

**SCHOOLGUARD
EMERGENCY MANAGEMENT
FOR SCHOOL PERSONNEL**

Preparedness Training Workbook

**Mendocino County Office of Education
U.S. Department of Education
Region 1 Emergency Response and Crisis Management Grant Project**

About This Workbook

This self-study workbook is based on a university course *Emergency Management for School Personnel*. To get the most out of this workbook use the text materials, view the accompanying video and use the referenced websites to supplement your understanding of school community emergency management. Three websites are particularly valuable:

First, www.Schoolguard.org is a comprehensive reference site that was created by the Region 1 grant project and funded by the United States Department of Education. The section *For Schools* contains valuable school emergency model plans, templates and links, including valuable resources for schools.

Second, www.readycaschools.org is a total resource site for school pandemic preparedness. From this site you can download everything you need to plan, launch and implement a comprehensive pandemic preparedness program for your school.

Third, <http://www.fema.gov/> offers a wealth of information and self-study certification courses that will help your and your staff become SEMS/NIMS compliant.

We recommend that you become familiar with all the resources and materials offered in conjunction with this self-study multimedia course. If you have questions about how to receive academic or professional credit for completion of this course or need help completing the workbook contact Craig Zachlod at czachlod@mcoe.us or Renee Domingo at radowingo12@yahoo.com.

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Table of Contents

Preface

California Schools are faced with threats of catastrophic proportions. At least seven potential catastrophes are recognized by the Governor's Office of Emergency Services and include:

Seven Potential Catastrophes for California - OES

1. Earthquakes in San Francisco and Los Angeles
2. Urban interface fires in populated areas
3. Floods during major earthquake
4. Dirty bombs (radiological)
5. Bioterrorist event
6. Nuclear explosion in urban area
7. Pandemic infectious disease

Every school site is faced with specific localized threats in addition to these potential catastrophic events. Understanding these threats is the first step and critical to preparing for an appropriate response and recovery. The threat of disasters is increasing as our populations grow, we are affected by climate change, more people build and live in threatened coastal zones, earthquake, wildfire and other threatened areas. We are also faced by increasing global political, social and economic unrest and by potentially massive technological failures. All of the preceding factors make it imperative that families, institutions and communities be prepared. *This workbook and accompanying video is designed to inform and help school personnel prepare at all levels.*

Part 1 - History of Disasters & Hazards Overview

Introduction:

We have a long history of natural hazardous events causing extensive damage and death. We are now faced with additional more modern concerns. The message is clear, that we must be more prepared than ever and expect such events to occur. Recent fire storms in southern California remind us how quickly such disasters can occur and how they impact schools.

Risk Management and Hazard Assessment:

In order to develop an effective disaster response plan, we need to focus on events and impacts that are most likely to occur in our local area. It is also important to assess and prepare for the impact of distant events that may leave us isolated from services and supplies that come from distant locations.

Step one to an effective school emergency operation plan is to determine the most likely threats and their impacts to local schools and communities. This is done by conducting a risk assessment. Two examples of risk assessments are included in this workbook and may more can be accessed on line. (See Part 5 templates.) Some of these are listed in the *Resources* section of this workbook.

After you view the extensive video section on hazards, consider how you would conduct a simple risk assessment for your school and community. (See: *Risk Assessment Worksheets for School Communities*).

Then complete the following required exercises and quiz 1.1 and 1.2.

Section 1.2 - Background: Schools and Emergency Managers - Quiz

Please answer the following questions; complete the bottom section and sign your name.

State three reasons why schools must be more prepared for crises and emergencies than ever before?

1.

2.

3.

Identify three general types of emergencies and briefly explain each:

1.

2.

3.

All public employees in California are by law disaster service workers and responsible to follow the directions of an incident commander during declared emergencies.

True or False

From the video on the role of emergency managers:

Emergency Management is a new professional field that differs from traditional first responder positions. How is the role of an emergency manager different from the primary role of a fire or police chief?

Emergency managers work closely with agencies, first responders and the public to assure:

Mitigation/prevention, preparedness, response and recovery are the four principles of emergency management. Considered in the context of your school plan explain what would be examples of the following:

1. An Effective Emergency Operations Plan

2. Preparedness, response and recovery infrastructures in place

3. Weaknesses in our school plan that need to be corrected

Section 1.3 - Summary Exercise

You are now familiar with historical hazards the role of emergency managers and the importance of risk assessment. Go to the following United State Department of Education website and review “Practical Information on Crisis Planning: A guide for Schools and Communities.” You can download this document: www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf or a hardcopy is available to you free from USDOE by request. Use this guide to outline in one or two pages an action plan for developing an effective and inclusive emergency operations plan for your school community.

Part 2 - Individual and Family Preparedness

Your first order of priority is to prepare yourself and your family. For guidance and to complete the following exercises, acquire a hard copy or download “Are You Ready? An In-depth Guide to Citizen Preparedness” from your local FEMA office or online from www.fema.gov. If you wish, you can take IS-22 online from FEMA and receive a FEMA certificate when you complete the final examination online.

Teachers and administrators often ask about leaving campus to attend to family needs when a disaster occurs during school hours? The answer to this question is twofold: One, because all public employees are disaster service workers they are under the command of the incident commander as to whether or not they may leave campus during a declared disaster. Two, teachers are responsible for their students until they are officially relieved and are morally obligated to care for those students during an emergency.

That is why every school should have a trained emergency team and an emergency plan in place before a disaster strikes. Priorities for leaving campus to care for children, elderly parents, pets and other such concerns need to be addressed as part of that plan for continuity of operations.

Another consideration is that individuals may not be able to travel home because of disaster-related damage or personal injuries. What then? Just as schools require a disaster plan every family needs a disaster plan in place

Section 2.1 - Developing Your Family Disaster Plan

Every family needs to be prepared to care for itself because no other options may be available. Refer to the Disaster Service Worker (DSW) section of the video for information you will need about your role as a DSW and about sections that should be taken with you family prior to, during and after disasters occur.

There are many templates for family and community disaster plans. Check with your local Red Cross chapter or go online to www.Ready.gov, www.OES.ca.gov to find complete family and community disaster plan models.

Section 2.2 - Basic Family Disaster Plan Components

- Identified local hazards
- Local emergency telephone numbers
- Emergency meeting place
- Out-of-the-area contact telephone numbers
- Home evacuation plan that is practiced
- Supply and survival kit for your home and car
- Activities for children
- Pet food and supplies

- Medical supplies and other special needs
- First Aid, CPR and other preparedness skills and supplies
- Elimination of hazards in the home
- A neighborhood response team that can collaborate in emergencies

Section 2.3 - Developing Your Family Evacuation Plan

In a wildfire or flood emergency you may need to evacuate on a moment's notice. Be ready to get out of your home and area fast. In the October 2007 wildfire, many residents had only 15 minutes notice to evacuate their homes. If you are lucky, you may have more time but remember your priorities and be prepared to evacuate quickly. Be sure that everyone in your family knows the best escape routes out of your home as well as where the safe places are in your home for each type of disaster.

Section 2.4 - Floor Plan Grid for Your Evacuation Plan

Make a map of your home and figure out the best ways out for evacuation. Do you need an emergency ladder to escape from the second floor? Where will you protect yourself during an earthquake? Where will you hide during a tornado or strong winds? Where are your emergency supplies stored? Will supplies be accessible after an earthquake and partial building collapse? Does someone in your family need special help? What will you do with your pets?

Section 2.5 - Developing a Communications Plan

Develop a family communication plan. The plan should include contact information for family members and for out-of-town or even out-of-State contacts, meeting locations, and emergency services. Because telephone lines may be down or overused and inaccessible in disaster areas, having a relative or friend out of state can help families communicate locally. You can obtain sample forms *from www.ready.gov and from www.redcross.org/contactcard*

Section 2.6 - Assemble a Disaster Supplies Kit

Emergency supply kits are increasingly available from various commercial and non-profit sources. Kits can also be customized to meet your individual and family needs. In addition to the emergency supply lists included in the resources section of this workbook visit both commercial and non-profit sites to view recommended contents for individual, family, school and institutional supplies. *www.ready.gov, www.redcross.org, www.schoolguard.org and other such sites provide the information and guidance you will need.*

Section 2.7 - Practicing and Maintaining Your Plan

All first responders will confirm that practicing your plan is essential to your survival. It is probable that during a major disaster event you will be on your own for an extended period of time and without assistance from first responders. You may need to take care of yourself and family members for days so be prepared for more than 72 hours. The planning process and practice are more valuable than the plan itself. If you practice your plan, you and your family members will be better prepared to do the right thing during a disaster. The more you know and practice, the more prepared will be and likely to survive a disaster event. By being independent and ready you will be less likely to be a victim. Ask yourself: If a disaster occurred today how prepared am I to respond and survive?

Section 2.8 – Quiz for Part 2

Take the final exam online for IS-22; questions are available on the following pages. Log on to <http://www.training.fema.gov/EMIWeb/IS/is22.asp> or call FEMA Independent Study Program at 1.800.238.2258.

Part 3 - Pandemic Preparedness for Schools

According to the Center for Disease Control and the World Health Organization, we are now at Level 3 of 6 Pandemic Alert and schools need to prepare pandemic plans for the inevitability of a pandemic infectious disease disaster.

Every school site needs to have a pandemic infectious disease prevention, preparedness, response and recovery plan in place.

Public Health officials including all federal, state and local agencies remind us that pandemics are a natural occurrence and are inevitable. In the last century, the world experienced three major pandemics that combined killed between an estimated 30 - 50 million people. More than 650,000 died in the United States during the 1918 pandemic. You need to know the difference between annual flu and pandemic flu. A school plan must prepare staff, students and parents to take actions that can help to limit the spread contagious infections. Schools must be prepared to work closely to recognize symptoms, track absences and take action to close schools if ordered to do so by Public Health. Many questions arise about what must be done.

View the pandemic section of the video to become familiar with basic information about pandemics and avian flu and then download a complete information and multimedia action plan for workshops and training your school staff at www.readycaschools.org. This kit literally contains everything you need to develop a workshop and complete pandemic plan for your school.

After viewing the 67-minute video and reviewing the accompanying support materials, complete the following quiz and exercise.

For additional links and references, go to www.schoolguard.org and view the Preparedness section.

Also go to www.readycaschools.org and download the “Pandemic Influenza Multimedia School Kit” that will help you educate your community develop a specific plan for your school.

Section 3.1 - Pandemics Preparedness

California Department of Education

August 2006

Public Health Instructions During a Pandemic Flu

Throughout a pandemic flu, people may be asked or required to do things to help hold back the spread of the disease in our community. Here are examples:

Stay Home: People who are sick should stay home. Children should not go to school if they are sick. Staying home will be absolutely necessary during a pandemic flu to limit to the spread of the disease.

Avoid Large Groups: People—even those who are well—should stay away from gatherings of people such as sporting events, movies and festivals. During a pandemic flu, these kinds of events could be cancelled because large gatherings of people help spread the flu virus.

Isolation and Quarantine: Public health actions used to contain the spread of a contagious disease. If asked, it will be important to following isolation and/or quarantine instructions.

Isolation is for people who are already ill. When someone is isolated, he/she is separated from people who are healthy. Having the sick person isolated (separated from others) can help to slow or stop the spread of disease. People who are isolated can be cared for in their homes, in hospitals, or other healthcare facilities. Isolation is usually voluntary, but local, state and federal government have the power to require the isolation of sick people to protect the public.

Quarantine is for people who have been exposed to the disease but are not sick. When someone is placed in quarantine, he/she is also separated from others. Even though the person is not sick at the moment, he/she was exposed to the disease and may still become infectious and then spread the disease to others. Quarantine can help to slow or stop this from happening. States generally have the power to enforce quarantines within their borders.

Pandemic Flu Checklist for Local Educational Agencies in California

Pandemic flu starts when a new flu virus develops and begins to spread around the world. Right now, there is no pandemic flu. But experts believe the current virus that is now seen in birds (avian flu) could change into a virus that can be transferred from person to person. That may lead to a pandemic. There are steps that individuals, families, and communities (including schools) can and should take to prepare.

Schools must help protect the health and safety of staff and students. Experts believe that up to 30 percent of the population may be sick at the same time. When pandemic flu occurs, there will likely be NO VACCINE for the first six months of the pandemic, and anti-viral medication will

be in very limited supply. To control the spread of illness, social distancing, such as closing schools and having people stay at home, will be the primary approach to preventing the spread of the flu virus. Schools may have to be closed for a few weeks to a month or more if there is an outbreak of flu in the area.

We hope that the following checklist will help schools and before- and after-school programs plan for a possible flu pandemic. Please note that a separate checklist for child care agencies and preschools is available at <http://www.cde.ca.gov/ls/he/hn/fluinfo.asp>. Not everything on this list will apply to every school and before- and after-school program. This list will serve as a guide to schools and before- and after-school programs as they develop their own plans. It is important for all schools and before- and after-school programs to communicate with and know the roles and policies of local agencies, such as the local health department and local office of emergency services. Both of these agencies will have important roles if there is a pandemic.

1. Mitigation and Prevention:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.1 Identify or create a countywide, districtwide, or regional committee to provide guidance regarding pandemic flu preparations to district school sites, including charter schools and private schools. The committee should include (if available): <ul style="list-style-type: none"> • District administrators from instructional departments • District administrators from operations departments, such as custodial supervisor, human resources director, information officer, information technology/computer specialist, legal adviser, risk manager, and transportation director • Site administrators • School nurse/health services administrator • Adult education director • Food services director
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> • Charter school representative • Private school representative • Before- and after-school program providers • Local health department representative¹ • Mental health professional • Teachers • Parents

¹ This person should be the health officer or local health department designee who is the authority responsible for declaring a public health emergency and who will activate the district's pandemic influenza response plan in the event of a pandemic. (Find a list of local health officers at <http://www.dhs.ca.gov/cclho/default.htm>.)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.2 Review communicable disease policies as well as district and school emergency/crisis response and safe school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.3 Determine if any additional policies or procedures are needed. ²
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.4 Develop procedures for communicating with the local health department and the media during normal and emergency conditions.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.5 Prepare for the possibility of schools functioning with up to 30 percent of all school staff absent. ³
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.6 Assess the financial impact of alternate scheduling, school closures, and before- and after- school programs closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.7 Assess the requirements of medically fragile students and students with special needs and incorporate the requirements into the emergency/pandemic response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.8 Develop communication and dissemination plans for staff, students, and families, including information about schedule changes, busing changes, and possible school closures. ⁴

² For example, policies regarding staff and student absences (non-punitive), sick leave, infirmaries for temporary placement of ill students, and transporting ill students.

³ High rates of absenteeism may be clustered by neighborhood or may occur district- or countywide. Look at alternatives, such as staggered school times, changes in busing, and telecommunications, and develop a substitute pool list for *all* levels and types of staff.

⁴ Possible avenues of communication may include automated phone messages, e-mail, Web sites, text-messaging, local media outlets, and cable television.

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.9 Develop information about alternative instructional delivery systems and communicate that information to staff, students, and families to ensure that students continue to receive instruction and academic credit in the event of school closures. ⁵
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.10 Identify school-based individual(s) to work with the local health department pandemic planning committee on the possible need for school sites to help meet temporarily the health-related needs of the community. ⁶
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.11 Identify strategies to provide meals for those children who rely on school meals as their primary source of daily nutrition.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.12 Identify school-based individual(s) to educate all staff, including before- and after-school program staff, about pandemic flu and the school plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.13 Identify school-based individual(s) to educate students, staff (including before- and after-school program staff), and parents about washing hands, following hygiene/cough etiquette, obtaining seasonal influenza vaccine, and staying home when sick.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.14 Identify individual(s) to ensure (1) each room has adequate supplies of soap/water/paper towels or waterless hand sanitizer for hand washing and receptacles for disposal; and (2) basic hygiene supplies are replaced daily and trash is disposed of daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.15 Distribute and display “Stop the Spread of Germs” posters in each classroom. Posters are downloadable at http://www.cdc.gov/flu/protect/covercough.htm and http://www.cdc.gov/germstopper/materials.htm .
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.16 Identify individual(s) to educate families about pandemic flu and the school plan. Family resources are available online at http://pandemicflu.gov/plan/tab3.html and http://pandemicflu.gov/planguide/checklist.html .

⁵ Develop procedures to ensure continuity of instruction (e.g., Web-based distance instruction, e-mailed lessons and assignments, automated phone messages, print media, cable television).

⁶ For example, school may be designated as a contingency hospital, vaccination center, casualty collection site/temporary morgue, site for feeding vulnerable populations (keeping in mind that not all schools have kitchens). Community may also need to utilize the LEA’s healthcare and mental health staff, etc.

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.17 Anticipate the potential fear and anxiety of staff, students, and families due to rumors and misinformation and plan communications accordingly. Consider developing key messages for various scenarios.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1.18 Identify school-based individual(s) to implement a tabletop exercise/drill to practice the emergency/pandemic response plan.

2. Preparedness:

Completed	In Progress	Not Started	
			In addition to the steps listed above:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.1 Continue educating staff, families, and students on pandemic flu prevention and school plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.2 Identify the district and school site staff chain of command in case of illness. Establish a backup chain of command if necessary.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.3 Develop a continuity of operations system for essential central office functions, including payroll, custodial service, waste management, food service, transportation, and facility maintenance (including daily cleaning of student and staff restrooms, kitchen and dining areas, and classrooms).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.4 Review procedures for communicating with staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.5 Identify the languages spoken by the student population, including the communicatively disabled (such as students who are blind or deaf), and the information to be translated into those languages.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.6 Identify and recruit translators; translate information into template form so only minor changes will need to be made later. Recruit and train a pool of interpreters who can help deliver public announcements to students and families when a pandemic occurs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.7 Review policies and procedures for identifying ill students and staff, isolating them as necessary, and sending them home.

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.8 Use prevention strategies ⁷ now for reducing the spread of germs this flu season; look at results to gauge how these efforts are working and what more will need to be done in the event of a pandemic.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.9 Preplan for recovery: Identify and prescreen health and grief service providers, develop template letters, and provide training for school staff regarding grief and possible health problems.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2.10 Identify or develop educational materials for families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.

3. Response:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.1 Track the number of staff and students absent daily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.2 Report to the district office and to the local health department the number of students absent if it is over ten percent of the student population or as requested.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.3 Finalize the information that needs to be communicated to staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.4 Have translators review information templates and finalize the written and oral information that will be provided to non-English-speaking families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.5 Hold staff meeting(s) to provide information on the extent of infection at the school site and potential changes that may take place.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3.6 Conduct timely debriefings with the districtwide and/or community pandemic committee to identify lessons learned and make necessary changes to the response plan.

⁷ Teach and practice hand washing and hygiene/cough etiquette. Although annual flu vaccine does not protect against pandemic flu, health officials recommend encouraging students, staff, and families to obtain seasonal influenza vaccine and to stay home when sick.

4. Recovery:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.1 Mobilize the district crisis recovery team that provides emotional-psychological support. If there is a loss of life in the school community, establish the location of a “safe room” for counseling services to be provided.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.2 Hold staff meetings and provide information on the extent of pandemic flu in the community.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.3 Provide staff with information on activities that may assist students and inform staff of the signs and symptoms of emotional distress to watch for.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.4 Announce counseling support services available to faculty and staff. Utilize employee assistance programs for assistance in coping with loss and stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.5 Announce counseling support services that are available to students and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.6 Provide rest places for those staff and students who tire easily.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.7 Make educational materials available to families and staff on topics such as how to support their student with recovery from pandemic flu, common symptoms of loss and grief, and constructive ways to cope with stress.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.8 Identify students, families, and staff who may need long-term physical and mental health support or intervention and develop school and community resources to provide these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.9 Assign staff to monitor the effects of cumulative stress on caregivers, such as office staff, school nurses, teachers, aides, school counselors, and other crisis team members.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.10 Consider offering school-based health and mental health services, if available, by community, university, or public/nonprofit mental health agencies and identify funding to support these services.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.11 Modify work roles and responsibilities or add volunteer or support staff as needed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.12 Follow up with student referrals made to community agencies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.13 Conduct debriefings with the crisis recovery team.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4.14 Document “lessons learned” and incorporate them into revisions and training.

References:

Centers for Disease Control and Prevention, "Child Care and Preschool Pandemic Influenza Planning Checklist."

<http://www.pandemicflu.gov/plan/preschool.html>

Centers for Disease Control and Prevention, "School District (K-12) Pandemic Influenza Planning Checklist."

<http://www.pandemicflu.gov/plan/schoolchecklist.html>

Tacoma/Pierce County Health Department, "Pandemic Flu Model Plan—Planning Tool for Schools."

<http://www.tpchd.org/files/library/a4eaa3b511a9687a.pdf>

U.S. Department of State, "Pandemic Response Matrix."

<http://www.state.gov/m/a/os/c17204.htm>

Section 3.2 – Pandemics: Quiz

Please answer the following questions; complete the bottom section and sign your name.

State three reasons why schools need to be prepare now for pandemic infectious disease events.

1.

2.

3.

Explain the difference between annual flu and a pandemic flu:

After reviewing the checklist and your current school plan address the following:

1. Specific actions that need to be taken to strengthen our plan:

2. What are some probably gaps and vulnerabilities that need to be addressed?

3. Identify strategic partners who need to be included in your pandemic planning:

Using the following as a guide, establish a strategic action plan for planning, training and general pandemic preparedness in your school.

Use action plan template:

What, who, when?



NAME: _____ **DEPT./DIV.** _____ / _____
(please print)

SIGNATURE _____ **DATE** _____

Part 4 - It's the Law

Section 4.1 - The Field Act

The Field Act for Public Schools (17280 & 81130 et seq Education Code)

Field Act Purpose:

To protect children and staff from death and injury in public schools grades K-12 and protect the public's investment in school buildings during and after earthquakes.

Introduction:

The Field Act was enacted on April 10, 1933, one month after the Long Beach Earthquake in which "70 schools were destroyed, 120 schools suffered major damage, and 300 schools received minor damage." (Meehan and Jephcott, 1993)

"Because schools are funded with public money, schools house the children of the electorate, legislative statutes require children to attend schools, and the school buildings performed so poorly in the earthquake, it was believed that the legislators, including the Governor, would support legislation requiring public school buildings to be constructed earthquake resistive." (Meehan and Jephcott 1993 quoting Willett and Durkee, 1957)

The Field Act and its regulations have been updated many times since its inception. It continues to be one of the most effective earthquake risk reduction measures undertaken by California. The superior performance of public schools in modern earthquakes and their critical role as disaster relief facilities repeatedly demonstrates the Act's effectiveness.

In 1976 public schools built before the Field Act were phased out of use or retrofitted to comply with the Act. Private schools built or altered after 1986 must now comply with similar legislation enforced by local governments. (Section 17320 *et seq* Education Code)

IT'S THE LAW

SCHOOL SAFETY LAWS AND REGULATIONS QUICK REFERENCE

Mandatory Planning			
Schools Must Have a Disaster Plan	Schools are Community Shelter Sites	School Construction Standards	Red Cross Lead in Sheltering
Education Code Title 2, Division 3, Chapter 2 35295-35297 Earthquake Planning	Education Code 49500-49505 Reimbursement for schools with National Lunch Program	Education Code 39140-39157 (K-12) (81160-8147) (Community College) California Field Act of 1993	U.S. Public Law 4, Jan 5, 1905 (33 Stat. 599) Authorizes the Red Cross to undertake activities for the relief of persons suffering from a disaster
Education Code Title 5, 560 School district must prepare plan	Mass Care and Shelter Code 40041.5 Use of a school in a disaster	Education Code 39210-39234 (K-12) (Community College) Garrison Act, design and construction of schools	Education Code 40040-40080 School Sites available to the Red Cross
U.S. Congress Act Jan. 5, 1905, 36 USC	U.S. Public Law 93-288 sec. 3062 Disaster Relief Act of 1974	Education Code 39159 – 39180 Private Schools Building Safety Act	Education Code 40040-40080 School Sites available to the Red Cross
Assembly Bill 2786, Ch 1659 (Katz) 1984	U.S. Public Law 100-707 (93-288) sec 405 Stafford Act of 1988	Health and Safety Code 19100-19183, Title 24 Buildings constructed to resist stress from lateral forces	
Health & Safety Regulation Code Title 22, 101174 H&S Code 1596.867	Assembly Bill 2786, Chapter 1659 (Katz) 1984	Education Code 17077.10-17096 AB 1136, Ch. 709 Telephones in classrooms	
Government Code 8550-8668 Title 2, Division 1, Chapter 7 CA Emergency Services act, OES		Education Code 17285 AB 865, Ch. 629 Districts may lease seismically safe buildings	
Labor Code SB 198, July 1, 1991 OSHA			
Labor Code 3203 Title 8 OSHA mandate, employers implement safety program for all personnel			
Government Code Title 2, Div 1, Chap 9, Art 9, Sec 8608 Local Disaster Preparedness Fund for higher level of preparedness			

IT'S THE LAW

SCHOOL SAFETY LAWS AND REGULATIONS QUICK REFERENCE

Preparedness Measures			
Training and Drills		Mitigation Measures for Safety	Use of ADA Days for Preparedness
Education Code 44277 SB 1733, Ch. 283 First Aid course meets Professional growth requirements for teachers	Government code Title 19, Ch 2400 Standardized Emergency Management System (SEMS)	U.S. Public Law 106-390 HR 707 Disaster Mitigation Act of 2000	Education Code 46390-46392 Average daily attendance credit
Education Code 35021.5, 38001.5, 72330.5 SB 1626, Ch. 745 School Security Offers must be trained in Dangerous and Diverse Situations	Education Code 33030-33041 Teacher in-service training	Government Code 8587.7 SB 1122, Ch. 294 OES to distribute non-structural earthquake pamphlet to K-14	Education Code 33030-33041 Boards may adopt own rules and regulations
Education Code 238.8 AB 1931, Ch. 959 State Dept. of Education to provide Hate violence identification, ethnic sensitivity training	Education Code Title 5, 550 Schools must conduct fire drills	Education Code 3228.1, 32228.3 AB 658, Ch. 645 Carl Washington School Safety and Violence Prevention Act	
	Education Code Title 5, 550 Schools must conduct fire drills	Schools Responsible for Mitigation of School Site	
AB 697 Roybal-Allard Ch 89-1056 Public School Earthquake Safety	Education Code 51755-51757 Nuclear Age Education Curriculum	District Policies	

IT'S THE LAW

SCHOOL SAFETY LAWS AND REGULATIONS QUICK REFERENCE

Disaster Response			
Post-Disaster	Public Employees as Disaster Workers	Disaster Service Worker/Workers' Compensation	Transportation
Assembly Bill 3730 Ch 1352, 1988 Post-Disaster School Activities	Government Code 835-840.6 Schools are liable for staff actions during a disaster	Labor Code 3352.94 Chapter 2 Disaster service worker	Education Code 39800-39836 School bus capacity evacuation, and plan
Education Code 37210 School closure due to emergency	Civil Code 17145 Liability for civil defense activities	Labor Code 3211.9-3211.93A Work's compensation for disaster service workers	Vehicle Code 30830, 41401, 41402 Related to violations required in order to comply with federal or state disaster law
U.S. Public Law 875 Authorize federal assistance to states and local governments in major natural disaster	U.S. Title 1, Article 20 Ch. 8, sec 3 Oath of Office	Labor Code 4351-4386 Workers' compensation for school employees	
	Government Code Title 1 Division 4, Chapter 83100-3109 Public employees disaster service workers	Labor Code 4702 Part 2, Division 4 Death Benefits	
	Labor Code 4452 Average earnings		

Section 4.2 - Disaster Service Workers - Frequently Asked Questions

PUBLIC EMPLOYEES DSW STATUS

California Government Code Section 3100-3109 states in part:

It is hereby declared that the protection of the health and safety and preservation of the lives and property of the people of the state from the effects of natural, manmade, or war-caused emergencies which result in conditions of disaster or extreme peril to life, property, and resources is of paramount state importance...in protection of its citizens and resources, all public employees are hereby declared to be disaster service workers...

All disaster service workers shall, before they enter upon the duties of their employment, take and subscribe to the oath of affirmation...

What does “disaster service” mean?

Disaster service means all activities authorized by and carried out pursuant to the California Emergency Services act.

Who is included in the disaster service worker status?

All public employees are included in disaster service worker status which are all persons employed by any county, city, state agency or public district.

What is the scope of duties of the disaster service worker?

Any disaster service worker shall be considered to be acting within the scope of disaster service duties while assisting any unit of the organization or performing any act contributing to the protection of life or property or mitigating the affects of an emergency.

How are disaster service worker activities assigned?

Disaster service worker activities are assigned to employees by their superiors or by law to assist the agency in carrying out its responsibilities during times of disaster.

What is the oath or affirmation that is referred to in the government code?

Before they enter upon the duties of their employment, all disaster service workers take and subscribe to the oath or affirmation set forth in the California Constitution.

When do public employees take and subscribe to the oath or affirmation?

Most public employees sign the oath or affirmation during the hiring process and it is kept with the employer.

Do disaster service workers get paid?

Disaster service workers get paid only if they have taken and subscribed to the oath or affirmation.

Can a disaster service worker be sued for actions that occur while they are performing disaster services?

Disaster service workers for non-profit organizations and government cannot be held liable for their actions during a disaster while acting within the scope of their responsibilities.

What if a disaster service worker is injured while performing the functions of their assigned duties?

Claims sustained by disaster service workers while performing disaster services shall be filed with the state as workers' compensation claims under the same authorities and guidelines as all employees within their agency and shall be covered by the state.

Section 4.3 - Public School sites as Temporary Shelters

Education Code Section 40041.5 requires school boards to grant use of school property and equipment for public use during disasters and emergencies and to cooperate in furnishing and maintaining services required by the community.

Section 4.4 - Preparedness Self-Assessment

See following page.

Preparedness Self-Assessment Checklist

Yes	No	In Process	
<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 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 first aid, CPR, CERT (Community Emergency Response Team), damage assessment, search and rescue and fire suppression?
<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 school have sufficient supplies (water, food, blankets) to handle emergency situations that may last up to three or four 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?

Section 4.5 – It’s the Law: Quiz

I have viewed the video segment on the disaster service worker. I understand that as a public employee I am required to be present as assigned by the Incident Commander during declared emergencies.

True or False (circle one)

Comments/Concerns



NAME: _____ **DEPT./DIV.** _____ / _____
(please print)

SIGNATURE _____ **DATE** _____

Part 5 - Hazards, Vulnerabilities and Risk Assessment

Understanding your school's vulnerabilities requires the conduct of a hazards assessment. What are the most likely threats to impact your community? Hazards assessment is the first step to assessing both vulnerabilities and total risk.

Review the following Hazards Vulnerability Assessment and complete the chart in accordance with threats and hazards related to your school community. Completing this chart will give you an overview of how hazards and threats relate to vulnerabilities and risks.

Finally, review the DRCCC Risk Assessment materials contained in the Resource section of this workbook. These are to help you understand how some educational institutions conduct extensive Risk and Vulnerabilities Assessments. The California State Chancellor's Office is currently conducting Risk Assessment with every one of the 109 California Community Colleges. Does this need to be done in your school or district?

Complete the following quiz:

Section 5.1 - Hazards and Vulnerability Assessment for Schools Quiz

State three reasons why schools need to conduct a hazard assessment

- 1.
- 2.
- 3.

Explain the difference between a hazards assessment and a risk assessment:

After completing the hazards and vulnerability assessment for your school (see pages 32 - 35), answer the following questions:

1. What three hazards are most likely to occur in your community?
 - a.
 - b.
 - c.

2. What are three primary vulnerabilities that need to be addressed in your school community?
 - a.
 - b.
 - c.

3. Identify strategic partners that need to be included in conducting your hazards and risk assessments.

If you wish to learn more about hazards vulnerability and risk assessment, please

.....

NAME: _____ **DEPT./DIV.** _____ / _____
(please print)

SIGNATURE _____ **DATE** _____

School/District: _____ Date: _____

Hazard Vulnerability Assessment Checklist for Our School

Help us assess your needs.

Threat	Applies to us comment	Does not apply	Typical Events	Our state of Readiness Action Plan
1. Earthquake			Ground shaking, liquefaction, damage to vital public services, hospital overcrowding, building collapse, fire, loss of electric power, dams and flood problems, communications, highway and bridge collapse, fuel spills, sanitation and water supplies disruption, railroad system disruption, disease.	
2. Winter Storms			Devastating storms including heavy rain, high winds, flooding and mudslides.	
3. Flood			Slow rise or flash flooding. Streams, rivers and creeks exceed their capacity to drain excess storm water and spreads into flood plane area inundating vehicles, farmlands homes, and buildings.	
4. Landslide			Movement of soil, rock, and/or debris as a result of falling or sliding downward. Landslides/mudslides are common in our area.	

Threat	Applies to us comment	Does not apply	Typical Events	Our state of Readiness Action Plan
5. Hazardous materials Incident			Release of hazardous materials has potential for adverse impacts on human health, environment and property. Hazardous material incidents can happen anywhere.	
6. Transportation Accident (Air, Train, Helicopter, Traffic)			Major traffic accidents can result in large numbers of casualties and significant impact on local transportation and populations.	
7. Wild land Urban /Interface Fire			Can damage or destroy buildings and large areas of vegetation and strain fire fighting resources. Seasonal demand often requires “full fire service mobilization” sometimes resulting in additional spread of unattended fires	
8. Dam Failure			Dam inundation flooding occurs as a result of structural failure which may occur because of overfilling and erosion or seismic activity. Many dams in our area are subject to failure or overtopping.	
9. Explosion			Major explosions can create numerous injuries and fatalities, extensive property damage and ensuing hazards and disruptions. Some types of explosions require evacuation or sheltering.	

10. Terrorism			Can occur anywhere. Schools are especially vulnerable targets. Proximity to large city target areas can cause major disruption and isolation or inundation of populations.	
11. Civil Unrest			Disruption of orderly civil conduct and outbreak of riots and violence. When local authorities cannot control additional forces may be required if available. Disruption may impact wide area.	
12. National Security Emergency			National Security Emergency The probability of a nuclear war has been reduced. However attack by rogues states and terrorists may be increasing. Attacks with WMDs are possible and U.S. needs to be prepared for such events.	
13. Radiological Incident			Radiological Incidents have adverse impacts on human health, property, the environment. Can happen anywhere and have long term impact on urban and rural areas. May necessitate large scale evacuation and impact rescue teams causing fatalities. Can have long-term impact on habitable areas.	
14. Tsunami			Waves caused by landslides and undersea earthquakes. Waves can travel at 600 miles per hour and more and build as they approach coastlines. Some tsunamis have been measured at over 150 meters high. Typical tsunami waves are 33-35 feet but grow much larger in confined areas such as bays.	

15. Drought			Common occurrence in California and may increase with global warming. Produces a complex web of impacts affecting forest and farms productivity. In 1976-77, 47 of 58 counties declared drought emergencies. Loss was \$2.4 billion.	
16. Pandemic Influenza			Can impact millions causing illness and death. 1918 pandemic caused 20 million deaths worldwide including 500,000 in the U. S. Threat includes rapid spread of diseases worldwide through air travel. First responders at high risk.	

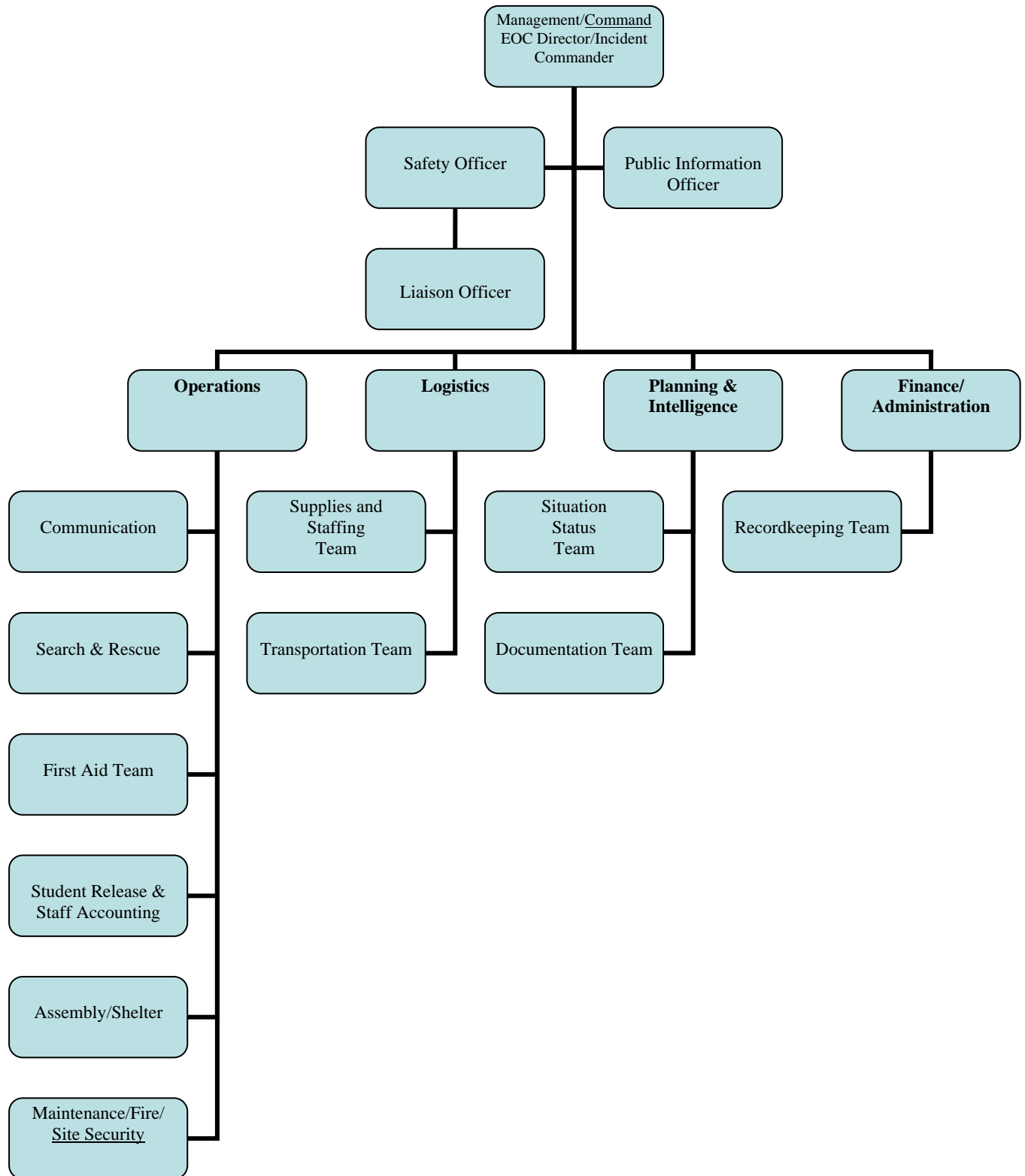
Last updated: August 29, 2006

Part 6 - Emergency Response

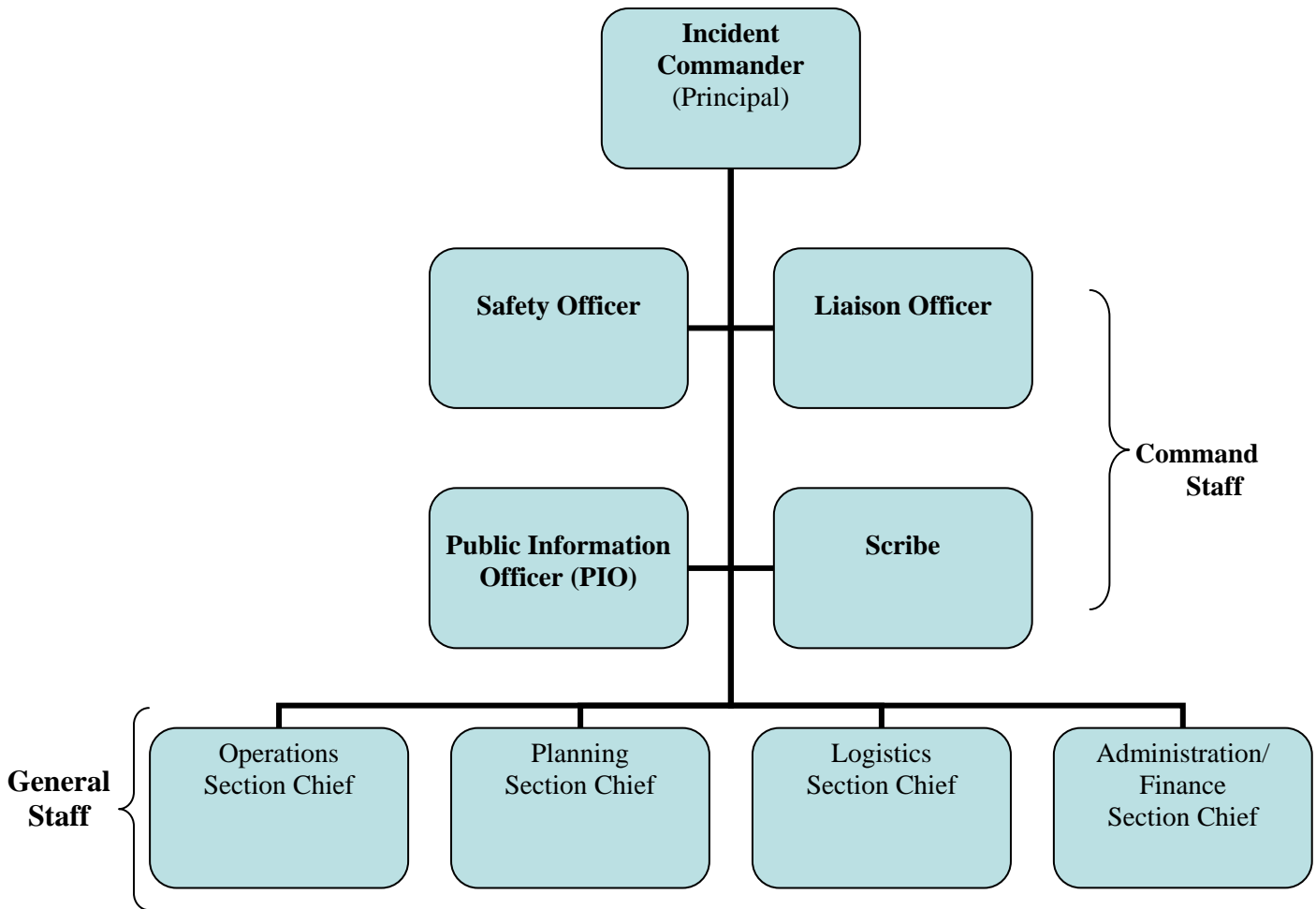
Section 6.1 - Emergency Response Teams

See following pages for organization charts.

Section 6.1 - ICS FOR SCHOOLS-EMERGENCY RESPONSE TEAMS



**Section 6.2 - INCIDENT COMMAND SYSTEM (ICS)
FOR SCHOOL SITES**



Section 6.3 - Emergency Response Self-assessment Checklist

Yes	No	In Process	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school district have a policy requiring the use of SEMS/NIMS?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Has your administration clearly communicated the 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?
<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?
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Does your school or district have an arrangement with structural engineers who will report to the school 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"/>	Do you have a process to determine whether total or partial evacuation is necessary?
<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 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 release procedures?

- 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?
- Have you identified personnel who can translate information to non-English speaking parents or guardians?
- Has a central Emergency Operations Center (EOC), “command post” or other central planning area been identified?
- 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?
- Does your school have a back-up communications system such as an 800 megahertz or CB radio, a ham radio, or two-way radio to communicate with your district or Operational Area (county) Emergency Operations Center? Have you identified trained operators?
- Does your school have an internal communication system such as walkie-talkies, megaphones or intercom?

Section 6.4 - Recovery Self-assessment Checklist

Yes	No	In Process	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The following items are district-level responsibilities. An individual school site might want to check with its district to determine the procedures that will be followed.
<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"/>	Do you have an established absentee policy for teachers/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 your facilities are damaged – half-day sessions, alternative sites, and 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Is someone designated to determine if buildings are safe after an event?

Part 7 - SEMS/NIMS

Section 7.1 - Introduction to SEMS

WHAT IS NIMS/SEMS?

The National Incident Management System and Standardized Emergency Management System are incident management systems based on organizational best practices.

NIMS/SEMS will provide public employees— and other special districts agencies -- with clear and consistent strategies for responding to emergencies and disasters.

NIMS/SEMS can be used in any emergency, including fires, mudslides, toxic substances, civil unrest, earthquakes and others.

WHO USES NIMS/SEMS?

All public employees, volunteers, and non-government agencies who might assist or support an emergency or disaster response must be familiar with **NIMS/SEMS**.

THE SEMS SYSTEM

SEMS incorporates five proven strategies for emergency management and response:

Incident Command System (ICS): A field- level emergency response system based on management-by-objectives. ICS has been adapted for use in the City's Emergency Operations Center (EOC) as well.

Mutual Aid: A statewide system for obtaining additional emergency resources from non affected jurisdictions.

Multi Agency Coordination (MAC): Affected agencies work together to coordinate allocations of resources and emergency response activities

Operational Area Concept (OA): A county (Alameda County) and its political subdivisions (cities and special districts); coordinates damage information, resources at the Governor's Office of Emergency Services.

OASIS: Operational Area Satellite Information System links counties (operational areas) to resources at the State of CA Governor's Office of Emergency Services.

FIVE ORGANIZATIONAL LEVELS

Field On-scene responders.

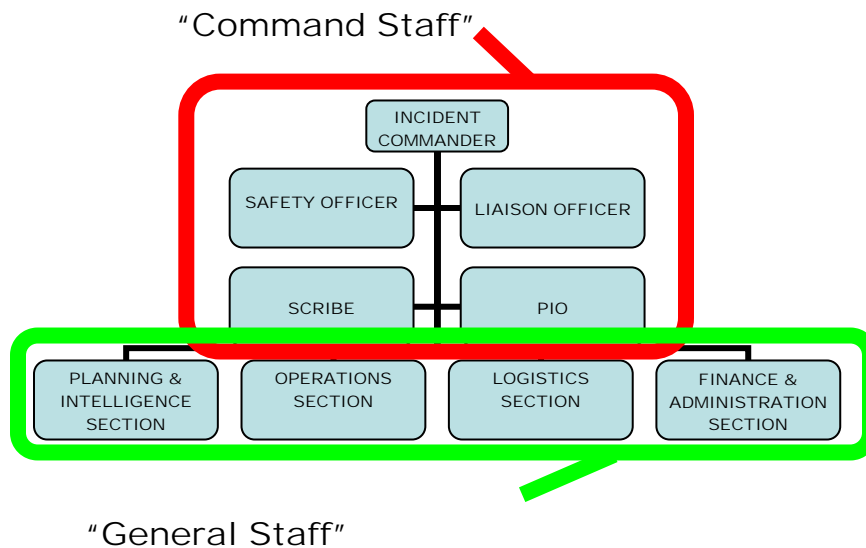
Local city, County or special districts.

Operational Area manages and/or coordinates information, resources and priorities among all local governments within the geographic boundary of a county.

Regional (Coastal Region) manages and coordinates information and resources among operational areas.

State Governor Office of Emergency Services Statewide resource coordination integrated with federal agencies.

FIVE SEMS/NIMS FUNCTIONS



Command Management Provides overall direction and sets priorities for an emergency.

Operations Implements priorities established by management.

Planning/Intelligence gathers and assesses information.

Logistics obtains the information to support the operations.

Finance/Administration tracks all costs related to the operations.

*California Government Code Section 8607, effective January 1, 1993

NIMS

On February 28, 2003 President Bush issued Homeland Security Directive 5 (HSPD-5) to develop and administer NIMS; a consistent nationwide approach to enable all government, private-sector and non-government organization to work together during domestic incidents.

Governor of California Executive Office 5/02/05 - Directs OES and Office of Homeland Security to integrate SEMS and NIMS through the State's SEMS Advisory Board which identifies necessary statutory or regulatory changes.

THE NIMS SYSTEM

NIMS integration includes:

Corrective Actions - more emphasis on corrective actions, mitigation and follow-up.

Resource Management - Detailed resource typing, (by performance) inventories for teaching and equipment certification.

Certification/Qualification for Emergency Responders

Integrate Private Sector, Non Government and Volunteer Organizations into Emergency Planning and Response.

NIMS/SEMS Integration Plan requires full compliance by Federal Fiscal Year '07.

SEMS REQUIREMENTS

State Law requires that:

- Local governments must use **SEMS** in order to be eligible for state funding of Response-Related Personnel Costs!
- This includes Special Districts.
- All State Agencies *must* use SEMS!



Plus...

Section 7.2 - Introduction to NIMS

NATIONAL INCIDENT MANAGEMENT SYSTEM REQUIREMENTS

As a result of the events on 9/11/01, Homeland Security Presidential Directive-5 was established directing all:



- **Federal Agencies *must* use NIMS.**
- **State, Local and Tribal Governments must comply with National Incident Management System (NIMS) in order to receive federal funding.**

SEMS/NIMS COMPARISON

SEMS	NIMS
Incident to EOC Management	Emphasis on Incident Management
After Action Process	After/Corrective Action
Master Mutual Aid & RIMS	Resource Management System
Certifications/Qualifications Some Disciplines	Certifications & Qualifications
ICS Based – SEMS approved course of Instruction	ICS Instruction adding NIMS components
Emergency Public Information	Joint Information System

Section 7.3 - NIMS/SEMS: Quiz

Please answer the following questions; complete the bottom section and sign your name.

1. **NIMS/SEMS** is a system for: managing mitigating or reporting emergencies.
2. Check the four (4) elements from the list below which comprise the SEMS system and one element for NIMS:

- Incident Command System
- Multi/Inter-agency Coordination
- Hospital Emergency Act
- Disaster Service Worker Forms
- Mutual Aid
- FEMA Response Plan
- Emergency Operations Center
- OASIS
- Urban Search and Rescue
- Operational Area

3. Match the following **NIMS/SEMS** functions to their definitions:

- A. Command/Management
- B. Operations
- C. Logistics
- D. Planning/ Intelligence
- E. Finance/Administration

- ___ Gathers/assesses information
- ___ Implements priorities established by management
- ___ Provides overall direction
- ___ Tracks all costs related to the operations
- ___ Obtains resources to support the operations

4. List the five levels of **SEMS**:

1. _____
2. _____
3. _____
4. _____
5. _____

5. The Incident Command System (ICS) is a proven incident management system that is based on organizational (circle one or all that apply):

A. Best practices

B. Strengths

C. Structures



NAME: _____ **DEPT./DIV.** _____ / _____
(please print)

SIGNATURE _____ **DATE** _____

**STATEMENT OF AGREEMENT FOR
THE USE OF FACILITIES AS MASS CARE SHELTERS
Sample Agreement**

This agreement is made and entered into between the governing board of _____ of _____ County, State of California, and the _____ Chapter of the American Red Cross, hereinafter referred to as Red Cross.

RECITALS

Pursuant to the terms of the federal statutes, the Red Cross provides emergency services in behalf of individuals and families who are victims of disaster.

_____ is authorized to permit the Red Cross to use _____'s buildings, grounds and equipment for mass care shelters required in the conduct of Red Cross Disaster Service activities, and wishes to cooperate with the Red Cross for such purposes.

The parties hereto mutually desire to reach an understanding that will result in making the aforesaid facilities of _____ available to the Red Cross for the aforesaid use.

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

1. _____ agrees that, after meeting its responsibilities to pupils/parishioners/members/clients it will permit, to the extent of its ability and upon request by the Red Cross or the City of _____ the use of its physical facilities by the Red Cross as mass care shelters for the victims of disasters.

2, The Red Cross and the City of _____ agrees that it shall exercise reasonable care in the conduct of its activities in such facilities and further agrees to replace or reimburse _____ for any food or supplies that may be used by the Red Cross in the conduct of its aforesaid activities in said mass care shelters.

In witness thereof, the governing board of the _____ has caused this agreement to be executed by the President its governing body, and the Red Cross and/or the City of _____ has caused this agreement to be executed by the _____ Chapter and the City of _____, said agreement to become effect and operative upon the fixing of the last signature hereto.

Signature to the Agreement
Chapter Representative President
Chapter School District/Church/Other Organization
City/County Representative
Date