

APPENDICES

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SAMPLE**Earthquake Emergency Procedure System***Instruction*

Since earthquakes occur without warning, students shall be taught methods of protecting themselves.

The superintendent or designee shall establish an emergency procedure system to be followed in case of earthquakes. This system shall include, but not be limited to, the following:

1. A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staff. This plan shall outline roles, responsibilities and procedures for students and staff.
2. A DUCK, COVER AND HOLD ON procedure, whereby each student and staff member takes cover under a table or desk, drops to the knees, takes hold of the desk, and faces away from the window.
3. Protective measures to be taken before, during and after an earthquake.
4. A training program to ensure that all students and all certificated and classified staff are aware of, and properly skilled in, the earthquake emergency procedure system. (Education Code 35297)

DUCK, COVER AND HOLD ON procedures shall be practiced at least once each school quarter in elementary schools and at least once each semester in secondary schools. (Education Code 35297)

Legal Reference: EDUCATION CODE
35295-35297 Emergency Earthquake Procedures

3/89

SAMPLE**Earthquake Emergency Procedure System***Instruction***Earthquake While Indoors at School**

When an earthquake occurs, the following actions shall be taken inside the school building and in individual classrooms:

1. The teacher or other person in authority shall implement the DUCK, COVER AND HOLD ON action. Each student shall:
 - (a) Get under equipment (desk, table, etc.) where available. Otherwise get next to an inside wall or under an inside doorway.
 - (b) Drop to knees with back to the windows and knees together.
 - (c) Hold on to the desk.
 - (d) Bury face in arms, protecting the head. Close the eyes tightly.
 - (e) Stay there until the procedure or emergency is over or until subsequent instructions are given. Such instructions will depend upon circumstances and the extent of damage to the buildings.
2. As soon as possible, teachers shall move the students away from windows and out from under heavy suspended light fixtures.
3. Teachers shall implement action to LEAVE THE BUILDING when the earthquake is over. Teachers shall ensure that students do not run.

Earthquake While on School Grounds

When an earthquake occurs, the following actions shall be taken if teachers and students are on school playgrounds:

1. The teacher or other person in authority shall direct the students to WALK away from buildings, trees, poles, or exposed wires.
2. The teacher shall implement the DUCK, COVER AND HOLD ON action. Teachers and students shall cover as much skin surface as possible, close eyes, and cover ears.

Earthquake Emergency Procedure System *(continued)* **Code: 6114.3(a)**

3. Teachers and students shall stay in the open until the earthquake is over, or until further directions are given.

Subsequent Emergency Procedures

1. Teachers shall see that students avoid touching electrical wires that may have fallen.
2. Teachers or students shall not turn on/off any light switch and/or light any fires after the earthquake until the area is declared safe.
3. Teachers shall render first aid if necessary.
4. Teachers shall take roll of their classes.
5. The principal shall see that guards are posted at a safe distance from all building entrances to see that no one reenters for any reason until the buildings are declared safe. Guards may be custodians, teachers, or students.
6. The principal shall direct a custodian to shut off all pilot lights on water heaters or furnaces, as well as stoves in homemaking classrooms.
7. The principal shall request assistance as needed, through appropriate channels, from the county or city Civil Defense Office or fire and police departments.
8. The principal shall notify utility companies of any break or suspected break in lines which may present an additional hazard. If damage has occurred, the custodian shall shut off all utilities at the main valve.
9. The principal shall, if possible, contact the district office for further instructions.
10. The principal shall determine the advisability of closing the school, with the advice of the City Building Inspector, Fire Department, etc.
11. Following the quake, the principal and custodian shall inspect all buildings for safety in accordance with inspection procedures below.
12. If the building is safe for use, the principal or designee shall clear debris in order to resume educational activities as soon as possible.
13. Until such time as the buildings are safe for use, the principal shall provide educational facilities outside so that the educational program may be continued with as little interruption as possible.

Earthquake Emergency Procedure System *(continued)* **Code: 6114.3(a)**

General Procedures

1. The safest place to be is in the open. Stay there.
2. Move away from buildings, trees, and exposed wires. DO NOT RUN!
3. After the earthquake, if you are on your way to school, continue to school.
4. After the earthquake, if you are on your way home, continue home.

Inspections After Earthquake

1. The school custodian shall make a thorough inspection immediately after a severe earthquake shutting off all utilities to the buildings.

Check points: Large cracks affecting buildings
Earth slippage affecting buildings
Water leaks
Gas Leaks
Electrical breakage's

2. The building principal shall inspect the facility. If the principal believes the school is damaged sufficiently to be a hazard, he/she shall notify the superintendent or designee and request assistance to check for structural failure and equipment adequacy. Until this is done, the building shall not be occupied.
3. A City and/or County Building Inspector shall be responsible for determining if the structure is safe for occupancy. The superintendent or designee shall expedite reconstruction and replacement of equipment.

Earthquake While on the Bus

When students are on the school bus and an earthquake occurs, the following actions shall be taken:

1. The bus driver shall pull to the side of the road away from any buildings, poles, wires, overhead structures or bridges, if possible, and issue the DROP, COVER AND HOLD ON action.
2. The driver shall set the brakes and turn off the ignition.

Earthquake Emergency Procedure System *(continued)* **Code: 6114.3(a)**

3. The bus driver shall wait until the earthquake is over before proceeding on the route.
4. If the bus driver continues on, he/she shall watch for hazards created by earthquakes, such as fallen electrical wires, cracked roads, or fallen poles.
5. The bus driver shall contact the director of transportation for instructions.

5/85

SAMPLE**Emergencies and Disaster Preparedness Plan***Instruction*

All district staff and students must be prepared to respond quickly and responsibly to emergencies, disasters, and events which threaten to result in a disaster.

The superintendent or designee shall develop and maintain a disaster preparedness plan which details provisions for handling all foreseeable emergencies and disasters. This plan shall be reviewed and updated at least annually.

Principals shall augment the district plan with working plans and procedures specific to each school building. All students and employees shall receive instruction regarding these plans.

The superintendent or designee shall consult with city and/or county agencies so that district and site plans may provide the best possible way of handling each situation and also provide for emergency communications systems between these agencies and each school district.

District and site plans shall address at least the following situations:

1. Fire
2. Enemy attack
3. Bomb threat
4. Natural disasters, i.e., floods, torrential rains, earthquakes.
5. Man-made disasters, i.e., airplane crashes, chemical accidents.
6. Attack or disturbance by criminal or unstable individuals or groups

(cf. 3514 - Safety)

(cf. 3515 - Security)

(cf. 4141.6/4241.6 - Concerted Activities/Work Stoppage)

(cf. 5142 - Student Safety)

Emergencies and Disaster Preparedness Plan (cont'd) Code: 6114(a)

The Superintendent or designee may provide a plan which allows bus seating capacity limits to be exceeded when a disaster or hazard requires students to be moved immediately to ensure their safety. (Education Code 39834)

The Board may grant the use of school buildings, grounds and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The Board shall cooperate with such agencies in furnishing and maintaining whatever services it deems necessary to meet the community's needs. (Education Code 40041.5)

Disaster simulation exercises shall be held annually at each school site and shall demonstrate how safety procedures may be applied to various types of emergencies.

The Board encourages all employees to become proficient in first aid and cardiopulmonary resuscitation. Each principal shall ascertain that at least one staff member at each school holds a valid certificate in these areas. The Superintendent or designee shall provide for CPR inservice training to be offered at least once a year for district staff.

Legal References:

EDUCATION CODE

- 32000-32004 Uniform fire signals (with requirement that every school building with capacity of 50 or more students be provided with a fire warning system)
- 32040 Duty to equip school with first aid kit
- 32200 Liability of employees for civil damage for injury during fire or other drill (shall not be held personally liable unless negligence or willful act of employee is proven)
- 35295-35297 Earthquake emergency procedures
- 39834 Operating overloaded bus
- 40041.5 Mass care and welfare shelters
- 46390-46392 Emergency average daily attendance in care of disaster

CODE OF REGULATIONS, TITLE 5

- 550 Fire drills
- 560 Civil defense and disaster preparedness plans

GOVERNMENT CODE

- 3100 Public employees as disaster service workers

SAMPLE**Emergencies and Disaster Preparedness Plan***Instruction*

The district disaster preparedness plan shall be available to staff, students and the public in the office of the Superintendent and in the office of each principal. Individual building disaster plans shall be provided to each teacher and shall be available for public inspection at the principal's office. The principal shall make certain that students and staff are familiar with the plan and shall conduct preparedness drills in accordance with state requirements to ensure effective behavior in the event of an actual emergency or disaster.

The Superintendent or designee shall appoint a committee each year to review the disaster preparedness plan and recommend changes and/or improvements.

1. Principal

The principal or designee shall assume overall direction of disaster procedures. Each principal shall prepare written disaster plans for his/her school and present a copy to the Superintendent or designee.

The principal shall:

- a. Direct evacuation of buildings, using fire signals and procedures as required for fire, threatened explosion, or following cessation of earthquake tremors, and using alternate systems in case of power failure.
- b. Arrange for transfer of students when their safety is threatened by floods or approaching fires.
- c. Issue orders to teachers if children are to assemble in preselected safer areas within the school.
- d. Schedule required fire drills and keep appropriate records.
- e. Use discretionary judgment in emergencies which do not permit execution of prearranged plans.
- f. Inform the Superintendent or designee of all emergency actions taken as soon as possible.
- g. Post directions for fire drills and civil defense drills in classrooms, multipurpose rooms, etc.

2. Teachers

Teachers shall be responsible for supervision of students in their charge. Teachers shall:

- a. Direct evacuation of students in their charge to inside or outside assembly areas in accordance with signals, warning written notification, or intercom orders.
- b. Give the DUCK, COVER AND HOLD ON command during an earthquake or in a surprise attack.
- c. Take roll when the class is relocated in an outside or inside assembly area or at another location.
- d. Report missing students to the principal or designee.
- e. Send students in need of first aid to the school nurse or person trained in first aid.

3. Custodian

Custodians are responsible for the use of emergency equipment, the handling of supplies and the use of available utilities. Custodians shall:

- a. Control main shutoff valves for gas, water and electricity and ascertain that no hazard results from broken gas, water mains or fallen electrical lines.
- b. Survey and report damage to the principal.
- c. Direct rescue operations as required.
- d. Direct fire-fighting efforts until regular fire fighting personnel take over.
- e. Disburse supplies and equipment as needed.
- f. Conserve usable water supplies.

4. School Secretary

School secretary shall:

- a. Report a fire or disaster to the appropriate authorities.
- b. Assist the principal as needed.
- c. Provide for the safety of essential school records and documents.

4. Secretarial Staff

Secretarial staff shall:

- a. Operate telephones.
- b. Monitor radio emergency broadcasts.
- c. Assist the school nurse as needed.
- d. Act as messengers and carriers when so directed.

5. School Nurse

School nurses shall:

- a. Administer first aid.
- b. Supervise the administration of first aid.
- c. Organize first aid and medical supplies.

6. Cafeteria Manager

Cafeteria manager shall:

- a. Direct the use and preparation of the cafeteria stock and water supply whenever the feeding of students becomes necessary during a disaster.

7. Bus Driver

Bus driver(s) shall:

- a. Supervise students if a disaster occurs while they are in bus.
- b. Issue the DUCK, COVER AND HOLD ON command if an earthquake or surprise attack occurs while students are in the bus.
- c. Transfer students to a new location when directed by the principal.
- d. Assist the custodian in damage control.

SAMPLE**Fire Drills and Fires***Instruction*

The principal of each school shall hold fire drills at least once a month in all elementary and middle schools and at least twice each school year in all high schools. (Code of Regulations, Title 5, 550)

1. All students, teachers, and other employees shall be required to leave the school building in an orderly and rapid manner. Teachers shall ascertain that no student remains in the building.
2. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated escape route is blocked.
3. A record shall be kept in the principal's office of each fire drill conducted. A copy of the record shall also be filed in the office of the Superintendent or designee.

In the event that fire is discovered in any part of the school, the fire department shall be called immediately after the signal is given to evacuate the building.

Principals and teachers shall recognize that it is essential in any emergency to prevent panic by giving students clear direction and supervision.

In case of an actual fire emergency, the following actions will be taken:

1. Sound fire signals.
2. Call fire departments and police.
3. Students and adults evacuate the building to outside assembly areas.
4. In outside assembly areas, teachers shall take roll, report missing students, and provide assistance to injured students.
5. If the fire is serious, students shall be taken to an alternate location for protective custody until parents/guardians can pick them up or until they can be safely transported to their homes.

Legal References:

EDUCATION CODE

32000-32004 Uniform fire signals (with requirement that every school building with capacity of 50 or more students be provided with a fire warning system)

32040 Duty to equip school with first aid kit

32200 Liability of employees for civil damage for injury during fire or other drill (shall not be held personally liable unless negligence or willful act of employee is proven)

CODE OF REGULATIONS, TITLE 5

550 Fire drills

Civil Defense and Disaster Preparedness Plans.

Title 5, Division 1, Chapter 2, Subchapter 3, Section 560

560. Civil Defense and Disaster Preparedness Plans.

The governing board shall:

- (a) Adopt a written policy guideline for use by schools of the district in formulating individual civil defense and disaster preparedness plans.

The policy guideline shall meet the criteria established in that part of the *Civil Defense and Disaster Planning Guide for School Officials entitled "Essential Characteristics of the School Planning Guide"*, published by the State Department of Education, and shall be subject to approval by the county superintendent of schools. The policy guideline shall be reviewed at least annually and revised as needed. Plans and revisions may be subject to review and approval by the State Department of Education.

- (b) Require the principal of each school in the district to formulate and submit to the district superintendent for approval a civil defense and disaster preparedness plan for that school. Each school plan shall satisfy the governing Board's policy guideline, coordinate with the appropriate local government plan, be reviewed at least annually and be kept current.
- (c) Require each school to test its plan (other than fire drills) or each portion thereof on a rotating basis at least two times during the school year and keep a record of such tests. The record shall be maintained in a manner determined by the governing board, and available to the Department of Education upon request.

Earthquake Emergency Procedures

Title 2, Division 3, Part 21, Chapter 2, Article 10.5, Sections 35295-35297

§ 35295. Legislative Findings and Declarations

The Legislature finds and declares the following:

- (a) Because of the generally acknowledged fact that California will experience moderate to severe earthquakes in the foreseeable future, increased efforts to reduce earthquake hazards should be encouraged and supported.
- (b) In order to minimize loss of life and disruption, it is necessary for all public or private elementary schools and high schools to develop school disaster plans and specifically an earthquake emergency procedure system so that students and staff will act instinctively and correctly when an earthquake disaster strikes.
- (c) It is therefore the intent of the Legislature in enacting this article to authorize the establishment of earthquake emergency procedure systems in kindergarten and grades 1 through 12 in all the public or private schools in California. (*Added by Stats. 1984, c. 1659 § 1.*)

§ 35296. Establishment of Systems

The governing board of each school district and the county superintendent of schools of each county shall establish an earthquake emergency procedure system in every public school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom. The governing board of each private school shall establish an earthquake emergency procedure system in every private school building under its jurisdiction having an occupant capacity of 50 or more pupils or more than one classroom. Governing boards and county superintendents may work with the Office of Emergency Services and the Seismic Safety Commission to develop and establish the earthquake emergency procedure systems. (*Added by Stats. 1984, c. 1659, § 1. Amended by Stats. 1990, c. 1263 (A.B. 2875), § 9.*)

§ 35297. Components of System

The earthquake emergency procedure system shall include, but not be limited to, all of the following:

- (a) A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

- (b) A DUCK, COVER AND HOLD ON procedure. As used in this article, DUCK, COVER AND HOLD ON procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A DUCK, COVER AND HOLD ON procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.
- (c) Protective measures to be taken before, during, and following an earthquake.
- (d) A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system. *(Added by Stats. 1984, c. 1659, § 1. Amended by Stats. 1988, c. 448 § 1.)*

School Safety Plans

Title 1, Division 1, Part 19, Chapter 2.5, Article 5, Sections 32280-32286

§ 32280 Legislative Intent

It is the intent of the Legislature that all California public schools, in kindergarten, and grades 1 to 12, inclusive, operated by school districts, in cooperation with local law enforcement agencies, community leaders, parents, pupils, teachers, administrators, and other persons who may be interested in the prevention of campus crime and violence, develop a comprehensive school safety plan that addresses the safety concerns identified through a systematic planning process. For the purposes of this section, law enforcement agencies include local police departments, county sheriffs' offices, school district police or security departments, probation departments, and district attorneys' offices. For purposes of this section, a "safety plan" means a plan to develop strategies aimed at the prevention of, and education about, potential incidents involving crime and violence on the school campus. *(Added by Stats. 1989, c. 1253, § 1.)*

§ 32281 School Safety Plan Development

- (a) Each school district and county office of education is responsible for the overall development of all comprehensive school safety plans for its schools operating kindergarten or any of grades 1 to 12, inclusive.
- (b) Except as provided in subdivision (d) with regard to a small school district, the school site council established pursuant to Section 52012 or 52852 shall write and develop a comprehensive school safety plan relevant to the needs and resources of that particular school. The school site council may delegate this responsibility to a school safety planning committee .

§ 32282 School Safety Plans

- (a) The comprehensive school safety plan shall include, but not be limited to, both of the following:
 - (1) Assessing the current status of school crime committed on school campuses and at school-related functions.
 - (2) Identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the school's procedures for complying with existing laws related to school safety.

§ 32286 Annual Review

- (a) Each school shall adopt its comprehensive school safety plan by March 1, 2000, and shall review and update its plan by March 1, every year thereafter. A new school campus that begins offering classes to pupils after March 1, 2001, shall adopt a comprehensive school safety plan within one year of initiating operation, and shall review and update its plan by March 1, every year thereafter.
- (b) Commencing in July 2000, and every July thereafter, each school shall report on the status of its school safety plan, including a description of its key elements in the annual school accountability report card prepared pursuant to Sections 33126 and 35256.

Use of School Facilities

§ 40041.5 Mass Care and Welfare Shelters

Notwithstanding Section 40043, the governing board of any school district shall grant the use of school buildings, grounds, and equipment to public agencies, including the American Red Cross, for mass care and welfare shelters during disasters or other emergencies affecting the public health and welfare. The governing board shall cooperate with these agencies in furnishing and maintaining such services as the governing board may deem necessary to meet the needs of the community. *(Added by Stats. 1984, c. 1659, § 3.)*

§ 40042. Management, Direction and Control; Rules and Regulations

The management, direction, and control of school facilities under this article is vested in the governing board of the school district which shall promulgate all rules and regulations necessary to provide, at a minimum, for the following:

- (1) Aid, assistance, and encouragement to any of the activities authorized in Sections 40041 and 40041.5.
- (2) Preservation of order in school facilities and on school grounds, and protection of school facilities and school grounds, including, if the governing board deems necessary, appointment of a person who shall have charge of the school facilities and grounds for purposes of their preservation and protection.
- (3) That the use of school facilities or grounds is not inconsistent with the use of the school facilities or grounds for school purposes or interferes with the regular conduct of schoolwork. *(Added by Stats. 1982, c. 1502, p. 5829, § 5. Amended by Stats. 1984, c. 1659, § 4.)*

(Former § 40042 was repealed by Stats. 1982, c. 1502, p. 5828, § 4.)

Title 15, Chapter 1.1, § 627**§ 627.2 School Visitors**

No outsider shall enter or remain on school grounds during school hours without having registered with the principal or designee, except to proceed expeditiously to the office of the principal or designee for the purpose of registering. If signs posted in accordance with Section 627.6 restrict the entrance or route that outsiders may use to reach the office of the principal or designee, an outsider shall comply with such signs.

§ 627.6 Signage

At each entrance to the school grounds of every public school at which this chapter is in force, signs shall be posted specifying the hours during which registration is required pursuant to Section 627.2, stating where the office of the principal or designee is located and what route to take to that office, and setting forth the applicable requirements of Section 627.2 and the penalties for violation of this chapter.

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American Red Cross Shelter Agreement

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

Parties and Facility

Owner:

Legal name: _____
Chapter: _____
24-Hour Point of Contact:
 Name and title: _____
 Work phone: _____ Cell phone/pager: _____
Address for Legal Notices:

Red Cross:

Legal name: The American National Red Cross
Chapter: American Red Cross Bay Area Chapter
24-Hour Point of Contact:
 Name and title: Tessa Shvedoff, Disaster Manager
 Work phone: 415721-2379 Cell phone/pager: 415-694-9039
Address for Legal Notices:
712 5th Avenue, San Rafael, CA 94901; ARC Dispatch number: 866-272-2237

Copies of legal notices must also be sent to:
The American National Red Cross, Office of the General Counsel,
2025 E Street, NW, Washington DC 20006
and
The American National Red Cross, Disaster Operations,
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).

Terms and Conditions

1. Use of Facility: Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the [Facility/Shelter Opening/Closing Form](#) to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
 - a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials		Red Cross initials
Water			
Gas			
Electricity			
Waste Disposal			

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

Owner (legal name)

THE AMERICAN NATIONAL RED CROSS
(legal name)

By (signature)

By (signature)

Name (printed)

Name (printed)

Title

Title

+

Date

Date

**Agreement for Facility Use
between
the County of Marin
and the _____ School District**

Note: This is a sample. Please contact the County of Marin for the actual agreement.

This agreement is made and entered into between the _____ School District, hereinafter referred to as "District", and the County of Marin, hereinafter referred to as "County".

Recitals

The American Red Cross Bay Area Chapter has an existing agreement with the District which provides the framework for a collaborative effort to provide emergency shelter for disaster-displaced members of the community.

COUNTY has a responsibility to assure medical care for those injured by the disaster and provide mass chemoprophylaxis/vaccinations to the population, if needed. COUNTY has entered into agreements with Red Cross as well as public and private entities throughout the County to accomplish this end.

COUNTY desires, when deemed necessary, to establish Field Treatment Sites (FTS), mass chemoprophylaxis/vaccination sites, or shelters for medically fragile, hereinafter referred to as "treatment sites", at District schools to provide medical care to persons injured and/or displaced by the disaster or in need of mass chemoprophylaxis/vaccinations.

Now, therefore, it is mutually agreed between parties as follows:

1. District agrees that, after meeting its emergency responsibilities to its students and staff, it will permit, to the extent of its ability and upon request of COUNTY, as specified in this agreement, use of District facilities identified in Addendum A, on a temporary basis, for a treatment site.
2. COUNTY and District agree to cooperate in the selection of the facilities that will be listed in Addendum A, which will be separate from facilities utilized by the American Red Cross, although both may be active at the facility at the same time.
3. District and COUNTY agree to provide, and to update periodically, facility point-of-contact and activation authorization information as detailed in Addendum B.
4. District agrees that it will, prior to releasing facility to COUNTY for use, evaluate the facility and secure valuable property not required for COUNTY activities, to the extent reasonably possible.
5. COUNTY agrees that it will exercise reasonable care in the conduct of its activities in such facilities and will, when provided with documented inventory and cost information, replace or reimburse the District for any foods, supplies, or damage to facilities or equipment arising from the conduct of County activities.

6. Upon termination of use as a treatment site, COUNTY agrees to leave the premises in their original condition.
7. A representative of COUNTY will meet with the designated District representative periodically to evaluate the necessity for the continuation of operations and to resolve any other operational concerns.
8. Should the District request that a treatment site be relocated before the end of operations, COUNTY agrees to relocate within 48 hours of the District's request to do so.
9. It is understood that it is the responsibility of COUNTY to establish, staff, maintain, and dismantle the operations of the treatment site.
10. Notwithstanding any other agreements between them, each party to this Agreement shall indemnify and hold harmless the other party (together with the other party's officers, employees and agents) from and against any and all liability, loss, expense, including reasonable attorney's fees, and/or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts of omissions of the indemnifying party, its officers, employees or agents.
11. Either party may discontinue this agreement in writing at any time unless the facility is currently being used as a treatment site.

In witness thereof, the parties have caused this Agreement to be executed, said Agreement to become effective and operational upon the fixing of the last signature hereto.

County of Marin

_____ **School District**

Signature

Title

Title

Date: _____

Date: _____

APPROVED AS TO FORM:
COUNTY COUNSEL

APPROVED AS TO FORM:
SCHOOL AND COLLEGE
LEGAL SERVICES

By _____

By _____

Addendum A

(Insert description of portions of facility to be used.)

Addendum B

(Insert contact information)

For the District:

For COUNTY:

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ANNUAL EMERGENCY REVIEW CHECKLIST

School _____ School Year _____

Date	Activity	Responsible Person	Date Completed
August	School Facilities/Grounds Hazard Assessment	_____	_____
August	Review School Buildings Plan	_____	_____
August	Review Evacuation Routes	_____	_____
September	Update Emergency Phone Numbers and Resources	_____	_____
September	Inventory of Special Staff Skills	_____	_____
September	Survey of Neighborhood Resources	_____	_____
September	Assign Staff Emergency Functions	_____	_____
September	Send Message to Parents	_____	_____
September	Update Bus Routes to Identify Potential Hazards	_____	_____
September	Staff Orientation of Plan	_____	_____
April	Review Plan	_____	_____

Prepared By _____ Date _____

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 1

YES	NO	In process	
			<u>PREPAREDNESS</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are you and your staff aware that, under Government Code 3100, you are Disaster Service Workers? Do you and they understand what this entails?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school have a disaster plan and is it updated regularly?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you identified a team of leaders in your school community who will assist in your emergency planning efforts?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Are you, your teachers and your staff aware of what roles and responsibilities they have under the plan?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your plan incorporate the principles of SEMS (Standardized Emergency Management System) and NIMS (National Incident Management System) as required?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is your staff trained to perform the responsibilities under SEMS/NIMS?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you had drills and exercises that involve the performance of SEMS/NIMS duties?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you conducted an inventory of the kinds of skills or needs of your staff?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you trained your staff in CPR, basic First Aid, SERT (School Emergency Response Team), damage assessment and search and rescue?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your staff know the location and have maps of the facility showing the main gas, electricity and water shut-off valves?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you made a list and map of the locations of first aid and emergency supplies and made sure the items are restocked on a regular basis?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your site have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three days?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is everyone aware of primary evacuation routes and alternate routes? Do your drills include using alternative routes?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have bookshelves, file cabinets, free-standing bookcases, aquariums, etc. been bolted to the wall or arranged to support each other?

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 2

- | YES | NO | In process | <u>MITIGATION</u> |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have heavy items been removed from the tops of bookshelves and cabinets? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have windows in classrooms and other campus buildings been equipped with safety glass or covered with protective film? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are partitions, suspended ceilings, overhead lights and air ducts secured to the structure of the building? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are televisions mounted and secured properly in classrooms? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you evaluated exits in classrooms, multipurpose rooms and offices to ensure they will remain clear for evacuation routes in an emergency? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have inventories been made of hazardous materials throughout your schools and facilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are hazardous materials identified, separated and stored properly? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there an earthquake preparedness program in your plan? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there any programs established between the district, agencies and community groups that discuss the school district's policies regarding student release and retention and the development of family preparedness plans ? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | How and where are you storing vital data, plans and records? Do you have duplicate copies of important documents stored in an off-site location? |

EMERGENCY RESPONSE

- | | | | |
|--------------------------|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Does your district have a policy requiring the use of SEMS/NIMS? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your administration clearly communicated OES policy and performance expectation to all staff? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your district incorporated the principles of SEMS/NIMS in its plan, emergency response procedures and training materials? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are the school site plans coordinated with the district's plan? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Has your staff been trained in SEMS/NIMS and do they understand the basic principles as required? |

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 3

YES	NO	In process	
			<u>EMERGENCY RESPONSE</u> <i>(continued)</i>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has your staff been trained in how to perform any functions to which they may be assigned during a declared disaster?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school district have an arrangement with structural engineers who will report to the campus directly after a disaster to evaluate the facilities?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you have arrangements in place with local vendors to provide services, fuel for generators, and materials to support recovery efforts?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you identified an evacuation site? Is there an alternate location if your original site is not useable?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you determined how to transport students to an alternate location if necessary?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you know if your school has been designated as a potential mass care shelter? Do you have a Memorandum of Understanding with public health agencies or with the American Red Cross?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Do you know what to do with seriously injured students?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school have clearly established student tracking procedures?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you developed emergency sanitation procedures?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you determined who will serve as the Public Information Officer to provide information to the media after a disaster, and is that person properly trained in accordance with SEMS/NIMS?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Have you identified personnel who can translate information to non-English speaking parents or guardians?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has a central Emergency Operations Center (EOC), "command post" or other central planning area been identified?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has the EOC been equipped with maps of the campus, facilities and hazards in the area, a student roster for the current year, first aid supplies and other tools necessary to manage the emergency response after a disaster?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your campus have an internal communication system such as walkie talkies, bullhorn and/or public address system?

SCHOOL ADMINISTRATOR'S EMERGENCY PLANNING CHECKLIST - 4

RECOVERY

- | YES | NO | In process | |
|--------------------------|--------------------------|--------------------------|--|
| | | | <i>The following items are usually district-level responsibilities. An individual campus site might want to check with its district to determine the procedures that will be followed or develop a campus plan.</i> |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Have you Identified record keeping requirements and sources of financial aid for disaster relief? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is someone designated to determine if buildings are safe after an event? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have an established absentee policy for staff and students after a disaster? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Do you have an established agreement with mental health professionals to provide counseling to students and their families after the disaster? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are there established alternative teaching methods for students unable to return immediately to classes: correspondence classes, tele-teaching, group tutoring, on-line teaching, etc? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Is there a plan for conducting classes if some of the school facilities are damaged – half-day sessions, alternative sites, portable classrooms? |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Are you familiar with the procedures involved, and forms used in claiming disaster assistance from the state and federal governments? Work with your local or state emergency services professionals to maximize your cost-recovery abilities. |

Checklist adapted from:

California Governor's Office of Emergency Services, *School Emergency Response: Using SEMS at Districts and Sites* -

[http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/\\$file/SEMSschoolplan.pdf](http://www.oes.ca.gov/Operational/OESHome.nsf/PDF/SEMSschoolplan/$file/SEMSschoolplan.pdf)

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 1

School _____ School Year _____

SCHOOL EXTERIOR AND PLAY AREAS	YES	NO	RECOMMENDATIONS
1. School grounds are fenced.			
2. Signs posted for visitors to report to office and sign-in			
3. Restricted areas are clearly marked			
4. Shrubs and foliage are trimmed for good line of sight.			
5. Bus loading and drop-off zones are clearly identified.			
6. Access to bus loading area is restricted to other vehicles during loading/unloading.			
7. Staff is assigned to bus loading/ drop-off areas.			
8. There is a maintenance schedule for:			
a. Outside lights			
b. Locks/hardware			
c. Storage sheds			
d. Windows			
e. Other exterior buildings			
9. Parent drop-off and pick-up area is clearly defined.			
10. Lighting around the building is adequate.			
11. Lighting is provided at entrances and other possible access points.			
12. Directional lights are aimed at the building.			
13. The school ground is free from trash or debris.			
14. The school is free of graffiti.			
15. Play areas are fenced.			
16. Playground equipment has tamper-proof fasteners.			
17. Visual surveillance of bicycle racks is possible.			
18. Visual surveillance of parking lots is possible.			
19. Parking lot is lighted properly; all lights are functioning.			
20. Parking stickers are issued for assigned parking areas.			
21. Ground floor windows have no broken panes.			
22. Locking window hardware is in working order.			
23. Basement windows are protected with grill or cover.			
24. Doors are locked when classrooms are vacant.			
25. High-risk areas are protected by security locks.			
a. Main Office			
b. Cafeteria			
c. Computer Lab			
d. Industrial Arts rooms			
e. Science Labs			
f. Nurse's Office			
g. Boiler Room			
h. Electrical Rooms			
i. Phone line access closet			
j. Emergency cache storage facility			
k. Other (describe)			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 2

26. Unused areas of the school can be closed off during after-school activities			
27. Restricted areas are properly identified.			
28. School has written regulations restricting students' and visitors' access to buildings and grounds.			
29. Other (describe)			
30. Other (describe)			

SCHOOL INTERIOR	YES	NO	RECOMMENDATIONS
1. School has a central alarm system.			
2. The entrance is visible from the main office.			
3. The entrance for visitors is clearly marked and designated.			
4. Multiple entries to the building are controlled and supervised.			
5. Administrative staff maintains a highly visible profile.			
6. Visitors are required to sign-in			
7. Visitors are issued I.D. badges or passes			
8. Proper identification is required of vendors, repairmen			
9. All staff (full-time, part-time and bus drivers) are issued an ID card that is worn in a visible manner			
10. The following areas are properly lighted:			
a. Hallways			
b. Bathrooms			
c. Stairwells			
11. Hallways and bathrooms are supervised by staff.			
12. Bathroom walls are free of graffiti.			
13. Doors accessing internal courtyards are securely locked from the inside.			
14. Exit signs are clearly visible and pointing in the correct direction.			
15. Computers are plugged into protected circuit breakers; plugs are not daisy-chained.			
16. Access to electrical panels is restricted.			
17. Mechanical rooms and other hazardous areas are kept locked using key-only access locking system.			
18. School files and records are maintained in locked, vandal-proof, fireproof containers or vaults.			
19. School maintains a record of all maintenance on doors, windows, lockers and other areas of the site.			
20. Students are restricted from entering vacant classrooms alone.			
21. Friends, relatives and non-custodial parents are required to have written permission to pick up a student from school.			
22. Students are required to have written permission to leave school during school hours.			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 3

23. There are written regulations regarding access and control of school personnel using the building after hours.			
24. Faculty members are required to lock classrooms upon leaving.			
25. A person is designated to perform the following security checks at the end of the day:			
a. All classrooms are locked.			
b. All restrooms are empty.			
c. All locker rooms are empty.			
d. All exterior entrances are locked.			
e. All night lights are working.			
f. The alarm system is set.			
27. The telephone numbers of the principal and/or other assigned contact people are provided to the local police department and fire department in the event of a suspicious or emergency situation			
28. Law enforcement personnel monitor school grounds after school hours.			
29. All school equipment is permanently marked with an identification number.			
30. An up-to-date inventory is maintained for all expendable school supplies.			
31. School storage is available for valuable items:			
a. During school hours			
b. After school			
32. The school has a policy for handling cash received.			
33. The school has regular maintenance and/or testing of the security alarm system at least annually.			
34. Classrooms are numbered.			
35. Classroom locks can be operational from the inside.			
36. The public address system works properly.			
a. It can be accessed from several areas at school.			
b. It can be heard and understood outside.			
37. Convex mirrors are used to see around hallway corners.			
38. Communication means used during emergencies (Check all that apply)			
a. Two-way radios			
b. Cell phones			
c. Pagers			
d. Other (describe)			
39. There is two-way communication between the office and:			
a. Classrooms			
b. Duty stations			
c. Portable classrooms			
d. Staff outside the building			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 4

e. Bus drivers			
f. Maintenance personnel			
g. Other (describe)			
40. A control system is in place to track keys and duplicates.			
41. Other (describe)			
42. Other (describe)			

SCHOOL POLICY DEVELOPMENT and ENFORCEMENT	YES	NO	RECOMMENDATIONS
1. School Conduct Policy is reviewed and updated annually			
2. A visitor screening policy is in effect.			
3. The school has a Crisis Management Plan in effect that is reviewed and updated annually.			
4. A chain-of-command has been established for the school when the principal and/or other administrators are away from the building.			
5. The school has implemented proactive security measures on campus, at school-sponsored events and on all school property (including school buses).			
6. Disciplinary consequences for infractions of the Code of Conduct are fairly and consistently enforced.			
7. Parents are an integral part of student discipline procedures and actions.			
8. Parents are an integral part of the school's safety planning and policy implementation.			
9. The school provides a system for anonymous reporting of problems or incidents by staff and students.			
10. Specific policies and/or procedures are in place that detail staff responsibilities for monitoring and supervising students outside the classroom (e.g., hallways, cafeteria, restrooms)			
11. School has implemented a proactive policy regarding parental actions during sporting events			
12. The Workplace Accident and Illness Prevention Program is an integral part of the School's Safety Plan			
13. Other (describe)			
14. Other (describe)			

SCHOOL SAFETY/HAZARD ASSESSMENT CHECKLIST - 5

DATA COLLECTION PROCEDURES	YES	NO	RECOMMENDATIONS
1. All violations of state and federal law are reported to law enforcement.			
2. A reporting procedure for disruptive and violent incidents on campus has been established.			
3. Records of data have been established to identify and analyze recurring problems.			
4. Accident reports are filed when a student a student is injured on school property or during school-related activities			
5. The incident reporting system is reviewed and updated annually.			
6. Other (describe)			
7. Other (describe)			

INTERVENTION AND PREVENTION PLAN	YES	NO	RECOMMENDATIONS

Prepared By _____ Date Prepared _____

* School Safety/Hazard Assessment Checklist adapted from work by the Virginia State Education Department and modified by the New York State Police as a resource for school administrators.

CLASSROOM SAFETY/HAZARD ASSESSMENT CHECKLIST

School _____ Room No. _____

	YES	NO	UNKNOWN	NOT APPLICABLE
Are freestanding cabinets, bookcases, and wall shelves secured to a structural support?				
Are heavy objects removed from high shelves? (High shelves are shelves above the heads of seated students/teachers desk.)				
Are aquariums and other potentially hazardous displays located away from seating areas?				
Are A.V. equipment and computers securely attached to a portable (rolling) cart with lockable wheels?				
Is the T.V. monitor securely fastened to a securely fastened platform and/or cart?				
Is the classroom piano secured against rolling during an earthquake?				
Are wall-mounted clocks, maps, fire extinguishers, etc., secured against falling?				
Are hanging plants secured to prevent them from swinging free or breaking windows during an earthquake?				
Is lab equipment secure to prevent movement?				
Are chemicals stored in low, closed cabinets to prevent spillage?				
Has an inventory of the chemicals been prepared?				
Are computers, printers and other heavy equipment secured to prevent movement?				
Are animal cages secured to prevent movement?				
Are objects around doors secured so as not to fall and block egress?				

Prepared By _____ Date Prepared _____

EVACUATION ROUTES HAZARD CHECKLIST

School _____ School Year _____

	YES	NO	LOCATION
Is any maintenance and/or repair being done that places construction obstacles in normal evacuation routes?			
Do hallways and/or doors contain glass panels?			
Are these panels of safety (tempered) glass?			
Do lockers, bookshelves and other storage units line hallways?			
Is lighting dependent on electricity rather than sunlight?			
Do building exit routes pass through arcades, canopies or porch-like structures?			
Do building exit routes pass over bridges or near streams, rivers, canals, shorelines, seasonal wetlands or other bodies of water?			
Are clay or slate tiles on roofs of school buildings?			
Is building faced with parapets, balconies or cornices?			
Are gas, sewer and power lines near outdoor assembly areas?			

Note: (1) This form is to be completed each school year prior to return of teachers and staff.

- (2) Results of this assessment may require:
- memo to staff alerting them to temporary changes in normal evacuation routes;
 - completion of a Hazardous Report Form included in the Emergency Management Plan Appendices.

Prepared By _____ Date Prepared _____

DRILL/EXERCISE PLANNING CHECKLIST

School _____ Date _____

	DONE	DATE	COMMENTS
ASSESS TRAINING NEEDS			
Analyze the threats and hazards			
What are the highest priority natural, technological or man-made hazards of the school?			
What physical or geographical components of the school are most vulnerable to these threats?			
What functions are in most need of rehearsal?			
<input type="checkbox"/> Evacuation <input type="checkbox"/> Lockdown <input type="checkbox"/> Student Release <input type="checkbox"/> Communications <input type="checkbox"/> Medical/.First Aid <input type="checkbox"/> Personnel Mgmt <input type="checkbox"/> Coordination and Control <input type="checkbox"/> Incident Command <input type="checkbox"/> Resource Mgmt/Supplies Distribution <input type="checkbox"/> External Agency Interaction <input type="checkbox"/> Search and Rescue <input type="checkbox"/> Other			
DEFINE THE SCOPE			
Determine the suitable exercise types			
<input type="checkbox"/> Orientation Seminar <input type="checkbox"/> Drill <input type="checkbox"/> Tabletop <input type="checkbox"/> Functional <input type="checkbox"/> Full-scale			
Prepare pre-exercise notification			
Obtain support of superintendent, staff and parents			
Coordinate with participating agencies			
<input type="checkbox"/> Police <input type="checkbox"/> Fire Department <input type="checkbox"/> Public Works <input type="checkbox"/> Emergency Medical Services <input type="checkbox"/> School Resource Officer <input type="checkbox"/> Hospital <input type="checkbox"/> State Agencies <input type="checkbox"/> Volunteer Organizations <input type="checkbox"/> Local Authorities./Town Manager <input type="checkbox"/> Other <input type="checkbox"/>			
Develop planning milestones			
Coordinate orientations and/or training			
DEFINE EXERCISE OBJECTIVES			
Write statement of purpose			
Compose exercise narrative/scenario			
Identify expected actions			
WRITE MAJOR AND DETAILED EVENTS			
Plan exercise enhancements – props, maps, color cards, computers, radios, press releases			
Identify an evaluation team to determine how actions will be monitored and measured against plans and procedures			
Prepare evaluation plan and checklists			
Conduct pre-exercise briefings			
POST-EXERCISE ACTIONS			
Conduct post-exercise review with staff and other participants			
Prepare After-Action Report			
Identify post-exercise mitigation activities			
Identify additional training/drills			

American Red Cross	Facility/Shelter Opening Checklist
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Facility Name:	Facility Representative:
Location:	Date of Facility Check:
	Conducted By:
	Date of Last Facility Check:
	Conducted By:
Name of person addressing issues:	Date Issues Addressed:

Contact information for person addressing issues:
 or 'NA', the specific areas needing correction and the persons responsible for corrections should be noted in the comments column.

AREAS TO REVIEW	YES	NO	NA	U	COMMENTS
Are indoor and outdoor walking surfaces free of tripping or falling hazards (uneven sidewalks, unprotected raised walkways/ramps/ docks, loose/missing tiles, telephone wires, extension cords, etc.)?					
Are the paths to exits relatively straight and clear of obstructions (blocked, chained, partially blocked, obstructed by garbage cans, etc.)?					
Are all emergency exits properly identified and secured?					
Are there at least two exits from each floor?					
Are illuminated exit and exit directional signs visible from all aisles?					
Is there an emergency evacuation plan and identified meeting place?					
Are there guidelines for directing occupants to an identified assembly area away from the building once they reach the ground floor?					
Are there any site specific hazards (hazardous chemicals, machinery)? If so, describe them.					
Is the facility clean, neat and orderly?					
Are the following building systems in good working order?					
Electrical					
Water					
Sewage System					
HVAC, if necessary					
Are fire extinguishers and smoke detectors present, inspected, and properly serviced?					
If power fails, is automatic emergency lighting available for egress routes, stairs and restrooms?					
Are first aid kits readily available and fully stocked? Where?					
Will occupants of the building be notified that an emergency evacuation is necessary by PA or alarm?					

ANY DAMAGE OR ADDITIONAL COMMENTS:

Worker Signature: _____	Date: _____
Reviewer Signature: _____	Date: _____

Revised 12/07

EMERGENCY PHONE NUMBERS -SAMPLE

School _____ School Year _____

EMERGENCY: Fire, Medical Aid	911
SCHOOL DISTRICT OFFICE	
LOCAL FIRE DEPARTMENT	
LOCAL POLICE DEPARTMENT	
SHERIFF'S OFFICE	479-2311
MARIN COUNTY OFFICE OF EDUCATION	472-4110
MARIN COUNTY OFFICE OF EMERGENCY SERVICES	499-6584
MARIN COUNTY EMERGENCY OPERATIONS CENTER	499-5617 FAX 499-7829
KAISER HOSPITAL	444-2000
MARIN GENERAL HOSPITAL	925-7000
NOVATO COMMUNITY HOSPITAL	209-1300
AMERICAN RED CROSS, MARIN CHAPTER	721-2365
P.G. & E. Service Interruption Information	800-743-5000
NEAREST SKILLED MEDICAL ASSISTANCE	
NEAREST EMERGENCY ASSISTANCE	
CALIFORNIA HIGHWAY PATROL	924-1100
KCBS RADIO AM-740	454-5227
KGO RADIO AM-810	362-4809
CHANNEL 4-TV	561-8136
CHANNEL 5-TV	362-5550
CHANNEL 7-TV	954-7465
CHANNEL 36-TV	

Prepared By _____ Date Prepared _____



APPENDIX D

NIMS/SEMS

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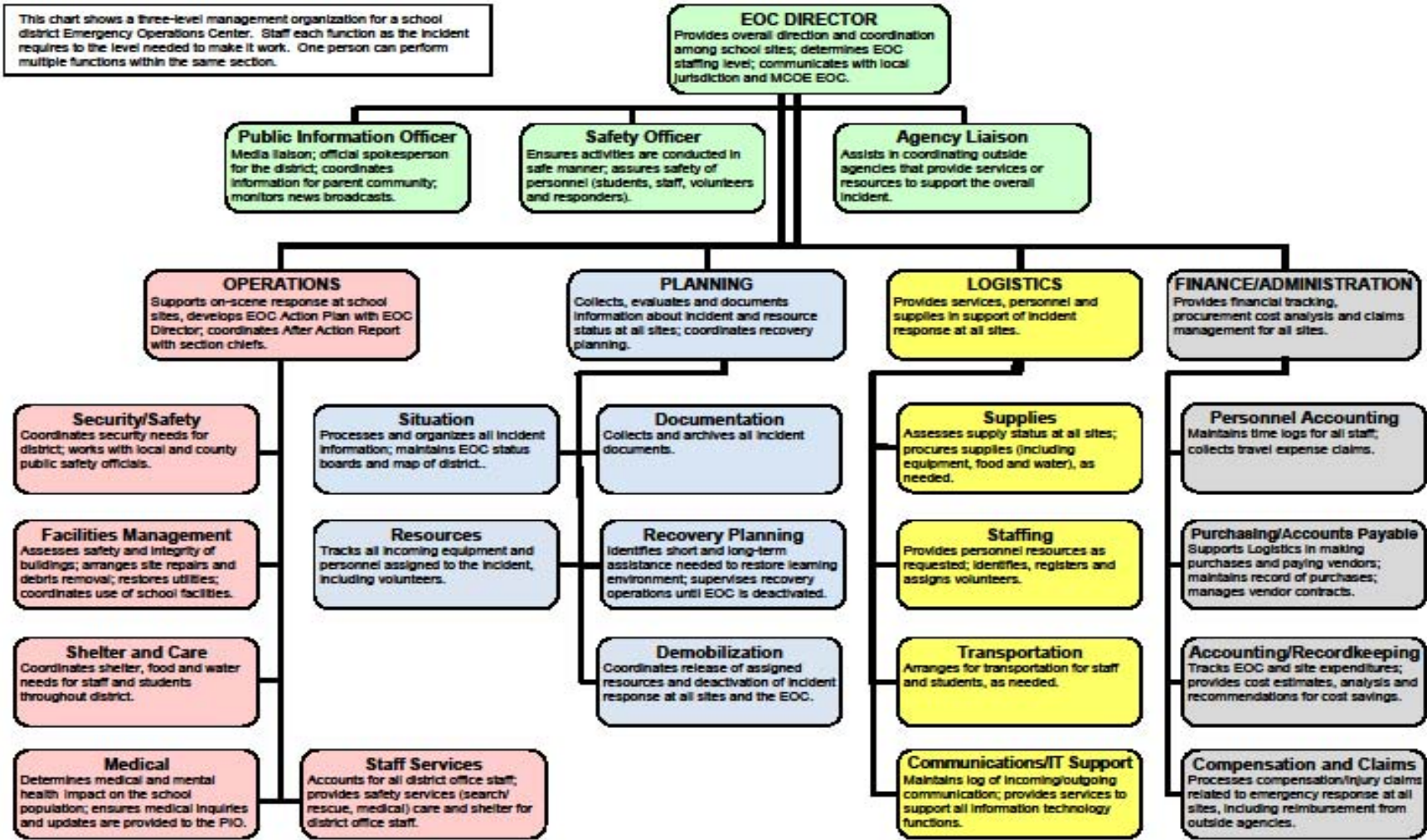
EMERGENCY OPERATIONS CENTER: District Office

At the school district level, the superintendent or designee assumes management responsibility as the EOC Director and activates others as needed. District office personnel transition from their daily jobs to assigned emergency functions. The EOC is flexible in size and scope. Depending upon the magnitude of the emergency, the EOC can expand or contract as needed. Each section chief is responsible for any unit that is not assigned, and the EOC Director is responsible for any section that is not assigned.

Title	Role, Responsibility
MANAGEMENT:	
EOC Director	Provides overall direction and coordination among school sites; determines EOC staffing level; communicates with local jurisdiction and the Marin County Office of Education.
Safety Officer	Ensures activities are conducted in safe manner; assures safety of all personnel (students, staff, volunteers and responders).
Public Information Officer (PIO)	Media liaison and official spokesperson for the district; coordinates information for parent community; monitors news broadcasts.
Agency Liaison	Assists in coordinating outside agencies that provide services or resources in support of overall incident response.
OPERATIONS:	
Student Accounting and Release	Analyze school staffing to develop a Student Accounting and Release Plan (accounting from individual teachers to Student Accounting and Release to Command Post); implement plan in an emergency; document activities
Security/Safety	Coordinates security needs for the district; works with local and county public safety officials.
Facilities Management	Assesses safety and integrity of buildings; arranges site repairs and debris removal; restores utilities; coordinates use of school facilities.
Shelter and Care	Coordinates shelter, food and water needs for students and staff throughout district.
Medical	Determines medical and mental health impact on the school population; ensures medical updates and inquiries are provided to PIO
Staff Services	Accounts for all district office staff; provides safety services (search and rescue, medical), care and shelter for district office staff.
PLANNING:	
Situation	Processes and organizes all incident information; maintains EOC status boards and map of district.
Documentation	Collects and archives all incident documents.
Resources	Tracks equipment and personnel assigned to the incident, including volunteers.
Recovery Planning	Identifies short and long term assistance needed to restore learning environment; supervises recovery operations until EOC is deactivated.
Demobilization	Coordinates release of assigned resources and deactivation of EOC.
LOGISTICS:	
Supplies/Staffing	Procures supplies (including equipment, food and water) and personnel resources, as needed; registers and assigns volunteers.
Transportation	Arranges for transportation for staff, students and supplies, as needed.
Communications/IT Support	Maintains log of incoming/outgoing communication; provides services to support all information technology functions.
FINANCE/ADMINISTRATION:	
Purchasing/Accounts Payable	Supports Logistics in making purchases and paying vendors; manages vendor contracts.
Personnel Accounting	Maintains time logs for all staff; collects travel expense claims
Recordkeeping	Tracks EOC and site expenses; provides cost estimates, analysis and recommendations for cost savings
Compensation & Claims	Processes compensation/injury claims related to emergency response at all sides, including reimbursement from outside agencies.

DISTRICT EMERGENCY OPERATIONS CENTER (EOC): FUNCTIONAL REFERENCE MODEL

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the incident requires to the level needed to make it work. One person can perform multiple functions within the same section.

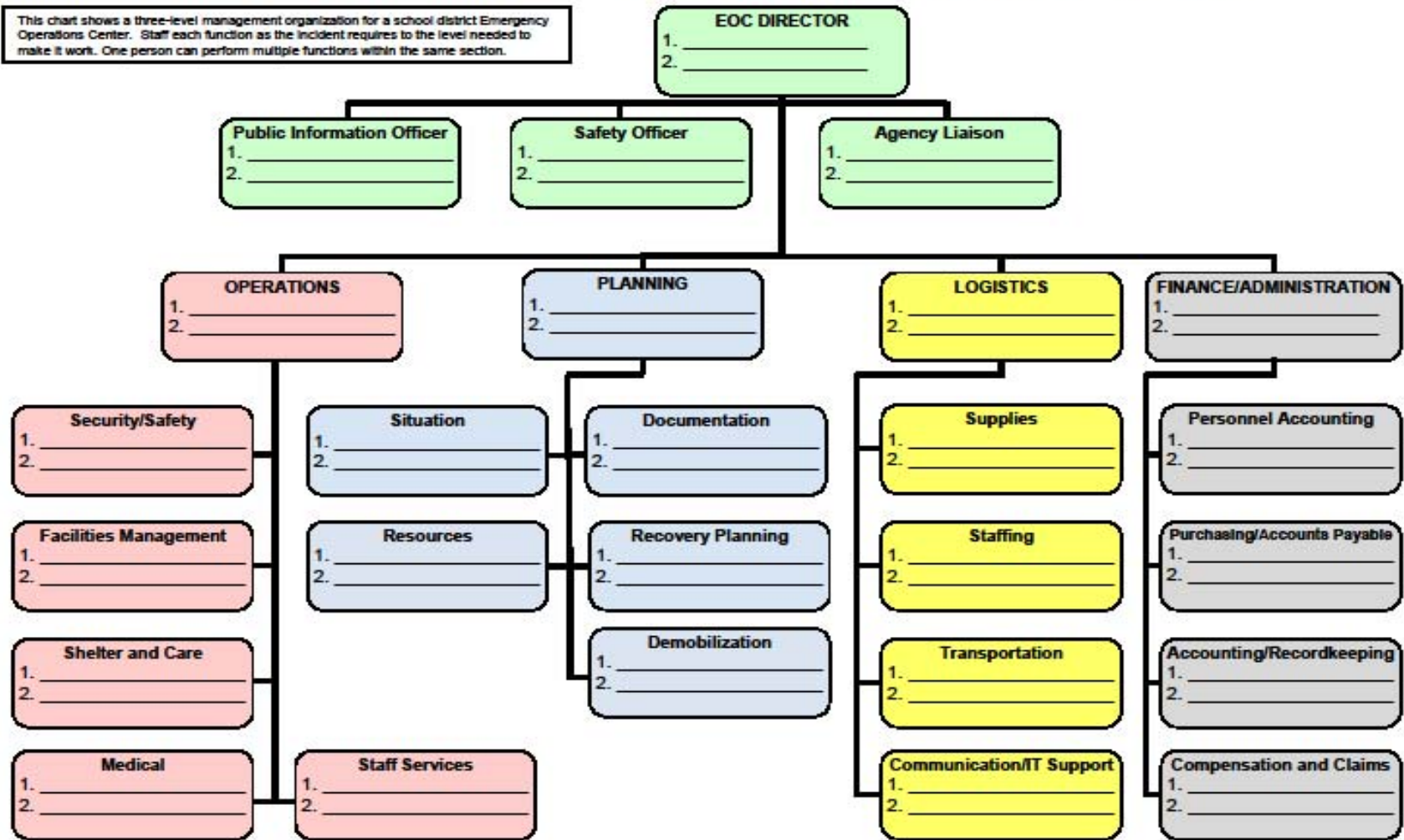


National Incident Management System (NIMS)
Marin County Office of Education



District Emergency Operations Center (EOC) Functional Reference Template

This chart shows a three-level management organization for a school district Emergency Operations Center. Staff each function as the incident requires to the level needed to make it work. One person can perform multiple functions within the same section.



National Incident Management System (NIMS)
 The first name in the box represents the primary responsible person;
 the second name denotes the backup.

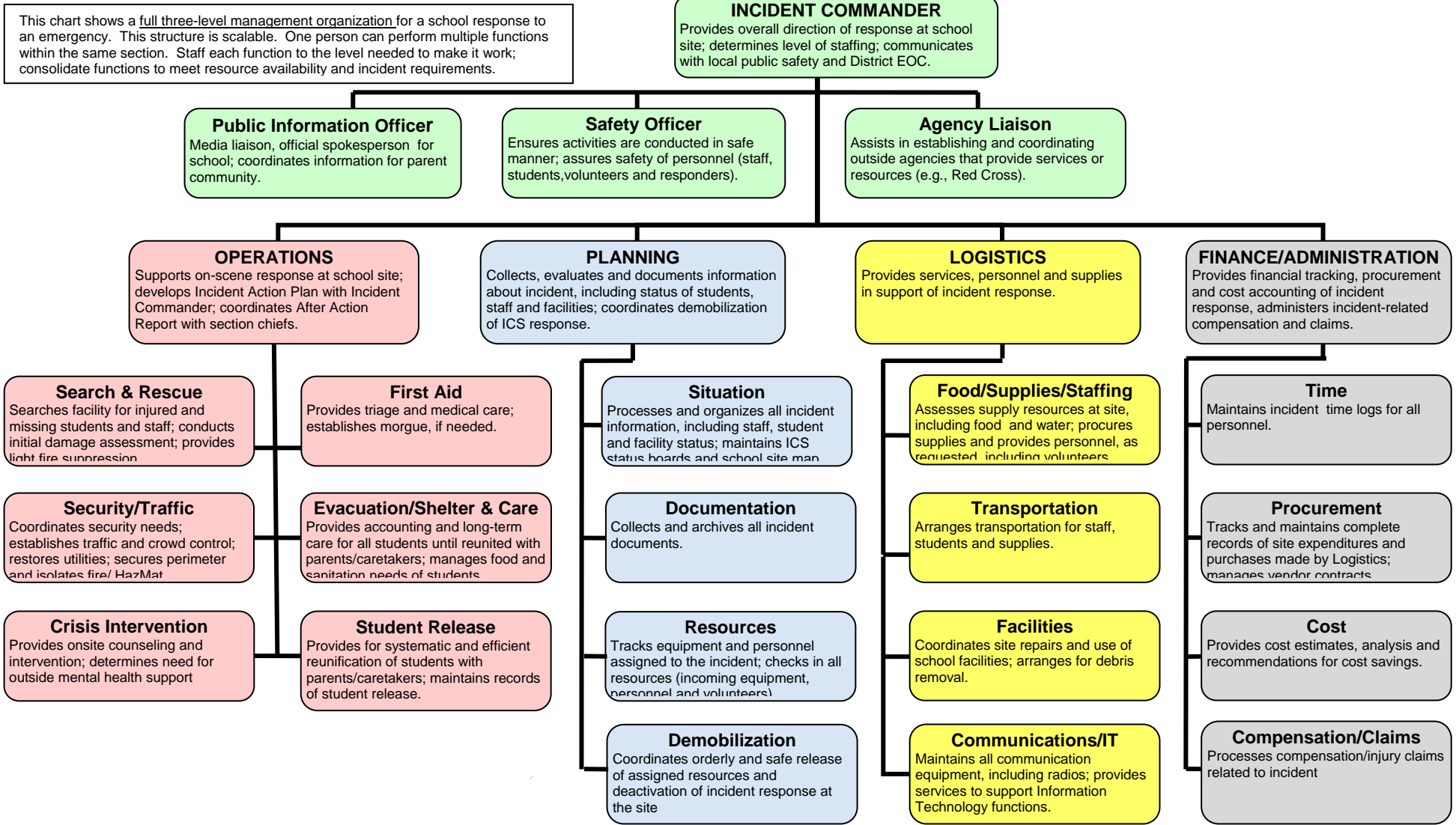
INCIDENT COMMAND SYSTEM: School Site

At the school level, the school principal or designee assumes management responsibility as the Incident Commander and activates others as needed. School personnel transition from their daily jobs to assigned emergency functions. The ICS is flexible in size and scope, depending upon the magnitude of the emergency. For a small incident, the principal may perform all roles of the ICS structure. The Incident Commander is responsible for any section that is not assigned. Each section chief is responsible for any unit that is not assigned.

Title	Role, Responsibility
MANAGEMENT: Incident Commander	Responsible for development of school's plan and overall management of emergency situation; establishes/manages Command Post; activates ICS; determine strategies to implement protocols and adapt as needed.
Safety/Security	Monitors safety conditions of an emergency situation and develops measures for ensuring the safety of building occupants (students, staff, volunteers, responders).
Public Information Media Liaison	Spokesperson for the incident; prepares media releases; establishes "media center" near Command Post; coordinates information with Incident Commander for parent community.
Liaison to Outside Agencies	Develops working knowledge of local/regional agencies; serves as the on-scene contact for outside agencies assigned to an incident; assists in accessing services when the need arises.
OPERATIONS: Search and Rescue	Searches facility for injured and missing students and staff; conducts initial damage assessment; provides light fire suppression.
Security/Traffic	Coordinates security needs; establishes traffic and crowd control; restores utilities; secures perimeter and isolates fire/HazMat.
First Aid	Provides triage and medical care with staff trained in first aid and CPR; oversees care given to the injured; distributes medical supplies (latex gloves, bandages, etc.); establishes morgue, if needed.
Evacuation/ Shelter and Care	Provides accounting and long-term care for all students until reunited with parents/caretakers; manages food and sanitation needs of students.
Student Release	Provides for systematic and efficient reunification of students with parents/caretakers; maintains records of student release.
Crisis Intervention	Provides on-site counseling and intervention; determines need for outside mental health support; accesses local/regional providers for ongoing crisis counseling for students, staff, parents, as needed.
PLANNING: Situation Analysis Documentation Resources Demobilization	Evaluates incident information and maintains ICS status boards; collects and archives all incident documents; tracks equipment and personnel assigned to the incident; checks in all resources (incoming equipment, personnel and volunteers; coordinates safe and orderly release of assigned resources and deactivation of incident response at the school site.
LOGISTICS: Food/Supplies/Staffing/ Transportation	Coordinates access to and distribution of food, water and supplies; provides personnel as requested, including volunteers; arranges transportation for staff, students and equipment.
Facilities Communications/IT	Coordinates site repairs and use of school facilities; arranges for debris removal; maintains all communication equipment, including radios; provides services to support Information Technology functions.
FINANCE/ADMINISTRATION: Procurement, Cost Accounting Timekeeping, Claims and Compensation	Maintains incident time logs for all personnel; tracks and maintains records of site expenditures and purchases for incident; manages vendor contracts. Processes compensation/injury claims related to incident.

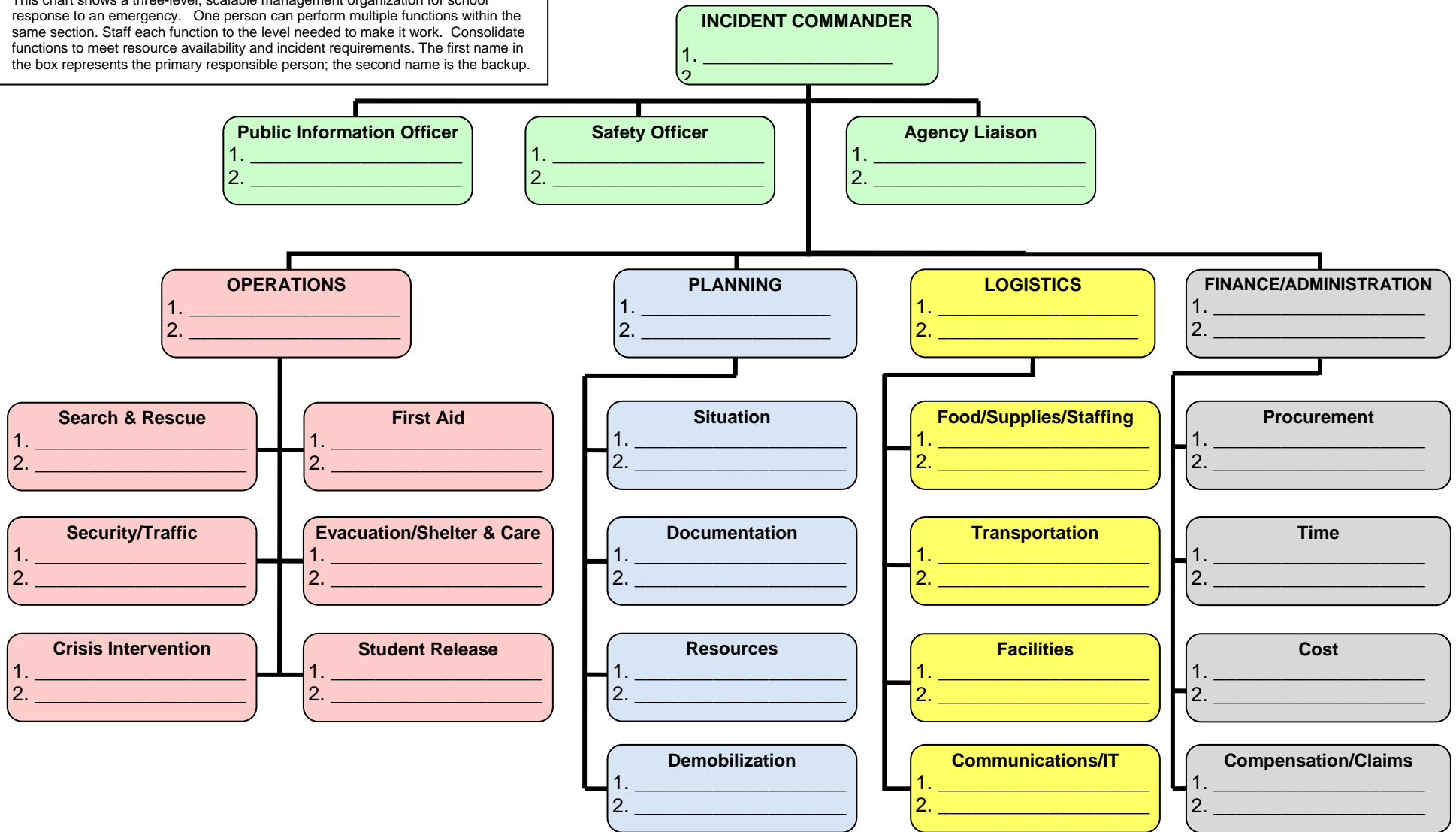


SCHOOL INCIDENT COMMAND SYSTEM (ICS): FUNCTIONAL REFERENCE MODEL








SCHOOL INCIDENT COMMAND SYSTEM (ICS): FULLY-STAFFED TEMPLATE

This chart shows a three-level, scalable management organization for school response to an emergency. One person can perform multiple functions within the same section. Staff each function to the level needed to make it work. Consolidate functions to meet resource availability and incident requirements. The first name in the box represents the primary responsible person; the second name is the backup.





PREPARED BY:		APPROVED BY:	
<i>Date:</i> _____ <i>Time:</i> _____			
EOC STAFFING LIST			A1
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i> _____		TO: <i>Date/Time</i> _____	
MANAGEMENT STAFF <input checked="" type="checkbox"/>		OPERATIONS <input checked="" type="checkbox"/>	
EMERGENCY OPERATIONS DIRECTOR		OPERATIONS SECTION CHIEF	
Public Information Officer		Security/Safety	
Agency Liaison		Facilities Management	
Safety Officer		Shelter and Care	
		Staff Services	
		Medical	
PLANNING <input checked="" type="checkbox"/>		LOGISTICS <input checked="" type="checkbox"/>	
PLANNING SECTION CHIEF		LOGISTICS CHIEF	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Forecasting/Recovery Planning		Food/Water	
Resources/Incident Action Plan		Transportation	
Demobilization		Communications/IT Support	
FINANCE and ADMINISTRATION <input checked="" type="checkbox"/>		AGENCY REPRESENTATIVES	
FINANCE/ADMIN SECTION CHIEF		American Red Cross	
Personnel Accounting		Fire	
Purchasing/Accounts Payable		Law Enforcement	
Accounting/Recordkeeping		Public Health	
Compensation and Claims		Public Works	

PREPARED BY:		APPROVED BY:	
<i>Date:</i> _____		<i>Time:</i> _____	
ICS STAFFING LIST		A2	
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT STAFF 		OPERATIONS 	
EMERGENCY OPERATIONS DIRECTOR		OPERATIONS SECTION CHIEF	
Public Information Officer		Search and Rescue	
Agency Liaison		First Aid	
Safety Officer		Security/Traffic	
		Evacuation/Shelter and Care	
		Crisis Intervention	
		Student Release	
PLANNING 		LOGISTICS 	
PLANNING SECTION CHIEF		LOGISTICS CHIEF	
Documentation		Personnel/Staffing	
Situation		Supplies/Equipment	
Resources/Incident Action Plan		Transportation	
Demobilization		Facilities	
		Communications/IT	
FINANCE and ADMINISTRATION 		AGENCY REPRESENTATIVES	
FINANCE/ADMIN SECTION CHIEF		American Red Cross	
Timekeeping		Fire	
Procurement		Law Enforcement	
Cost		Public Health	
Compensation and Claims		Public Works	

This form corresponds to ICS-203

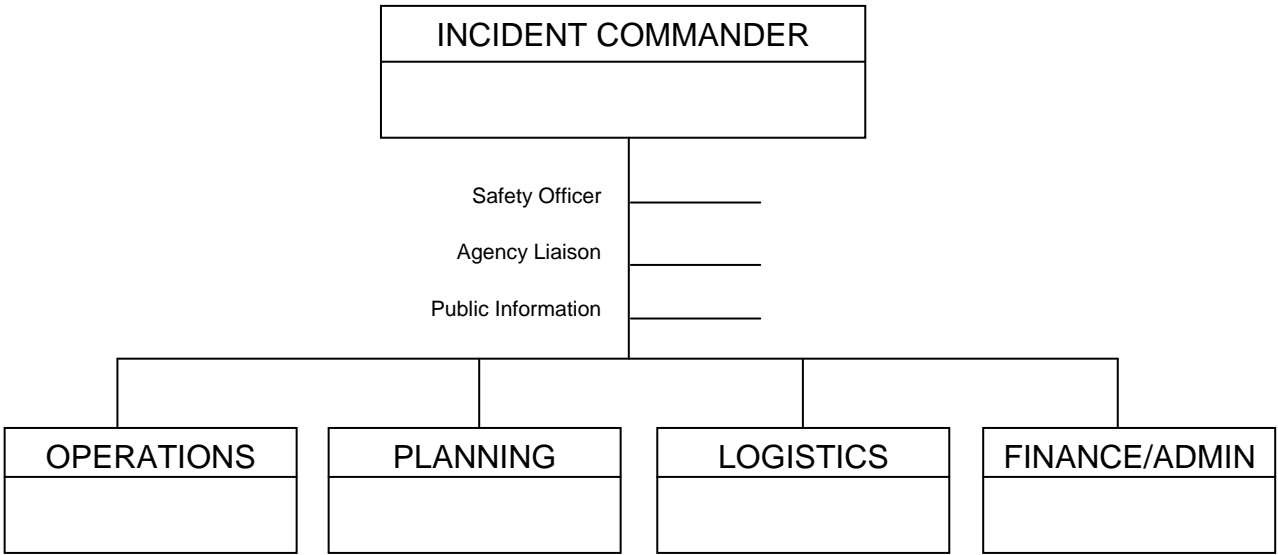
PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
SECTION TASKS		B1	
FOR OPERATIONAL PERIOD:			
FROM: <i>Date/Time</i>		TO: <i>Date/Time</i>	
MANAGEMENT SECTION	<input type="checkbox"/>	Assigned To:	
OPERATIONS	<input type="checkbox"/>	Assigned To:	
PLANNING	<input type="checkbox"/>	Assigned To:	
LOGISTICS	<input type="checkbox"/>	Assigned To:	
FINANCE/ ADMINISTRATION	<input type="checkbox"/>	Assigned To:	

PREPARED BY: (Planning Section Chief) <input style="float: right;" type="checkbox"/>	APPROVED BY: (EOC Director) <input style="float: right;" type="checkbox"/>	
<i>Date:</i> _____ <i>Time:</i> _____		
EOC ACTION PLAN	B2	
FOR OPERATIONAL PERIOD: FROM: <i>Date/Time</i> _____	TO: <i>Date/Time</i> _____	
SITUATION SUMMARY		
MAJOR INCIDENTS/ EVENTS IN PROGRESS		
TYPE OF INCIDENT	LOCATION	SUPPORT REQUESTED
OVERALL OBJECTIVES		
PUBLIC INFORMATION MESSAGE		
ATTACHMENTS		
<input type="checkbox"/>		
<input type="checkbox"/>		
<input type="checkbox"/>		

INCIDENT NAME:		PREPARED BY:	
<i>Date Prepared:</i>	<i>Time Prepared:</i>	POSITION:	
INCIDENT BRIEFING			B4 Page 1 of 4
MAP SKETCH	Include total area of operations, incident site/area, impacted buildings and other graphics depicting situational and response status.		
CURRENT SITUATION	Include type of incident, location, approximate number and age range of individuals affected.		
<i>This form corresponds to ICS 201</i>			

INCIDENT NAME: <i>Date Prepared:</i> _____ <i>Time Prepared:</i> _____	PREPARED BY: POSITION: _____
INCIDENT BRIEFING	B4 Page 3 of 4

CURRENT ORGANIZATION





PREPARED BY:		APPROVED BY:	
<i>Date:</i>		<i>Time:</i>	
RESOURCE REQUEST			D1
SECTION:		TELEPHONE:	No.
SECTION CHIEF:		OPERATIONAL PERIOD	
		<i>From:</i>	<i>To:</i>
REQUEST TO LOGISTICS			
Resource Needed:			
Type/Size of Resource:			
Number/Amount Needed:			
Special Instructions:			
NEEDED BY:	<i>Date:</i>	<i>Time:</i>	
DELIVER TO/TRANSPORTATION NEEDED:			
RESPONSE FROM LOGISTICS			
FROM:	TELEPHONE:	<i>Date/Time:</i>	



CHECK-IN / CHECK-OUT				D2	
OPERATION PERIOD:		<i>From:</i>		CHECK IN LOCATION:	
		<i>To:</i>		PAGE _____	
				of _____	
#	TIME		PRINT NAME	SECTION/POSITION	INITIAL
	IN	OUT			
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

If additional space is needed, ✓box and use duplicate of this form

This form corresponds to EOC-511



PREPARED BY:		APPROVED BY:			
<i>Date:</i>		<i>Time:</i>			
SITUATION STATUS REPORT INITIAL ASSESSMENT				E1 of 6	
OPERATION START:		<i>Date:</i>		<i>Time:</i>	
<i>This form is to be completed and forwarded to the Emergency Operations Center by the Principal or designee as soon as evacuation has been completed and the required information collected.</i>					
IMMEDIATE ASSISTANCE REQUIRED					
NONE					
MEDICAL					
FIRE					
SEARCH & RESCUE					
LAW ENFORCEMENT					
PUBLIC WORKS					
STUDENT/STAFF STATUS <i>Names on Form E-2 and E-3, respectively</i>					
	MISSING	TRAPPED	INJURED	DECEASED	ALL ACCOUNTED
STUDENTS					
STAFF					
OTHERS					
CONDITION OF SCHOOL BUILDING AND GROUNDS					
LOCATION Building/Classroom No.		STRUCTURAL DAMAGE <i>e.g., wall cracked, fallen light fixtures, shattered windows, broken water pipes, etc.</i>			
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-6					
CONDITION OF NEIGHBORHOOD <i>e.g., fallen power lines, debris-cluttered streets, flooding, mudslide</i>					
<input type="checkbox"/> If additional space is needed, ✓box and use Supplemental Form E-6					



STUDENT STATUS REPORT INITIAL ASSESSMENT		E2 of 6	
OPERATION START:		<i>Date:</i>	<i>Time</i>
CONDITION OF STUDENTS			
MISSING		NAME	
Possible Location			
TRAPPED		NAME	
Location			
INJURED		Type of Injury	NAME
Location			
DECEASED		NAME	
Location			

If additional space is needed, ✓box and use Supplemental Form E-4



STAFF STATUS REPORT INITIAL ASSESSMENT				E3 of 6
OPERATION START:		<i>Date:</i>	<i>Time:</i>	
CONDITION OF STAFF				
MISSING	Possible Location	NAME		
TRAPPED	Location	NAME		
INJURED	Location	Type of Injury	NAME	
DECEASED	Location	NAME		

If additional space is needed, ✓ box and use Supplemental Form E-4



PREPARED BY:		APPROVED BY:	
<i>Date:</i>	<i>Time:</i>		
SITUATION STATUS REPORT UPDATE		F1 of 2	
OPERATIONAL START:	<i>Date:</i>	<i>Time:</i>	
NO. OF STUDENTS REMAINING AT SCHOOL		NO. OF STAFF REMAINING TO CARE FOR STUDENTS	
ASSISTANCE REQUIRED			
MEDICAL			
WATER			
FOOD			
BLANKETS			
ADDITIONAL PERSONNEL TO ASSIST WITH CARE			
OTHER			
<input type="checkbox"/> If additional space is needed, ✓box and use reverse side of this form			



PREPARED BY: <i>Date:</i> _____ <i>Time:</i> _____		APPROVED BY:			
SITUATION STATUS REPORT UPDATE (2)			F2 of 2		
OPERATIONAL START:	<i>Date:</i> _____	<i>Time:</i> _____			
<i>Do not enter buildings until the structural evaluation is complete, and the buildings are designated as safe.</i>					
DAMAGE ASSESSMENT					
TYPE	SEVERITY				LOCATION/ROOM NO
	None	Slight	Severe	Hazardous	
<u>UTILITIES</u>					
Electrical	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Natural gas lines	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water heater/boiler	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Water	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sewer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>HAZARDOUS MATERIALS</u>					
Custodial chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lab chemicals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Asbestos	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<u>PHYSICAL HAZARDS</u>					
Broken glass	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Construction areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Damaged buildings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Walkways, bridges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
NOTES: <i>(description of trouble, location, severity or hazardous materials):</i>					
FINDINGS: <input type="checkbox"/> Building or room is SAFE for reoccupancy <input type="checkbox"/> Building or room is CLOSED due to hazardous condition					
CORRECTIVE MEASURES NEEDED : <i>(to be completed prior to reoccupancy)</i>					
<input type="checkbox"/> If additional space is needed, ✓box and use reverse side of this form					



PREPARED BY: <i>Date:</i> _____ <i>Time:</i> _____		
DEMOBILIZATION CHECKOUT		G1
1. INCIDENT NAME:	2. DATE/TIME	3. NO.
4. UNIT/PERSONNEL RELEASED		
5. TRANSPORTATION TYPE/NO.		
6. ACTUAL RELEASE DATE/TIME	7. MANIFEST? <input type="checkbox"/> Yes <input type="checkbox"/> No NUMBER:	
8. DESTINATION	9. AGENCY/REGION NOTIFIED Name _____ Date _____	
10. Unit leader responsible for collecting performance rating		
11. UNIT/PERSONNEL You and your resources have been released subject to signoff from the following: <i>(Demobilization Unit Leader check the appropriate box)</i>		
LOGISTICS		<input checked="" type="checkbox"/>
<input type="checkbox"/> Supplies/Equipment		
<input type="checkbox"/> Communications		
<input type="checkbox"/> Facilities		
<input type="checkbox"/> Transportation		
PLANNING		<input type="checkbox"/>
<input type="checkbox"/> Documentation		
FINANCE/ADMINISTRATION		<input type="checkbox"/>
<input type="checkbox"/> Timekeeping		
OTHER		
<input type="checkbox"/>		
<input type="checkbox"/>		
12. REMARKS		

This form corresponds to ICS-221

CONTENTS**PAGES**

Staff Skills Survey for Emergency Management Planning	E-2
Special Staff Skills and Equipment	E-3
Emergency Drill Record	E-4
Local Resources	E-5

SCHOOL STAFF SKILLS SURVEY

School _____

School Year _____

As part of the development of the School Emergency Management Plan, and in accordance with district policy, please complete the following survey and return it to the school office. The information provided will be used to update our Emergency Management Plan in order to be fully prepared for an emergency situation on campus.

NAME: _____ DATE _____

HOME PHONE: _____ EMAIL _____

I. Emergency Response:

Please check any of the following areas in which you have expertise or training:

- | | | |
|--|--|---|
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Search and Rescue | <input type="checkbox"/> Counseling/Mental Health |
| <input type="checkbox"/> CPR | <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> Firefighting |
| <input type="checkbox"/> Emergency Medical | <input type="checkbox"/> Media Relations | <input type="checkbox"/> Incident Debriefing |

Please explain or clarify items checked _____

II. Special Considerations: Please check and list special skills or resources you feel would be an asset in an emergency situation. Explain items checked:

- Multilingual, list language(s) _____
- Experience with disabilities _____
- Ham radio or CB radio experience _____
- Knowledge of community resources _____
- Other knowledge or skills _____
- Other knowledge or skills _____
- Check if you have a cell phone that could be used in an emergency
- Check if you have a 2-way radio that could be used in an emergency

III. Disaster Service Workers

California Government Code Section 3100 specifies that public employees are declared to be Disaster Service Workers subject to such disaster service activities as may be assigned to them by their superiors or by law. As such, school employees are considered Disaster Service Workers, responsible for the students during and after the emergency. If a disaster occurs during school hours, you may be required to remain at school for 72 hours or longer.

SPECIAL STAFF SKILLS AND EQUIPMENT

School _____ School Year _____

EXPERIENCE/EQUIPMENT	NAME OF EMPLOYEE
Medical/First Aid Experience	
Search & Rescue Experience	
Fire Fighting Experience	
Communication Equipment (Indicate Type)	
Accessible Emergency Vehicles and Equipment	

Prepared By _____ Date Prepared _____

LOCAL RESOURCES

Experience has shown that local and even regional manufacturers and suppliers are very effective in providing services after an event. However, pre-event planning should be undertaken between the school district and the local emergency services agency to anticipate key issues that will need quick solutions if an event occurs. This includes determining what spaces will be available and how many people can be accommodated, signing a pre-contract, agreement or Memorandum of Understanding, looking at strategies for continued operation in the event some spaces are occupied by refugees, and the possible provision of food and sanitary supplies by the district.

School _____ School Year _____

Resource/Agency	Resource Person's Name	Phone No/ E-mail
Fire		
Transportation		
Communications		
Search/Rescue		
Medical Care		
Student Care at School		
Food Preparation		
Engineering/Structural Safety		

Prepared By _____ Date Prepared _____

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Parent Information Letter - Incident Update	F-4
Parent Information Letter - Death of a Student	F-5
Memo to Staff about Special Needs Evacuation Plan	F-6

When to Miss School

If your child says she doesn't feel well, ask yourself, 'If she were healthy, would I want her near someone with these symptoms?' Robert Hoekelman, M.D., contributing editor of *The Merck Manual of Medical Information- Home Edition*, offers these guidelines to help you decide when to keep your child at home. If symptoms persist after 24 hours or worsen, call your pediatrician.

SYMPTOM	Keep your child home if:
FEVER	He/she has a morning temperature of 100 degrees Fahrenheit or higher, or her temperature is below 100 but she is achy, pale or tired.
STOMACH ACHE	He/she has had two or more episodes of vomiting or diarrhea, or has had one in the past 24 hours and feels tired or ill.
SNEEZING OR RUNNY NOSE	He/she is sneezing a lot, and his/her nose won't stop running.
SORE THROAT	He/she has tender, swollen glands and a fever of 100 or higher.
COUGH	He/she coughs frequently, coughs up phlegm, or the cough sounds like a bark or is accompanied by a sore throat or wheezing.
EAR ACHE	His/her pain is constant or severe—a sign of otitis media.
RASH	The rash blisters, develops pus, or is uncomfortable, which signals chicken pox or impetigo.

Sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care for recovery and early return to school. Keeping ill children at home also protects other children, their family, and the school staff from infection.

A child must be kept home at least 24 hours after a fever and 24 hours after starting antibiotics.

For children who need take medication at school, send an authorization form signed by a parent and the health care provider with the medication.

School Nurse

Phone Number

Parent Information Letter - Student Health

Dear Parents;

We are concerned for the health and welfare of our students and we want to maintain a healthy school environment for your children.

From experience we have learned that sick children seldom, if ever, gain anything by attending school. They are much better off at home where they are most likely to get the necessary care they need to recover. Keeping ill children at home also protects other children, their family and school staff.

Your child may be contagious if you observe the following symptoms:

DIARRHEA	NAUSEA OR VOMITING
SKIN RASH	EAR INFECTIONS/EARACHES
SORE THROAT	EYE DRAINAGE/PAIN
ELEVATED TEMPERATURE	PAIN/BODY ACHES
GENERAL FATIGUE OR LISTLESSNESS	

Your child should be kept at home. If these signs persist, contact your physician.

Keep your child home at least 24 hours after a fever and 24 hours after starting antibiotics. Reminder: If your child needs to take medication at school, you are required to send an authorization form signed by you and your health care provider with the medication.

Prompt care and isolation of a sick child will minimize the total time school days lost by your child and/or other children. Regular attendance at school is necessary for your child to receive full benefit from school.

If your child is kept at home, please notify the school that your child will be absent and the reason for the absence.

Please call your school nurse if you have questions.

Sincerely,

School Nurse

Phone Number

Sample Parent Information Letter – Incident Update

Dear Parents,

As you may or may not be aware, our school (or district) has recently experienced (***specify event, whether death, fire, etc.***) which has deeply affected us. Let me briefly review the facts (***give brief description of incident and known facts***).

We have implemented our school's Emergency Management Plan to respond to the situation and to help our students and their families. Students and staff will react in different ways to emergencies of this nature, so it will be important to have support available to assist students in need. Counselors are available in the school setting to assist students as they express their feelings related to (the specific event). We have included a reference sheet to help you recognize possible reactions you may observe in your child. If you feel your child is in need of special assistance or is having a great deal of difficulty coping with (the loss, disaster, etc.), please do not hesitate to call.

While it is important to deal with grief, loss, anger and fear reactions, we believe it is essential to resume as normal a routine as possible regarding school activities. The following modifications in our school's regular schedule will be in effect during (specify dates), and after that time all regular schedules and routines will resume. (***Specify needed information such as memorial services, possible changes in classroom locations, alterations school operating hours, etc.***).

Thank you for your support of our school system as we work together to cope with (specify event). Please observe your child closely over the next several days and weeks to watch for signs of distress which may indicate a need for additional support and guidance. Please feel free to call if you have any concerns or questions regarding your child, or steps being taken by the school to address this (***loss, tragedy, etc.***).

Sincerely,

Principal
(***Phone***)

Sample Parent Information Letter – Death of a Student or Staff Member

(Date)

Dear Parent/Guardian:

We are saddened to learn of the death of our (**teacher or student**), (**name of teacher or student**), who died on (**date**). We are concerned about the safety and well-being of all students and staff. A specially trained team of professionals is in our school to offer support and counseling to all who need or request such help.

You may notice some changes in your child's behavior as a result of this tragedy. He or she may feel shocked, sad, angry, confused, afraid, worried or numb. Any of these feelings are normal after such an incident. Your child might not feel like eating, or may eat more than usual. He or she may also sleep considerably more or less than usual and may experience unpleasant dreams or nightmares. Your child may seem pre-occupied, argumentative, less cooperative or communicative, or simply different. Headaches and/or stomach aches are other common responses to tragic incidents. Your child may also have trouble completing school assignments or preparing for exams.

We encourage you to talk with your child about what has happened. Talking with a parent/guardian and/or trusted adult is very helpful for children as they try to cope with and work through tragedies in their lives. (**Reference any handout that you may decide to enclose.**)

If you notice that your child is not feeling better within the next few weeks, or if you wish to talk with a counselor, please feel free to call us so that we can help. The [*Student Services Department*] will be glad to answer any questions or provide support and guidance as needed. Please call (**name of Counselor/Intervention Advisor**) at (**telephone number**).

(Insert information on funeral arrangements, if known)

Sincerely,

[Principal's Name]

[Name of Counselor/Intervention Advisor]

MEMORANDUM

To: All Staff
From:
Date
Re: Special Needs Evacuation Plan

In the event of an emergency, we are committed to the safe evacuation of our entire school community. As part of our disability evacuation planning, we request that all staff provide us with information concerning special evacuation needs.

We are concerned with any problems you anticipate having in an evacuation, such as hearing or sight impairments, that would make it difficult to perceive emergency alarms. We recognize that your particular needs may require elaboration. You may be able to use the stairs, but only with difficulty, or you may be able to see, but not in low light.

Please provide specific details so that we can clearly understand and appropriately respond to your needs.

If you determine that you have any emergency evacuation issues, or if you have any questions, contact _____ at _____.

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SCHOOL EMERGENCY SUPPLIES

These are suggested basic supplies, separated into functions as part of an emergency plan. There is no definitive supplies list. Information provided is the recommended minimum type and quantities. Schools should review and adjust the lists for their individual needs.

CLASSROOM BACKPACK - Approximately 20 to 30 students

Hang on red hook at shoulder height in each classroom near the marked exit

POPULATION ID/ASSESSMENT

	✓ ACQUIRED
<input type="checkbox"/> current class attendance roster	
<input type="checkbox"/> clipboard (with roster attached)	
<input type="checkbox"/> population assessment cards: green laminated page marked "ALL CLEAR" red laminated page marked "NEED HELP"	
<input type="checkbox"/> pre-printed name tags or adhesive sheet labels with student names	
<input type="checkbox"/> Emergency Response Actions Flipchart	
<input type="checkbox"/> Student Release Model Guide	

FIRST AID KIT (Immediate)

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> adhesive tape	1 roll	
<input type="checkbox"/> antiseptic pads	20	
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> pre-moistened towelettes	20	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile gauze pads, 4x4"	20 packages	
<input type="checkbox"/> Telfa pads	1 box	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or non- latex gloves	4 pair	

EMERGENCY SUPPLIES

<input type="checkbox"/> cyalume light sticks	20	
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> orange vest marked with title		
<input type="checkbox"/> sunblock		
<input type="checkbox"/> mylar blankets	4	
<input type="checkbox"/> tissues	4 packages	
<input type="checkbox"/> trash bags	2	
<input type="checkbox"/> whistle		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> black marking pen	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pen	<input type="checkbox"/> red pen
<input type="checkbox"/> notepad 5x7"	<input type="checkbox"/> yellow highlighter
<input type="checkbox"/> pencil	<input type="checkbox"/> Ziploc bag

CLASSROOM LOCKDOWN KIT - Approximately 20 to 30 students)

Store in bucket with a lid that can be transformed into a portable toilet

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> AM radio with batteries		
<input type="checkbox"/> duct tape	1 large roll	
<input type="checkbox"/> food energy bars	30 bars	
<input type="checkbox"/> moist towelettes - 100	100	
<input type="checkbox"/> mylar blanket, large		
<input type="checkbox"/> portable toilet		
<input type="checkbox"/> portable toilet liner	2	
<input type="checkbox"/> toilet disinfectant	2 packs	
<input type="checkbox"/> toilet paper	4 rolls	
<input type="checkbox"/> water packets, 4 oz	30	
<input type="checkbox"/> whistle		
<input type="checkbox"/> plastic tarp (opaque) as curtain		

STUDENT RELEASE FILE BOX

Store in Front Office and evacuate file box with staff

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Student Emergency Contact Cards		
<input type="checkbox"/> Student Attendance Roster		
<input type="checkbox"/> Master Roster of students and staff	2	
<input type="checkbox"/> blank Student Request forms (to be filled out by authorized adult for pick up)		
<input type="checkbox"/> vests marked with staff titles	4	
<input type="checkbox"/> hard hats marked with staff titles	4	
<input type="checkbox"/> dividers for Student Contact Cards		
<input type="checkbox"/> dividers for Student Request forms		
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> clipboards, 8.5x11"	4	
<input type="checkbox"/> clipboards, 5x7" for parent use	12	
<input type="checkbox"/> file box marked STUDENT RELEASE		
<input type="checkbox"/> sign marked "STUDENT RELEASE"		
<input type="checkbox"/> sign marked "STUDENT REQUEST"		
<input type="checkbox"/> labels, blue and orange - 3/4" round		
<input type="checkbox"/> masking tape		
<input type="checkbox"/> stapler and box of staples		

Optional, as needed:

<input type="checkbox"/> portable tables	2	
<input type="checkbox"/> chairs	2 to 4	

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> binder clips	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black marking pens	<input type="checkbox"/> red pens
<input type="checkbox"/> black pens	<input type="checkbox"/> rubber bands
<input type="checkbox"/> notepads	<input type="checkbox"/> yellow highlighter pen
<input type="checkbox"/> paper clips	<input type="checkbox"/> pencils

INCIDENT COMMAND CENTER (ICC) BOX

Store in Principal's office OR in Front Office with Student Release file box

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> butcher paper (for signage needs)	1 roll	
<input type="checkbox"/> clipboards	2	
<input type="checkbox"/> Communication Plan to District Office, MCOE, local Mutual Aid and phone tree		
<input type="checkbox"/> current staff roster		
<input type="checkbox"/> current student roster		
<input type="checkbox"/> envelopes, 9x12"	1 dozen	
<input type="checkbox"/> file folders	1 dozen	
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> flashlight w/ batteries taped to outside		
<input type="checkbox"/> fresh batteries for distribution		
<input type="checkbox"/> hard hats (for authorized volunteers	5	
<input type="checkbox"/> ICS organization chart		
<input type="checkbox"/> Incident Commander hard hat with title		
<input type="checkbox"/> Incident Commander vest with title		
<input type="checkbox"/> list of students with special needs		
<input type="checkbox"/> master keys		
<input type="checkbox"/> name tags, blank	1 dozen	
<input type="checkbox"/> notepads, 5x7"	2	
<input type="checkbox"/> portable table	1	
<input type="checkbox"/> Pubic Information Plan		
<input type="checkbox"/> Rubbermaid box (marked ICC)		
<input type="checkbox"/> School Emergency Plan and Staff Release Plan		
<input type="checkbox"/> School site Emergency Plan map (i.e.: traffic closures, emergency vehicle lane, medical area, evacuation routes, student release set up, morgue)		
<input type="checkbox"/> School Site Map with detailed floor plan, leads for water, gas, electricity, alarm and sprinkler systems		
<input type="checkbox"/> SEMS Checklist		
<input type="checkbox"/> Sign: "INCIDENT COMMAND CENTER"		
<input type="checkbox"/> stapler and box of staples		
<input type="checkbox"/> Student Release Plan		
<input type="checkbox"/> tape, clear, duct and masking	3 rolls of each	
<input type="checkbox"/> vests (for authorized volunteers	10	
<input type="checkbox"/> Walkie-talkies, charged (quantity depends on campus size and logistics		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> binder clips	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> black marking pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> black pens	<input type="checkbox"/> red pens
<input type="checkbox"/> colored markers	<input type="checkbox"/> rubber bands
<input type="checkbox"/> paper clips	<input type="checkbox"/> yellow highlighter pens

MEDICAL SUPPLIES

Store student medication with nurse's Medical Backpack and evacuate WITH personnel

MEDICAL AREA SUPPLIES – Store with emergency supply cache

<input type="checkbox"/> ACE bandage	<input type="checkbox"/> pain relieving gel, burn gel
<input type="checkbox"/> adhesive tape	<input type="checkbox"/> paper towels
<input type="checkbox"/> anti-bacterial hand wipes	<input type="checkbox"/> saline
<input type="checkbox"/> anti-bacterial ointment	<input type="checkbox"/> sanitary napkins
<input type="checkbox"/> anti-bacterial soap (waterless)	<input type="checkbox"/> scissors
<input type="checkbox"/> antiseptic towelettes	<input type="checkbox"/> mylar blankets
<input type="checkbox"/> aspirin-free pain reliever	<input type="checkbox"/> source of sugar for diabetic students
<input type="checkbox"/> bed sheets, flat (white)	<input type="checkbox"/> splints (adult and child sizes)
<input type="checkbox"/> biohazard bags	<input type="checkbox"/> stretchers (backboards)
<input type="checkbox"/> blankets (hypo-allergenic)	<input type="checkbox"/> sterile gauze pads (all sizes)
<input type="checkbox"/> bodily fluid disposal kit	<input type="checkbox"/> tape, hypo-allergenic
<input type="checkbox"/> butterfly closure bandages	<input type="checkbox"/> tarps
<input type="checkbox"/> canopy (w/ sides)	<input type="checkbox"/> thermometers, disposable covers
<input type="checkbox"/> cold packs, instant	<input type="checkbox"/> tissues
<input type="checkbox"/> cotton tip applicators	<input type="checkbox"/> toilet paper – 5 rolls
<input type="checkbox"/> CPR mouth barriers (disposable)	<input type="checkbox"/> tongue depressors
<input type="checkbox"/> eye wash kits	<input type="checkbox"/> trash bags, 13 g, 39 g
<input type="checkbox"/> face masks	<input type="checkbox"/> triangle bandages (slings) -
<input type="checkbox"/> finger splints	<input type="checkbox"/> tweezers
<input type="checkbox"/> flashlights (standing) w/ batteries	<input type="checkbox"/> water packs
<input type="checkbox"/> gauze pads (sterile)	<input type="checkbox"/> water, sterile
<input type="checkbox"/> hydrogen peroxide solution	<input type="checkbox"/> wound dressing gauze rolls –
<input type="checkbox"/> Insulin and syringes with RX order for diagnosed diabetics	<input type="checkbox"/> terry cloth bath towels (white)
<input type="checkbox"/> glucose tablets to treat low blood sugar	<input type="checkbox"/> terry cloth wash cloths (white)
<input type="checkbox"/> iodine	<input type="checkbox"/> restricted use OTC medication (e.g., Tylenol, Ibuprofen, anti-diarrhea cream, anti-acids, Ipecac, Benadryl, antibiotic cream)
<input type="checkbox"/> nitrile or non-latex gloves (boxes)	
<input type="checkbox"/> oval eyepads	

EMERGENCY MEDICAL DOCUMENTATION

<input type="checkbox"/> Emergency First Aid instructions
<input type="checkbox"/> Advanced First Aid instructions
<input type="checkbox"/> Shock/Trauma response instructions
<input type="checkbox"/> clipboards
<input type="checkbox"/> legal responsibility release forms (keep assembled in red folder)
<input type="checkbox"/> list of students with allergies
<input type="checkbox"/> list of students with special needs requiring medication
<input type="checkbox"/> student emergency cards (in separate Ziploc bag)
<input type="checkbox"/> student medical cards w/ medical needs defined (in separate Ziploc)
<input type="checkbox"/> triage and/or medical tags
<input type="checkbox"/> sign marked "MEDICAL AREA"
<input type="checkbox"/> orange vests and hardhats, marked with Red Cross

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> black pens	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags

RECOMMENDED GENERIC MEDICATIONS

This is a list recommended by the Marin School Nurses Organization for districts to use as a guideline for treating conditions requiring First Aid intervention. Districts at their discretion may wish to provide additional medications for general treatment.

California's "Good Samaritan Act" covers persons who in their best judgment assist individuals needing medical attention in an emergency/disaster situation until Professional Staff are available.

CONDITION	MEDICATION
Allergic Reaction	<input type="checkbox"/> Epi-pen (prescription only) for severe allergic response <input type="checkbox"/> Benadryl (oral) 25 mg.
Asthma/Wheezing/Breathing Difficulty	
Bites	<input type="checkbox"/> Calamine Lotion
Burns	<input type="checkbox"/> Burn Sheets – sterile disposable
Cuts (small), Scratches and Scrapes	<input type="checkbox"/> Clean with tap water or clean water <input type="checkbox"/> 1% Povidine <input type="checkbox"/> Polysporin/Neosporin ointment (opt.) Apply Steri-strips
Cough	<input type="checkbox"/> Hard candy/Jolly Ranchers
Diarrhea	<input type="checkbox"/> Pepto-Bismol for small general gastrointestinal upset <input type="checkbox"/> Gatoraide <input type="checkbox"/> Pedialyte
Eye Irritation	<input type="checkbox"/> Eye Irrigating Solution (5 6 oz, bottles)
Fainting	<input type="checkbox"/> Aromatic Spirits of Ammonia
Fever	<input type="checkbox"/> Acetaminophen/Tylenol Child & Adult Tablets
Fractures, Dislocations, Sprains, Strains	<input type="checkbox"/> Ibuprofen/Motrin (muscle) Child & Adult Tablets
Itching, Rashes, Stings	<input type="checkbox"/> Ice/Benadryl/Calamine Lotion
Pain	<input type="checkbox"/> May give Tylenol or Motrin. Alternating these may help with pain control for severe pain
Wound Irrigation	<input type="checkbox"/> 5-gallon water dedicated to clean wounds <input type="checkbox"/> 35 cc. Syringe for irrigation

LIGHT SEARCH & RESCUE SUPPLIES – Supply for two teams

Store in Front Office or in school disaster supply trailer

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> garbage cans (sturdy) on rollers w/ tight lids (marked SEARCH & RESCUE)	2	
<input type="checkbox"/> axes (with protective covers)	2	
<input type="checkbox"/> backpacks	2	
<input type="checkbox"/> black marker pens	4	
<input type="checkbox"/> bolt cutters	2	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> chalk	2 boxes	
<input type="checkbox"/> crowbars	2	
<input type="checkbox"/> cyalume light sticks (30 minutes)	20	
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> face masks	10	
<input type="checkbox"/> fire extinguishers	2	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hack saws	2	
<input type="checkbox"/> headlamps w/ extra batteries	4	
<input type="checkbox"/> hard hats marked with title for ID	4	
<input type="checkbox"/> keys to all rooms		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> nylon rope (50 ft)	2	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pliers, channel lock	2	
<input type="checkbox"/> rain ponchos	4	
<input type="checkbox"/> saw		
<input type="checkbox"/> school site map		
<input type="checkbox"/> screw drivers, assorted	2 sets	
<input type="checkbox"/> shovels	2	
<input type="checkbox"/> sledge hammers	2	
<input type="checkbox"/> tarps	2	
<input type="checkbox"/> utility knives	4	
<input type="checkbox"/> walkie-talkies	4	
<input type="checkbox"/> water packs	20	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wrenches, adjustable crescent	2	
<input type="checkbox"/> wrenches, adjustable pipe	2	

FIRST AID/ TRAUMA SUPPLY KITS (2)

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eyedrops	1 bottle	
<input type="checkbox"/> facemasks		
<input type="checkbox"/> gauze, 3"	4 rolls	
<input type="checkbox"/> nitrile or non-latex gloves	4 pair	

BUILDING SAFETY/DAMAGE ASSESSMENT SUPPLIES

Store in school disaster supply trailer OR custodial room in steel garbage can with a tight lid

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguishers	3	
<input type="checkbox"/> architectural blueprint and site map of school buildings with floor plan and leads for water, gas, electricity, cable, telephone, alarm & sprinkler systems		
<input type="checkbox"/> axe (with protective cover)		
<input type="checkbox"/> batteries AA , D)	24 each	
<input type="checkbox"/> bolt cutters		
<input type="checkbox"/> bungee cords	4	
<input type="checkbox"/> caution tape	4 rolls	
<input type="checkbox"/> channel lock		
<input type="checkbox"/> coiled wire	2	
<input type="checkbox"/> crow bar		
<input type="checkbox"/> duct tape	4 rolls	
<input type="checkbox"/> emergency cones	24	
<input type="checkbox"/> emergency vehicle access signs and parking lot signs		
<input type="checkbox"/> extension cord, 100-foot reel		
<input type="checkbox"/> fire alarm turn-off procedures		
<input type="checkbox"/> face masks	8	
<input type="checkbox"/> glow-in-the-dark tape	2 rolls	
<input type="checkbox"/> goggles	4	
<input type="checkbox"/> hammers		
<input type="checkbox"/> hard hats marked with title	4	
<input type="checkbox"/> headlamps w/extra batteries	4	
<input type="checkbox"/> hose bibs for fire extinguishers* <i>*(set in toolbox, set in each room</i>		
<input type="checkbox"/> laminated map and priority shut-off list for utilities		
<input type="checkbox"/> lantern		
<input type="checkbox"/> leather gloves	4 pair	
<input type="checkbox"/> master keys to supply container, electrical panel, all rooms, locked fences		
<input type="checkbox"/> nails (16 penny, 8 penny) – box each	1 box each	
<input type="checkbox"/> orange vests marked with title	4	
<input type="checkbox"/> pocket knives/box cutters	4	
<input type="checkbox"/> rope (50', 100')		
<input type="checkbox"/> School site Emergency Plan map (with traffic closures, emergency vehicle lane, medical area, evacuation points, student release set up, morgue, etc.)		
<input type="checkbox"/> saws		
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> screwdrivers (flathead, Philips)	4	
<input type="checkbox"/> shovel		
<input type="checkbox"/> stakes for fencing		
<input type="checkbox"/> tarp (15'x20')	2	
<input type="checkbox"/> trash bags, 13 gallon and 39 gallon	1 box each	
<input type="checkbox"/> utility shutoff tools (e.g., water meter key to shut off water from the meter)		
<input type="checkbox"/> vice grips		
<input type="checkbox"/> whisk broom		
<input type="checkbox"/> wire cutters	2	
<input type="checkbox"/> whistles	4	
<input type="checkbox"/> wrench set		

TRAFFIC/CROWD CONTROL

Store in school emergency cache trailer

<input type="checkbox"/> caution tape	<input type="checkbox"/> signboard (blank)
<input type="checkbox"/> directional signs	<input type="checkbox"/> signboard pens
<input type="checkbox"/> duct tape	<input type="checkbox"/> traffic cones
<input type="checkbox"/> hard hats marked with title	<input type="checkbox"/> walkie-talkies
<input type="checkbox"/> notepads, 5x7"	<input type="checkbox"/> white board
<input type="checkbox"/> orange vests marked with title	
<input type="checkbox"/> Site map (enlarged) with key areas highlighted (First Aid Station, Student Request and Release gates)	
<input type="checkbox"/> Site map handouts, highlighted with walking area to Student Request gate	

SCHOOL BUS/AUTOMOBILE EMERGENCY SUPPLIES

Store in school disaster supply trailer OR custodial room

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> 20A-10BC fire extinguisher		
<input type="checkbox"/> 3600 calorie food rations	3	
<input type="checkbox"/> AM portable radio		
<input type="checkbox"/> Aqua blox, purified drinking water pkgs	30	
<input type="checkbox"/> batteries for flashlight/radio	4	
<input type="checkbox"/> body fluid clean-up kit mask, sterile wipes, fluid absorbent, cleanser, towels		
<input type="checkbox"/> CB radio		
<input type="checkbox"/> cell phone		
<input type="checkbox"/> cyalume lightsticks	30	
<input type="checkbox"/> disposable camera		
<input type="checkbox"/> emergency reflectors	3 or more	
<input type="checkbox"/> flashlight with batteries taped outside		
<input type="checkbox"/> orange vest		
<input type="checkbox"/> sanitation supplies		
<input type="checkbox"/> mylar blankets	6	
<input type="checkbox"/> tissues	6 small pkg	
<input type="checkbox"/> trash bag for waste		

FIRST AID (immediate) KIT- accessible, moisture-proof and plainly marked

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> Emergency First Aid instructions		
<input type="checkbox"/> 3" gauze	4 rolls	
<input type="checkbox"/> bandages/gauze pads: 1", 3", 4"		
<input type="checkbox"/> bandaids	1 box	
<input type="checkbox"/> cold packs (instant)	4	
<input type="checkbox"/> duct tape	1 roll	
<input type="checkbox"/> eye dressing packs (cotton eye pads, adhesive eye pads)	3 sets	
<input type="checkbox"/> scissors		
<input type="checkbox"/> sterile wipes	20	
<input type="checkbox"/> triangular bandage,	40"	
<input type="checkbox"/> tweezers		
<input type="checkbox"/> nitrile or nitrile non- latex gloves	4 pair	

SCHOOL SHELTER SUPPLIES – For approximately 100 students

Stored in school disaster supply trailer

ADMINISTRATION/COMMAND CENTER

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> batteries, size AA, C, D		
<input type="checkbox"/> bullhorn		
<input type="checkbox"/> colored paper		
<input type="checkbox"/> envelopes 9x12"	20	
<input type="checkbox"/> file folders and labels	1 box	
<input type="checkbox"/> flashlight with batteries attached outside		
<input type="checkbox"/> notepads, 5x7"	3	
<input type="checkbox"/> orange vests – marked with titles	3	
<input type="checkbox"/> paper clips	1 box	
<input type="checkbox"/> Post Its	3 pkg	
<input type="checkbox"/> radio-solar/crank/battery		
<input type="checkbox"/> rubber bands	1 pkg	
<input type="checkbox"/> scissors	2 pair	
<input type="checkbox"/> SEMS team assignments		
<input type="checkbox"/> signboards	3	
<input type="checkbox"/> staple remover		
<input type="checkbox"/> stapler and staples	2	
<input type="checkbox"/> Student Contact Cards		
<input type="checkbox"/> Staff and Student Directory		
<input type="checkbox"/> tape – masking, clear and duct	3 rolls of each	
<input type="checkbox"/> tissues	1 box	
<input type="checkbox"/> water – approximately 1 gal per day per person – see storage comments below		
<input type="checkbox"/> whistle		

Loose items stored in Ziploc bag labeled with two-year expiration date:

<input type="checkbox"/> black marking pens	<input type="checkbox"/> pencils (presharpened)
<input type="checkbox"/> pens (black, red, blue)	<input type="checkbox"/> Post It packages
<input type="checkbox"/> yellow highlighter pens	<input type="checkbox"/> Paper clips
<input type="checkbox"/> notepads	<input type="checkbox"/> Ziploc bags

SANITATION SUPPLIES

<input type="checkbox"/> antibacterial soap (waterless)
<input type="checkbox"/> clothes pins
<input type="checkbox"/> directional signs to toilets
<input type="checkbox"/> duct tape
<input type="checkbox"/> moist towelettes
<input type="checkbox"/> non-antibacterial wipes
<input type="checkbox"/> paper towels
<input type="checkbox"/> portable toilet liners
<input type="checkbox"/> portable toilets
<input type="checkbox"/> signs marked "BOYS" and "GIRLS"
<input type="checkbox"/> tarps to screen toilets
<input type="checkbox"/> toilet disinfectant
<input type="checkbox"/> whisk brooms

MISCELLANEOUS

<input type="checkbox"/> ant traps
<input type="checkbox"/> books
<input type="checkbox"/> chairs
<input type="checkbox"/> clothing (from Lost and Found) – all laundered
<input type="checkbox"/> flashlights or headlamps with batteries taped to outside
<input type="checkbox"/> fire extinguisher - 3A:40BC
<input type="checkbox"/> flip charts
<input type="checkbox"/> games
<input type="checkbox"/> light (battery-operated) for ceiling – 2
<input type="checkbox"/> maximum/minimum thermometer
<input type="checkbox"/> mylar blankets (1/person)
<input type="checkbox"/> pillows with disposable pillow covers
<input type="checkbox"/> portable generator
<input type="checkbox"/> portable tables
<input type="checkbox"/> rain ponchos
<input type="checkbox"/> solar flashlights
<input type="checkbox"/> solar radio
<input type="checkbox"/> toothbrushes
<input type="checkbox"/> trash bags
<input type="checkbox"/> triage tent
<input type="checkbox"/> water hose

FOOD SUPPLIES for preparation, distribution and clean-up

ITEM	QUANTITY	✓ ACQUIRED
<input type="checkbox"/> aluminum foil	2 rolls	
<input type="checkbox"/> buckets for washing dishes	3	
<input type="checkbox"/> can opener		
<input type="checkbox"/> cutting board		
<input type="checkbox"/> dining canopy		
<input type="checkbox"/> dishwashing soap		
<input type="checkbox"/> knives		
<input type="checkbox"/> large serving bowls		
<input type="checkbox"/> non-antibacterial wipes		
<input type="checkbox"/> paper cups		
<input type="checkbox"/> paper napkins		
<input type="checkbox"/> paper plates		
<input type="checkbox"/> paper towels		
<input type="checkbox"/> plastic spoons, knives and forks	6 pkg each	
<input type="checkbox"/> potholders	4	
<input type="checkbox"/> quart size storage bags		
<input type="checkbox"/> rubber gloves	8	
<input type="checkbox"/> serving ladle	2	
<input type="checkbox"/> serving spoons	6	
<input type="checkbox"/> sponges	4	
<input type="checkbox"/> tongs	2	
<input type="checkbox"/> water purification tablets		
<input type="checkbox"/> waterproof matches	2 boxes	
<input type="checkbox"/> Ziploc storage bags (quart)	1 box	

FOOD/DRINKS

Water

Store one gallon per person per day. Before purchasing water, consider age of students and how water will be distributed. For individual consumption and immediate use, store water pouches, Aqua Blox or small bottles with five-year shelf life. Store 7-gallon containers (purified and replaced annually) for cooking, cleaning and hygiene use).

Food

Select foods that require no refrigeration, preparation or cooking and little or no water. Preferable foods have a long shelf life and are compact, lightweight, not salty, and easy to store and carry. Recommended foods include:

<input type="checkbox"/> food bars (e.g., Datrex, Mayday) with five-year shelf life (3 per person/day) – avoid tropical oils, which may exacerbate allergies
<input type="checkbox"/> jerky
<input type="checkbox"/> applesauce
<input type="checkbox"/> powdered hot chocolate
<input type="checkbox"/> sugar/sweetener/powdered cream
<input type="checkbox"/> instant coffee, tea bags, powdered Tang
<input type="checkbox"/> raisins
<input type="checkbox"/> ready-to-eat canned meats, fruits, and vegetables – bulky and heavy
<input type="checkbox"/> canned juice, milk, and soup (if powdered, store extra water).
<input type="checkbox"/> high-energy foods - granola bars, trail mix
<input type="checkbox"/> glucose tablets to treat low blood sugar
<input type="checkbox"/> dried foods - nutritious but contain salt, which promotes thirst
<input type="checkbox"/> freeze-dried foods - tasty and lightweight, need water for reconstitution
<input type="checkbox"/> instant meals - cups of noodles or soup but need water for reconstitution & salty
<input type="checkbox"/> snack-sized canned goods with pull-top or twist-open lids
<input type="checkbox"/> prepackaged beverages in sealed foil packets and foil-lined boxes

SHELF LIFE OF FOODS FOR STORAGE – A SAMPLING

Source: FEMA Emergency Food Supplies - <http://www.fema.gov/library/emfdwtr.shtm>

Use within six months:

- powdered milk (boxed)
- dried fruit (in airtight container)
- dry, crisp crackers (in airtight container)

Use within one year:

- canned condensed meat and soups
- canned fruits, fruit juices and vegetables
- ready-to-eat cereals and uncooked instant cereals (in metal containers)
- peanut butter (note: this may exacerbate allergies in some individuals)
- jelly

May be stored indefinitely (in airtight containers and proper conditions):

- bouillon
- dry pasta
- instant coffee, tea, powdered cocoa
- non-carbonated soft drinks
- salt
- vegetable oils
- Vitamin C
- white rice

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EMERGENCY ACTIONS

ALL CLEAR	Signifies the end of the ACTION that was initiated.
DIRECTED TRANSPORTATION	Students and staff will be loaded into school buses, cars and any other available means of transportation, and moved to an area of lesser danger.
DUCK, COVER AND HOLD ON	Used during earthquakes or other imminent danger to the building or immediate surroundings. Students and staff should immediately drop to the floor, get under a desk, chair or table and hold on. Desks should be arranged so that they do not face windows.
EVACUATION/LEAVE BUILDING	The orderly movement of students and staff along prescribed routes from inside school buildings to another area, when conditions outside are safer than inside.
LOCKDOWN (also called SECURE ROOM)	Lockdown is used when there is an immediate or imminent threat to the occupants of a school building. The concept of lockdown involves a "no one in, no one out" scenario. Teachers and other staff members should immediately lock doors of the rooms they are in and have students lie on the floor. Close any shades or blinds if it appears safe to do so. Teachers and students remain on the floor until a staff member they recognize assures them that the situation has been resolved and it is safe to unlock doors.
REVERSE EVACUATION	Students and staff move immediately into designated areas in the building when the conditions inside are safer than outside.
SHELTER IN PLACE	When conditions outside the building are unsafe, staff and students remain in the rooms or move to the hallway or the other side of the building. Commonly used during external chemical release and hazardous materials spills, shelter in place may involve sealing windows and doors and shutting down air conditioning systems to prevent exposure to outdoor airborne contaminants.
STAND-BY	If outside, teachers are to return students to their classrooms. If inside, teachers will keep students in classrooms pending further instructions. Stand-by must be followed by another ACTION or return to normal school.
TAKE COVER	Move to and take refuge in the best-shielded areas within the school buildings.

ACRONYMS

AED	Automatic External Defibrillator
ARC	American Red Cross
CDC	Centers for Disease Control and Prevention
CDE	California Department of Education
CERT	Community Emergency Response Training
CPR	Cardio-Pulmonary Resuscitation
DART	Disaster Area Response Training (Teams)
DHHS	Department of Health and Human Services
EMS	Emergency Medical Services
EMT	Emergency Medical Technician
EOC	Emergency Operation Center
EOP	Emergency Operation Plan
FEMA	Federal Emergency Management Agency
HazMat	Hazardous Materials Response
ICP	Incident Command Post
ICS	Incident Command System
MCOE	Marin County Office of Education
MERA	Marin Emergency Radio Authority
MOU	Memorandum of Understanding
MSEPC	Marin Schools Emergency Preparedness Council
NERT	Neighborhood Emergency Response Training
NIMS	National Incident Management System
OES	Office of Emergency Services
PDAC	Parent Disaster Advisory Council
PDTS	Post Disaster Traumatic Stress
PIO	Public Information Officer
RACES	Radio Amateur Civil Emergency Service
RIMS	Regional Information Management System
ROC	Recovery Operations Center
SAR	Search and Rescue
SERT	Schools Emergency Response Training
SEMS	Standardized Emergency Management System
SLEP	School/Law Enforcement Partnership
SOPs	Standard Operating Procedures
TENS	Telephone Emergency Notification System
USAR	Urban Search and Rescue
WHO	World Health Organization

GLOSSARY

From the NIMS Incident Command System Forms Glossary: ICS 010-1

Source: http://www.nimsonline.com/download_center/#ics

AGENCY	A division of government with a specific function, or a non-governmental organization (e.g., private contractor, business, etc.) that offers a particular kind of assistance. In ICS, agencies are defined as jurisdictional (having statutory responsibility for incident mitigation) or assisting and/or providing resources and/or assistance).
CACHE	A pre-determined complement of tools, equipment, and/or supplies stored in a designated location, available for incident use.
COMMAND	The act of directing and/or controlling resources by virtue of explicit legal, agency, or delegated authority. May also refer to the Incident Commander.
COMMAND POST	(See Incident Command Post)
COMMAND STAFF	Consists of the Information Officer, Safety Officer, and Liaison Officer. They report directly to the Incident Commander and may have an assistant(s), as needed.
COMMUNICATIONS UNIT	An organizational unit in the Logistics Section responsible for providing communication services at an incident. A Communications Unit may also be a facility (e.g., trailer or mobile van) used to provide the major part of an Incident Communications Center.
COST UNIT	Functional unit within the Finance/Administration Section responsible for tracking costs, analyzing cost data, making cost estimates, and recommending cost-saving measures.
DIRECTOR	The ICS title for individuals responsible for supervision of a branch.
DISPATCH	The implementation of a command decision to move resources from one place to another.
DELAYED TREATMENT	Second priority in patient treatment. These people require aid, but injuries are less severe.
DOCUMENTATION UNIT	Functional unit within the Planning Section responsible for collecting, recording and safeguarding all documents relevant to the incident.
EMERGENCY OPERATIONS CENTER (EOC)	A pre-designated facility established by a district and/or operational area to coordinate the overall response and support to an emergency.
EMERGENCY OPERATIONS PLAN	The plan that each jurisdiction maintains and implements for responding to hazards and threats.
EMERGENCY TRAFFIC	A term used to clear designated channels used at an incident to make way for important radio traffic for a firefighter emergency situation or an immediate change in tactical operations.

EMT I (Emergency Medical Technician I)	An individual trained in Basic Life Support according to the standards prescribed by the Health and Safety Code and who has a valid, current EMT-I certificate in the State of California issued pursuant to the Health and Safety Code.
EMT-D	An Emergency Medical Technician-I with training and certification in defibrillation.
EMT-II	An individual with additional training in limited Advanced Life Support according to the standards prescribed by the Health and Safety Code and who has a current and valid certificate issued pursuant to the Health and Safety Code.
EVACUATION	The removal of potentially endangered persons from an area threatened by a hazardous incident. Entry into the evacuation area should not require special protective equipment.
EXCLUSION ZONE	The innermost of the three zones of a hazardous materials site, where contamination does or could occur. Special protection is required for all personnel while in this zone.
EXPANDED MEDICAL EMERGENCY	Any medical emergency that exceeds normal first response capabilities.
FACILITIES UNIT	Functional unit within the Support Branch of the Logistics Section that provides fixed facilities for the incident. These facilities may include the Incident Base, feeding areas, sleeping areas, and sanitary facilities.
FINANCE/ ADMINISTRATION SECTION	The section responsible for all incident costs and financial considerations. Includes timekeeping, expense tracking, procurement, compensation and claims.
FIRST RESPONDERS	Personnel who have responsibility to initially respond to emergencies such as firefighters, law enforcement, lifeguards, forestry, EMS, ambulance, and other public service personnel.
FULL-SCALE EXERCISE	Evaluates the operational capability of emergency response management systems in an interactive manner. Includes the mobilization of emergency personnel and resources required to demonstrate coordination and response capability. Tests total response capability as close to a real emergency as possible.
FUNCTION	Refers to the five major activities in ICS, i.e., Management, Operations, Planning, Logistics, and Finance/Administration. The term function is also used when describing the activity involved, e.g., the planning function.
FUNCTIONAL EXERCISE	A fully simulated, interactive exercise that tests one or more functions in a time-sensitive, realistic simulation. Focuses on policies, procedures, roles and responsibilities.
HAZARDOUS MATERIAL	Any material that is explosive, flammable, poisonous, corrosive, reactive, or radioactive, or any combination, and requires special care in handling because of the hazards it poses to public health, safety, and/or the environment.

IMMEDIATE TREATMENT	A patient who requires rapid assessment and medical intervention for survival.
INCIDENT	An occurrence, either human caused or by natural phenomena, that requires action by emergency service personnel to prevent or minimize loss of life or damage to property and/or natural resources
INCIDENT ACTION PLAN	Contains objectives reflecting the overall incident strategy, specific tactical actions and supporting information for the next operational period. The Plan may have a number of forms as attachments (e.g., Traffic Plan, Student Release Plan, Communications Plan, site map.
INCIDENT COMMAND POST (ICP)	The location where the primary command functions are deployed.
INCIDENT COMMAND SYSTEM (ICS)	A standardized on-scene emergency management concept specifically designed to allow its users to adopt an integrated organizational structure equal to the complexity and demands of single or multiple incidents without being hindered by jurisdictional boundaries.
INCIDENT COMMANDER	The individual responsible for the management of all incident operations at the incident site.
INCIDENT MANAGEMENT TEAM	The Incident Commander, appropriate Command and General Staff personnel assigned to an incident.
INCIDENT OBJECTIVES	Statements of guidance and direction necessary for the selection of appropriate strategies and the tactical direction of resources. Incident objectives are based on realistic expectations of what can be accomplished when all allocated resources have been effectively deployed. Incident objectives must be achievable and measurable, yet flexible enough to allow for strategic and tactical alternatives.
INITIAL RESPONSE	Resources initially committed to an incident.
JURISDICTION	The range or sphere of authority. Public agencies have jurisdiction at an incident related to their legal responsibilities and authority for incident mitigation. Jurisdictional authority at an incident can be political or geographical (e.g., city, county, state, or federal boundary lines) or functional (e.g., police department, health department, etc.).
JURISDICTIONAL AGENCY	The agency having jurisdiction and responsibility for a specific geographical area, or a mandated function.
LIAISON OFFICER	A member of the Command Staff responsible for coordinating with representatives from cooperating and assisting agencies.
LOGISTICS SECTION	Responsible for providing facilities, services, and materials for the incident.
MAJOR MEDICAL EMERGENCY	Any emergency that would require the access of local mutual aid resources.
MESSAGE CENTER	Part of the Incident Communications Center and co-located or placed adjacent to it. It receives, records, and routes information about resources reporting to the incident, resource status, and administrative and tactical traffic.

MITIGATION	Any action employed to contain, reduce or eliminate the harmful effects of a hazard.
MOBILIZATION	The process and procedures used by all organizations federal, state, and local for activating, assembling, and transporting all resources that have been requested to respond to or support an incident.
MULTIJURISDICTION INCIDENT	An incident requiring action from multiple agencies that have a statutory responsibility for incident mitigation
MUTUAL AID AGREEMENT	Written agreement between agencies and/or jurisdictions in which they agree to assist one another upon request, by furnishing personnel and equipment.
OPERATIONAL PERIOD	The period of time scheduled for execution of a given set of operational actions as specified in the Incident Action Plan. Operational Periods can be of various lengths, although not over 24 hours.
OPERATIONS COORDINATION CENTER (OCC)	Primary facility where multi-agency coordination of operations occurs. It houses the staff and equipment necessary to perform the multi-agency emergency functions.
PERSONAL PROTECTIVE EQUIPMENT (PPE)	The equipment and clothing required to shield or to isolate personnel from the chemical, physical, and biologic hazards that may be encountered at a hazardous materials incident.
PLANNING SECTION	Responsible for the collection, evaluation, and dissemination of tactical information related to the incident, and for the preparation and documentation of Incident Action Plans. The Section also maintains information on the current and forecasted situation, and on the status of resources assigned to the incident.
PROCUREMENT	Functional unit within the Finance/Administration Section responsible for financial matters involving vendor contracts.
PUBLIC INFORMATION OFFICER	A member of the Command Staff responsible for interfacing with the public and media or with other agencies requiring information directly from the incident. There is only one Public Information Officer per incident.
REFUGE AREA	An area identified within the Exclusion Zone, if needed, for the assemblage of contaminated individuals in order to reduce the risk of further contamination or injury. The Refuge Area may provide for gross decontamination and triage.
RESOURCES	Personnel and equipment available, or potentially available, for assignment to incidents. Resources are described by kind and type, e.g., ground, water, air, etc., and may be used in tactical support or overhead capacities at an incident.
RESOURCES UNIT	Functional unit within the Planning Section responsible for recording the status of resources committed to the incident. The Unit also evaluates resources currently committed to the incident, the impact that additional responding resources will have on the incident, and anticipated resource needs.

SAFETY OFFICER	A member of the Command Staff responsible for monitoring and assessing safety hazards or unsafe situations, and for developing measures for ensuring personnel safety. The Safety Officer may have assistants.
STANDARDIZED EMERGENCY MANAGEMENT SYSTEM (SEMS)	A system utilizing ICS principles including the five elements of Management, Operations, Planning, Logistics, and Finance/Administration. SEMS is used in California at five levels: Field Response, Local Government, Operational Areas, Regions, and State.
STAGING AREA	Locations set up at an incident where resources can be placed while awaiting a tactical assignment. Staging Areas are managed by the Operations Section.
START - S.T.A.R.T.	Acronym for Simple Triage And Rapid Transport. This is the initial triage system that has been adopted for use by the California Fire Chief's Association.
SUPPLY UNIT	Functional unit within the Support Branch of the Logistics Section responsible for ordering equipment and supplies required for incident operations.
TABLETOP EXERCISE	Simulates an emergency situation in an informal, stress-free environment. Designed to elicit discussion as participants examine and resolve problems based on existing emergency management plans.
TRIAGE	The screening and classification of sick, wounded, or injured persons to determine priority needs in order to ensure the efficient use of medical personnel, equipment and facilities.
TRIAGE TAG	A tag used by triage personnel to identify and document the patient's medical condition.
UNIFIED COMMAND	A unified team effort in the ICS that allows all agencies with responsibility for the incident, either geographical or functional, to manage an incident by establishing a common set of incident objectives and strategies. This is accomplished without losing or abdicating agency authority, responsibility, or accountability.