produce higher nighttime temperatures known as the "urban heat island effect."

What to do before an extreme heat emergency

1. Know the terms associated with extreme heat:
 - Heat wave—Prolonged period of excessive heat, often combined with excessive humidity;
 - Heat index—A number in degrees Fahrenheit (F) that tells how hot it feels when relative humidity is added to the air temperature. Exposure to full sunshine can increase the heat index by 15 degrees;
 - Heat cramps—Muscular pains and spasms due to heavy exertion. Although heat cramps are the least severe, they are often the first signal that the body is having trouble with the heat;
 - Heat exhaustion—Typically occurs when people exercise heavily or work in a hot, humid place where body fluids are lost through heavy sweating. Blood flow to the skin increases, causing blood flow to decrease to the vital organs. This results in a form of mild shock. If not treated, the victim's condition will worsen. Body temperature will keep rising and the victim may suffer heat stroke;
 - Heat stroke—Heat stroke is life-threatening. The victim's temperature control system, which produces sweating to cool the body, stops working. The body temperature can rise so high that brain damage and death may result if the body is not cooled quickly; and
 - Sun stroke—another term for heat stroke.
2. Consider the following preparedness measures when faced with the possibility of extreme heat:
 - Install window air conditioners snugly, insulate if necessary;
 - Close any floor heat registers nearby and use a circulating or box fan to spread cool air;
 - Check air-conditioning ducts for proper insulation;
 - Install temporary reflectors, such as aluminum foil covered cardboard, to reflect heat back outside and be sure to weather-strip doors and sills to keep cool air in; and
 - Cover windows that receive morning or afternoon sun with drapes, shades, awnings or louvers. Outdoor awnings or louvers can reduce the heat that enters a home by up to 80 percent. Consider keeping storm windows up all year.

What to do during extreme heat or a heat wave emergency

1. Stay indoors as much as possible.
 - If air conditioning is not available, stay on the lowest floor out of the sunshine.
 - Remember that electric fans do not cool, they just blow hot air around.
2. Eat well-balanced, light and regular meals. Avoid using salt tablets unless directed to do so by a physician.
3. Drink plenty of water regularly even if you do not feel thirsty.

Persons who have epilepsy or heart, kidney, or liver disease, are on fluid-restrictive diets, or have a problem with fluid retention should consult a doctor before increasing liquid intake.

4. Limit intake of alcoholic beverages. Although most sodas, beer and other alcoholic beverages appear to satisfy thirst, they actually cause further body dehydration.
5. Never leave children or pets alone in closed vehicles.
6. Dress in loose fitting clothes that cover as much skin as possible.
Lightweight, light-colored clothing reflects heat and sunlight and helps maintain normal body temperature.
7. Protect face and head by wearing a wide-brimmed hat.
8. Avoid too much sunshine.
Sunburn slows the skin's ability to cool itself. Use a sunscreen lotion with a high SPF (sun protection factor) rating (i.e., 15 or greater).
9. Avoid strenuous work during the warmest part of the day. Use a buddy system when working in extreme heat and take frequent breaks.
10. Spend at least two hours per day in an air-conditioned place. If your home is not air conditioned, consider spending the warmest part of the day in public buildings such as libraries, schools, movie theaters, shopping malls and other community facilities.
11. Check on family, friends, and neighbors who do not have air conditioning and who spend much of their time alone.

First-aid for heat-induced illnesses

1. Sunburn

- *Symptoms:* Skin redness and pain, possible swelling, blisters, fever, headaches.
- *First Aid:* Take a shower, using soap, to remove oils that may block pores, preventing the body from cooling naturally. If blisters occur, apply dry, sterile dressings and get medical attention.

2. Heat cramps

- *Symptoms:* Painful spasms, usually in leg and abdominal muscles. Heavy sweating.
- *First Aid:* Get the victim out to a cooler location. Lightly stretch and gently massage affected muscles to relieve spasm. Give sips of up to a half glass of cool water every 15 minutes. Do not give liquids with caffeine or alcohol. If nauseous, discontinue liquids.

3. Heat exhaustion

- *Symptoms:* Heavy sweating and skin may be cool, pale or flushed. Weak pulse. Normal body temperature is possible but temperature will likely rise. Fainting or dizziness, nausea or vomiting, exhaustion and headaches are possible.
- *First Aid:* Get victim to lie down in a cool place. Loosen or remove clothing. Apply cool, wet cloths. Fan or move victim to air-conditioned place. Give sips of water if victim is conscious. Be sure water is consumed slowly. Give half glass of cool water every 15 minutes. If nausea occurs, discontinue. If vomiting occurs, seek immediate medical attention.

4. Heat stroke (sun stroke)

- *Symptoms:* High body temperature (105+). Hot, red, dry skin. Rapid, weak pulse; and rapid, shallow breathing. Possible unconsciousness. Victim will likely not sweat unless victim was sweating from recent strenuous activity.
- *First Aid:* Heat stroke is a severe medical emergency. Call 911 or emergency medical services or get the victim to a hospital immediately. Delay can be fatal. Move victim to a cooler environment. Remove clothing. Try a cool bath, sponging or wet sheet to reduce body temperature. Watch for breathing problems. Use extreme caution. Use fans and air conditioners.

INCIDENT: HAZMAT (Hazard Materials)

- Immediately after a HAZMAT condition has been reported to an administrator, the administrator will call either the fire department or the Sheriff's Station and insist that one of their personnel report to the school ASAP to confirm the call. If the school deputy is available, s/he may confirm the call.
- After a proper authority has confirmed the call, the principal will conduct a meeting with selected members of the Crisis Team. The purpose of the meeting will be to 1) define the situation, 2) discuss possible solutions/actions, 3) define the plan of action, and 4) execute the plan.
- The principal will contact the district superintendent and apprise him/her of the situation.
- If the administration is instructed to evacuate the school premises, the plan of action must include the manner of dismissal, i.e., all at once, by building(s), or etc., the route(s) that will be used, and the designated assembly area.
- Communications will remain a high priority during the entire situation. The Crisis Team must also insure that appropriate information is being disseminated effectively, and supervision of all personnel is being conducted responsibly.
- The administrator in charge will activate the Recording Team and instruct its selected members to record all occurrences, decisions, and results chronologically.

INCIDENT: MEDICAL EMERGENCY

Pursuant to Administrative Regulation 5141.21(a) (see appendix A), should a medical emergency occur involving a student, the Health Assistant will contact the student's parent/guardian as soon as is practicable. The names of and the phone numbers for parents/guardians are readably available in the STU and PHONE files in SASIxp. Contacting the parents/guardians will be done by the telephone.

By state education law, students may not carry medications with them while attending school. However, under special circumstances when school attendance is contingent upon uninterrupted medication necessitating a dose during the school day, and when the physician having responsibility for the medical care of the child makes a specific recommendation, an exception may be made. In such a case the following procedures must be followed:

1. Submit a **Request for Medication** form or a **Self-Administration Medication** form, if applicable, with both parent and physician signature authorizing the:
 - A. method,
 - B. amount, and
 - C. time schedules the specified medication is to be taken.
2. Assure that each medication is:
 - A. in its original container,
 - B. clearly labeled, with
 - i. the pupil's full name,
 - ii. the physician's name and phone number,
 - iii. the name of the medication,
 - iv. dosage,
 - v. schedule, and
 - vi. date of expiration of this prescription.
3. The school needs to be informed when any medication change is made. This includes a change in the type or nature of medication, as well as a change in the dosage of medication.

Parents are responsible to coordinate having medications at school with the school's health assistant. The health assistant will record the student's medical condition and medication(s) prescribed to manage the condition. If a student must carry any medical equipment with them while at school, the parent/guardian must inform the health assistant and/or district school nurse. The health assistant will also record this in the student's SASIxp health record.

Parents are responsible to inform the health assistant and/or district nurse of any long term or permanent, high-risk medical condition, e.g. diabetes, severe allergies, heart conditions, etc. The health assistant is responsible to record and monitor individual health care plans, formulated by the district nurse, for students with high-risk medical conditions. The individual health care plan for a high-risk medical condition must include, but is not limited to:

1. a detailed outline of all medical needs of the student such as:
 - A. blood glucose testing,
 - B. emergency medications/injections,
 - C. oral medications,
 - D. as well as what medications will be taken during school hours.
2. The student's individual health care plan will also specify **who will have access to** and **who will make sure** there are emergency medical supplies available at school to deal with a low and high blood-sugar crisis.

The health assistant is responsible to communicate all students' recorded medical conditions to the necessary school employees through a confidential health list or if necessary an individual health care plan. The communication will include but is not limited to:

1. who the student is,
2. what medical condition the student has,
3. what the signs and symptoms are and how it is to be treated,
4. what actions the school personnel are to take if a medical problem occurs in their presence with a specific student, and
5. what, if any, medical equipment and/or emergency medications the student will be carrying with them while at school.

The district nurse is responsible to formulate an individual health care plan for students with diabetes, severe allergies, heart condition, etc. and communicate this plan to the health assistant.

In-service training with regards to proper use of emergency medications as well as equipment is to be provided to the health assistant and to volunteer school personnel by the district nurses.

Health Care Plan For: SEIZURE DISORDER (Grand-Mal/Generalized Tonic-Clonic)

Description: Seizures are brief malfunctions in the brain's electrical system. The manifestations of seizures are determined by the site of origin and may include unconsciousness or altered consciousness, involuntary movements, and changes in perception, behavior, sensations, and posture. During a seizure there is usually rigidity, followed by involuntary jerking of the body. Breathing is shallow, followed by louder breathing in the relaxed stage. Saliva around the mouth may be blood-flecked from a bitten lip or tongue. A child may lose bladder or bowel control. A seizure may last about 1-3 minutes or longer, followed by fatigue and confusion.

Signs/Symptoms to Watch For:

1. Abrupt arrest of activity, characterized by involuntary jerking movements and loss of posture control.

2. Pale or ashen skin color.

3. Eyes may deviate from center position. Eyes may roll back in head or move from side to side.

4. Possible loss of bladder or bowel control.

5. Drooling, lip-smacking or teeth grinding and/or clenching.

Intervention:

1. *****CALL 911*** NOTIFY PARENT AND DISTRICT NURSE**

2. Ease child to the floor, clear area of hazards, and place soft item under the head. Loosen any restrictive clothing.

3. **Place child in side-lying position to maintain an open airway, especially in the event that vomiting occurs.**

4. Document onset of seizure activity and duration of seizure. Stay with student until seizure stops and the student is awake and alert.

5. **Do not attempt to restrain student during seizure activity. Do not put anything in the student's mouth. Do not try to hold the tongue. Do not give fluids or food.**

Name of Student with a Seizure Disorder:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

Name: _____ Site: _____

DOB: _____ Grade: _____ Reg. Ed: Spec Ed:

Parent/Guardian: _____

Address: _____ Phone: _____

Emergency Name: _____ Phone: _____

Physician Name: _____ Phone: _____

Health History and Diagnosis: DIABETES (INSULIN DEPENDENT)

Health Care Plan For: HYPERGLYCEMIA (HIGH BLOOD SUGAR)

Description: Hyperglycemia or high blood sugar is defined by blood glucose readings that are usually above 200mg/dl. Hyperglycemia may be caused by too little insulin, failure to follow diet, an infection, a fever, or emotional stress. Hyperglycemia has a slow onset and if left untreated may progress to diabetic coma. Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Extreme thirst and frequent urination.
2. Dry, hot and flushed skin.
3. Lethargy. May have changes in vision.
4. Nausea and vomiting. May have fruity breath odor.
5. **SERIOUS SYMPTOMS:** Deep, rapid breathing. Stupor. Unconsciousness.

Intervention:

1. Student to notify Health Assistant of **high blood glucose levels.**
2. Notify Parent of **high blood glucose levels.**
3. Give plenty of water if student is alert and is able to swallow.
4. Allow student to self-administer insulin per physician orders. Parent will be required to come to school site to administer insulin in the absence of Physician orders
5. Recheck blood glucose levels every 15-20 minutes or until levels return to normal range for student. Report blood glucose levels to Health Assistant.
6. **IF STUDENT BECOMES UNCONSCIOUS, ***CALL 911 IMMEDIATELY*****

IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN THAT INDICATE A PUMP.

DO NOT ALLOW A STUDENT TO ADMINISTER INSULIN UNLESS PHYSICIAN'S ORDERS ARE ON FILE.

Health Care Plan For: HYPOGLYCEMIA (LOW BLOOD SUGAR)

Description: Hypoglycemia or low blood sugar is defined by blood glucose readings that are 70mg/dl or below. Hypoglycemia may be caused by too much insulin, missing a meal, not eating enough food or by strenuous exercise or activity. Hypoglycemia can come on suddenly and the symptoms may be dependent on how low the blood sugar is or how fast the blood sugar level dropped.

Student has an INSULIN PUMP that has a small catheter, which carries the insulin from the pump directly to his/her bloodstream. The student controls the amount of insulin delivered to him/her throughout the day.

Medication: Insulin Pump.

Signs/Symptoms to Watch For:

1. Weakness, drowsiness, dizziness.
2. Sweating, shaking, nervousness, rapid heart beat.
3. Intense hunger, stomachache, headache.
4. Confused, disoriented, inattentive, personality changes.
5. Agitated or combative.

Intervention: Student to notify Health Assistant of Low Blood Glucose levels.

1. Administer pure glucose: Fruit Juice, 2-4 Glucose Tablets, or Glucose Gel.
 2. Recheck glucose level in 15-20 minutes. **If blood glucose remains at 70 or below: Give Juice or 2-4 glucose tablets.**
 3. Notify Parent/ Legal Guardian.
 4. Monitor vital signs and symptoms.
 5. Reassure student and keep student comfortable. **IF STUDENT LOSES CONSCIOUSNESS, ***CALL 911*** GLUCAGON MAY ONLY BE ADMINISTERED TO THOSE STUDENTS WHOSE PHYSICIANS HAVE ORDERED THE MEDICATION. CONSIDER DIABETIC STUDENTS WHO ARE UNCONSCIOUS TO HAVE LOW BLOOD SUGAR UNLESS OTHERWISE DETERMINED BY GLUCOSE TESTING. DO NOT ADMINISTER INSULIN.**
-

Health Care Plan For: EMERGENCY GLUCAGON INJECTION FOR EXTREME HYPOGLYCEMIA.

Description: A Glucagon injection is administered to a known diabetic to rapidly raise blood sugar levels in cases of extreme hypoglycemia. Glucagon is a natural hormone that stimulates the liver to release stored sugar in cases of extreme hypoglycemia. Hypoglycemia means “low blood sugar”. This term is used when the sugar in the bloodstream falls below normal (usually below 70mg/dl) or the low baseline for the student. Hypoglycemia may be caused by, not enough food or a delayed meal, too much exercise, too large a dose of insulin, stress, or illness.

Medication: Glucagon

IF THE STUDENT DOES NOT HAVE AN INSULIN PUMP, DISREGARD THE PARTS OF THE PLAN THAT INDICATE A PUMP.

Signs/Symptoms to Watch For:

1. Altered level of consciousness, faintness, or personality changes.
2. Pale appearance with dazed look and glassy eyes. The skin will be pale, cool and moist.
3. Blurred or double vision.
4. Disoriented and confused with poor coordination.
5. Restless, irritable, and combative. Student may present as shaky, nervous, and/or unable to concentrate.

Intervention:

1. ***CALL 911***
2. Place student in a side-lying position to ensure drainage of secretions or vomitus. ONLY ADMINISTER GLUCAGON INJECTION IF PHYSICIAN'S ORDERS ARE IN PLACE. Steps for administration: 1. Remove saline filled syringe from box. 2. Remove vial of Glucagon powder from box and flip top off of vial. 3. Uncap needle of syringe and inject all fluid into the vial. 4. Place cap back onto needle of syringe. 5. Roll vial between hands until powder is all dissolved. 6. Uncap needle of syringe and poke it back into the vial. 7. Holding vial upside down pull back on the plunger allowing medication to fill up syringe. 8. Holding syringe with needle up, push medication up to the top with the plunger until it barely squirts out of the needle. 9. If an alcohol swab is available, clean injection site (front mid-thigh area) and inject medication. 10. Document time of administration.
3. Remain with student and monitor vital signs and symptoms.
4. Notify Parent.
5. Notify District Nurse.

The health clerk or administrative personnel will notify paramedics and parent of the situation. The parent will meet the student at the hospital. Parents give permission to transport student to an emergency facility per paramedic unit (911) and will assume all financial responsibility if necessary.

FIELD TRIPS: Parents are responsible for making arrangements to meet the special needs of their student, including providing extra drinks and snacks, blood glucose testing, insulin administration, and emergency administration of Glucagon, for all field trips. In the absence of a parent, legal guardian or an adult trained in the administration of Glucagon, Emergency Medical Response (911) would be called in the event of a severe hypoglycemic episode.

Signature/Title

Signature/Title

Signature/Title

Signature/Title

Signature/Title

Signature/Title

Please sign and return to the health office.

This care plan will continue to stay in effect pending any written communication from parent/guardian to District Nurse. Therefore any updates of medical condition changes is parent/guardian responsibility.

Date: _____ **Student's Name:** _____ **School:** _____

Health Care Plan For: Ventriculoperitoneal (VP) Shunt Malfunction

Description: **A V-P Shunt is for control of hydrocephalus. Hydrocephalus is a condition characterized by abnormal accumulation of cerebral spinal fluid with in the skull. V-.P Shunts are all subject to mechanical difficulties, such as kinking, plugging, or migration of tubing. Malfunction is most often caused by mechanical obstruction. In some instances, a shunt will malfunction as a result of infection.**

Signs/Symptoms to Watch For:

1. Intense headache.
2. Vomiting (may be projectile).
3. Altered level of consciousness.
4. Unusually sleepy or irritable.
5. Student may complain of pain or stiffness in neck area.
6. Possibility of increased temperature.
7. Eyelids will be puffy and swollen.
8. Decreased academic functioning.
9. Dilated or unequal pupils.

Intervention:

1. **CALL 911**
2. Notify Parent.
3. Notify District Nurse.
4. **KEEP STUDENT IN AN UPRIGHT POSITION. DO NOT GIVE FLUIDS OR FOOD.**
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.

DO NOT ATTEMPT TO MANIPULATE THE SHUNT, SUCH AS PUMPING OR APPLYING PRESSURE.

Health Care Plan For: SEVERE ALLERGIC (ANAPHYLACTIC) REACTION.

Description: Anaphylactic reaction is a generalized systemic reaction, which may be life-threatening, resulting from the administration of foreign substances or drugs, from the digestion of foods, or from the sting of an insect.

Medication: EPI-PEN

Signs/Symptoms to Watch For:

1. Student may have itchy or scratchy feeling in throat and /or ears. Whites of eyes may be reddened. Eyes may show signs of swelling.
2. **Coughing, wheezing, and difficulty breathing. May use chest and neck muscles to assist with breathing. May have flaring of nostrils.**
3. Drooling or difficulty swallowing (unable to swallow normally). Hoarse voice or change in voice.
4. May have facial pallor or blueness around the mouth.
5. Student may become apprehensive, withdrawn or not be able to verbalize what is happening. **May lose consciousness.**

Intervention:

1. *****CALL 911 IMMEDIATELY*****
2. **Administer EPI-PEN: Remove Epi-Pen from plastic container. Pull off gray safety cap. Place black tip of Epi-Pen on lateral thigh area and push hard. Hold Epi-Pen in place for 10 seconds. Document time Epi-Pen was administered.**
3. If **Second Epi-Pen** has been prescribed and student has shown little relief from above stated symptoms, administer second Epi-Pen.
4. Insure an adequate airway. Perform **CPR** if needed.
5. Monitor vital signs and symptoms. Reassure student and keep student comfortable.
6. Notify Parent or Legal Guardian. Notify District Nurse.

STUDENT MUST ALWAYS BE TRANSPORTED TO THE HOSPITAL

Name of Student with Epi-Pen & Allergy:

1. _____
2. _____
3. _____
4. _____
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20. _____

SITE STATUS REPORT – INCIDENT COMMAND CENTER (ICC) MESSAGE FORM

TO: Administrative Center CP FROM: (name) _____ @Site/School:

DATE: _____ TIME: _____ Incident Commander: _____

Message via: ___ 2-way Radio, ___ Radio, ___ Telephone, ___ Messenger,

(Other--specify)

EMPLOYEE/STUDENT STATUS

	Absent	Injured	# sent to hosp./med.	Dead	Missing	Unaccounted for (away from site)	# released to parents	# being supervised
Students								
Site Staff								
Others								

STRUCTURAL DAMAGE [check damage/problem and indicate location(s)]

No.	Damage/Problem(s)	Location(s)
	gas leak(s)	
	water leak(s)	
	fire(s)	
	electrical	
	communication(s)	
	heating/cooling	
	other(s):	

MESSAGE: (Include kind of immediate assurance required. Can you hold out without assistance/how long? What is the overall condition of campus, neighborhood, and streets? Which outside agencies are on campus and what actions they are taking? **ASAP:** accountability of personnel, e.g., names of injured, dead, or missing.)

DISASTER SERVICE WORKER REGISTRATION FORM
Convergent Volunteer Assignments

Date(s) _____ - _____

Volunteer Name	Time: in/out	Position(s)/Task(s)/Miscellaneous notes
1. _____	_____/_____ _____ _____	_____ _____ _____
2. _____	_____/_____ _____ _____	_____ _____ _____
3. _____	_____/_____ _____ _____	_____ _____ _____
4. _____	_____/_____ _____ _____	_____ _____ _____
5. _____	_____/_____ _____ _____	_____ _____ _____
6. _____	_____/_____ _____ _____	_____ _____ _____
7. _____	_____/_____ _____ _____	_____ _____ _____
8. _____	_____/_____ _____ _____	_____ _____ _____
9. _____	_____/_____ _____ _____	_____ _____ _____
10. _____	_____/_____ _____ _____	_____ _____ _____
11. _____	_____/_____ _____ _____	_____ _____ _____
12. _____	_____/_____ _____ _____	_____ _____ _____