



Berkeley High School



School Site Disaster Plan 2015-2016

1980 Allston Way

Berkeley, CA 94704

(510) 644-6121

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Responsibilities for a School Disaster Plan

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

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In SEMS, these tasks are called *Management, Planning, Operations, Logistics, and Finance/Administration*.

NIMS/SEMS can be expanded or reduced, depending on the situation and the immediate needs. One person can do more than one function.

Every incident needs a person in charge. In NIMS/SEMS and ICS, this person is called the *Incident Commander*.

No one person should be in charge of more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Logistics*, however.

Common terminology

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs:

To prepare their family and home for earthquakes and other emergencies

- A 72-hour supply kit for the home
- A Car Kit
- To develop a plan to reunite with their family
- A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross or the Alameda County Office of Emergency Services.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

In An Earthquake

DROP, COVER, and HOLD

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check your immediate work area for injured students or fire.

Keep clear of overhead fixtures and windows.

Disconnect or shut off all electrical machines.

After the initial shock is over and things have settled down, teachers should evacuate classrooms via the planned quickest evacuation route, being alert to the possibility of aftershocks. **Teachers should take roll sheets with them.**

Panic is the chief by-product of an earthquake. Don't become impatient or restless. If your area appears stable, you are as safe there as anywhere else.

Falling objects are a major concern in an earthquake. You can lessen this threat by checking your work area now and relocating heavy objects that are over 48" above the floor. Secure bookcases to the wall. Place heavier objects on lowest shelves.

Once outside, classes should proceed to the **athletic field or to Civic Center Park depending on your classroom evacuation route. Be aware that there is more than one-way to enter the athletic field and that your route might take you around the school to another entrance.**

Once to the field or the park, teachers should go to their assigned areas. See diagram in evacuation section

Teachers should remain with their classes and take roll. Teachers should fill out the Emergency Status Report form and turn it in to their Department Chairperson/ Specialist, Program Assistants, or other assigned staff who will then return the form to the command desk.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

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Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not re-enter buildings until it is determined safe to do so.

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While in a vehicle, you should pull over to the side of the road and stop. If you are on a bridge, overpass, or under power lines, continue until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.

Emergency Responsibilities of ALL STAFF

Before the event

- Identify members on each emergency response team
- Attend training sessions
- Assign buddy teachers
- Identify emergency response team leaders
- Know where a copy of the School/Facility Site Plan is located
- Practice the School/Facility Site Plan

Immediately after the imminent threat subsides

- Determine the extent of any injuries
- Assess the ability of all to evacuate
- Determine the need to evacuate and call for medical assistance if needed
- Check on your pre-established teacher/buddy
- Evacuate the classroom using assigned evacuation route or alternate
- Lead class to assembly area and find assigned class location
- Take roll. Identify missing students. Report using Class Status Report
- Student Supervision Team relieve emergency response team members
- Identify a team runner or otherwise establish 2-way communications with the Command Post
- Individual teams go into action - document activities

Equipment for all class rooms

- Classroom emergency kit
- Class roll sheet
- Class Status Report
- Emergency Bucket (See Appendix 1 for contents)

How ICS Functions

All sites use ICS as a basis for their organizational structure. The District Emergency Plan contains detailed response and management procedures for all personnel at the Education Center and at the Service Center.

At the school site, one person is in charge - the *Incident Commander* -, and the *Emergency Manager* is in charge at the District Level. These top-level persons work closely with the *Public Information Officer* at the *District Emergency Operations Center*, the Liaison Officer, the Safety Officer, and the section chiefs. A *Section Chief* oversees and coordinates the activities of each of the four functions: **Operations, Planning/Intelligence, Logistics, and Finance/Administration.**

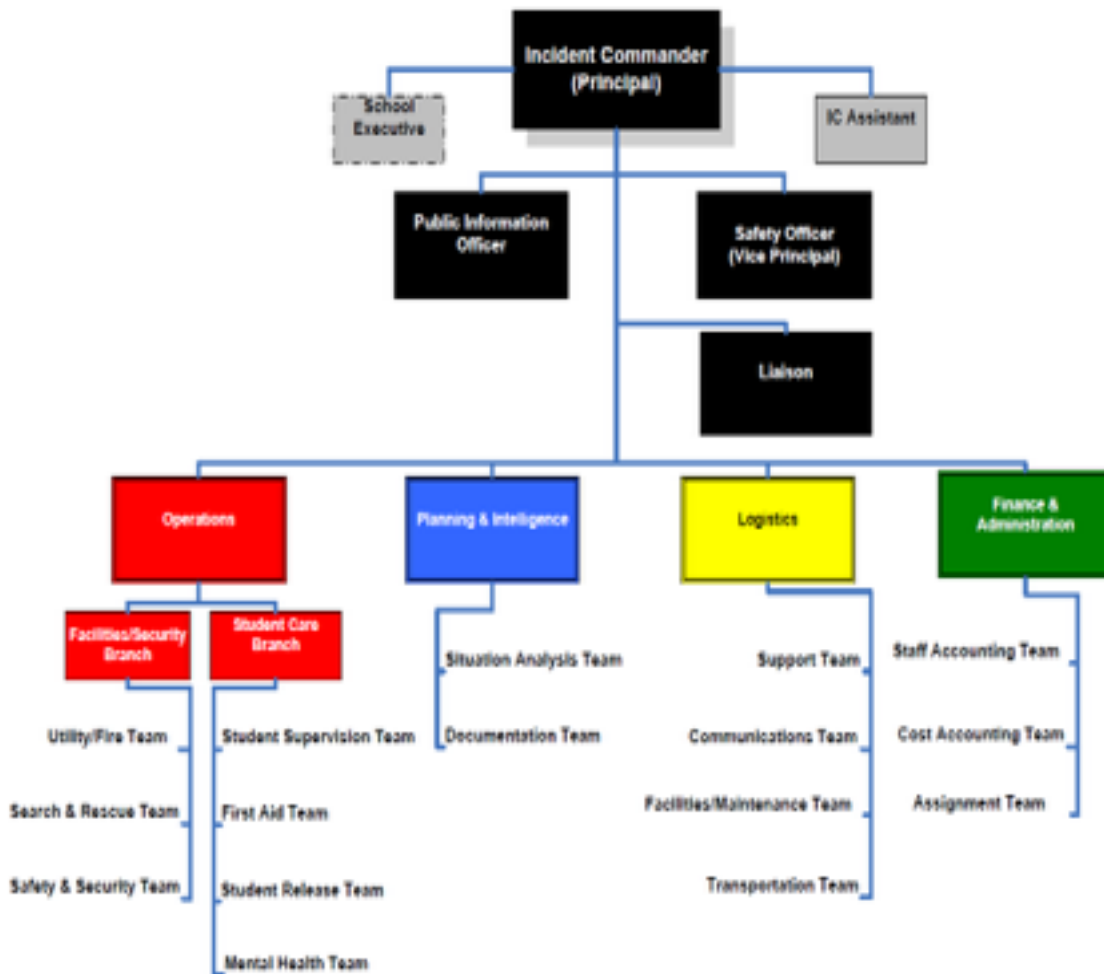
The Katz Act (California Education Code, Sections 35295-35297), requires that schools have a site disaster plan that outlines roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structures comply with SEMS, and be ready for implementation at all times.

Because of the unique campus design, its 'open campus' policy and its geographically urban location, Berkeley High School's Incident Command Structure has been realigned to reflect its needs. NIMS and SEMS allow organizations to make adjustments to meet their disaster response requirements.

Incident Command (IC) Structure, Berkeley High School

Berkeley High School IC Structure Chart

Everyone should know this chain of command, and should be trained to fit into it in one of various places.



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IC Structure Definitions

Incident Commander - Principal or Site Manager - Reports to District Operations Section Chief. Implements emergency plan, coordinates operations, activates response teams (as needed). Keeps log of communications, decisions, and actions. Establishes communications with the District EOC. Accounts for all students and staff. Assesses the situation and requests resources. Controls all internal communications. Posts and maintains status information. Determines when emergency operations cease. Prepares a report to the Superintendent.

Public Information Officer - The Public Information Officer acts as the official spokesperson for the school site(s) in an emergency situation. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming. News media can play an essential role assisting the school in getting emergency/disaster related information to the public (parents). Information released must be consistent, accurate, and timely.

Safety Officer - Responsible for making safety inspection of buildings and facilities that may have been damaged, initially and subsequently. Ensures that all responders are working in a safe environment. Makes changes to the plan as needed, with approval of the Incident Commander.

Liaison Officer - The Liaison Officer serves as the point of contact for other response organizations participating in the operation, such as police or fire departments. Specific duties of the Liaison Officer may include providing briefings to school administration and other agencies involved in the operation, Responding to requests from incident personnel for contacts among the assisting and cooperating agencies, and monitoring incident operations to identify any current or potential problems between the school and response agencies.

Incident Command Assistant – Provides clerical, messenger, and communications support to the Incident Commander.

School Executive – Student government representative at the Command Post.

Operations Section - Person in charge of Operations Section designated by Incident Commander. In charge of tactical response efforts. Evaluates and acts on operational information. Keeps the IC informed of the response teams' activities.

If a disaster requires that all eight teams be activated, then the positions of Operations Deputy Manager for Safety and Security and Operations Deputy Manager for Student Care will be filled and the duty of the Operations Manager will be to supervise the two Deputies.

Operations Deputy Manager for Safety and Security - The Operations Deputy Manager for Safety and Security oversees the Fire Suppression/HazMat Team, the Security Team, the Utilities/Building Safety Team, and the Search and Rescue Team. The Deputy Manager acts as a conduit of information from the Operations Manager to the teams and from the teams to the Manager.

Operations Deputy Manager for Student Care - The Operations Deputy Manager for Student Care oversees the First Aid Team, the Psychological First Aid Team, the Assembly Area Team, and the Student Release and Tracking Team.

Facilities/Security Branch – Oversees the plant tactical teams.

Utility/Fire Team - Shuts off utilities (gas, electricity, water) in areas where hazards may worsen. Helps suppress or isolate fires until help arrives.

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Search & Rescue Team - Follows an orderly and pre-established sweep pattern. Checks each classroom, office, storage area, auditorium, bathroom, outdoor area, etc. Checks each area 3 ways, visually, vocally, and physically. Reports location of victims to First Aid Team as soon as possible. Records location of victims on checklist. Looks for obvious problems (structural damage, hazardous materials spills, fires, etc.). Records nature and location of observed problems on checklist. Reports imminent danger to Operations Section Chief. Marks areas searched to avoid duplication of effort or oversight.

Safety & Security Team - Upon evacuation, secures all buildings, locks doors & gates. Cordons off areas with apparent structural damage or other danger. Stations team members at obvious school access points to direct parents, fire, rescue, police, medical personnel. Prepares to receive neighbors who wish to volunteer.

Student Care Branch – Oversees the student services tactical teams.

Student Supervision Team - Determines overall extent of casualties and damage. Assesses ability of all to evacuate. Evacuates areas using assigned evacuation routes. Leads groups to assembly areas. Takes roll and reports status to Logistics Section Chief. Accounts for all. Reports missing students/staff to Logistics Section Chief. Stays with group to supervise, inform, and reassure students throughout the duration of the emergency. Relieves teachers who may have other assignments.

First Aid Team - Triage victims. Administers first aid. Records information about injuries and first aid administered. Determines need for medical assistance. Assures availability of necessary first aid supplies and equipment.

Student Release Team - Establishes reunion points at each access location. As soon as parents arrive, begins to process the release of students to their parents or other authorized guardians. Checks student identification to assure adult is authorized to take the child. Asks to see identification of person(s) wishing to take student. Obtains signature of person taking responsibility for student.

Mental Health Team – Provides psychological and mental health support to students and staff during and following a disaster response.

Planning & Intelligence Section - Person in charge of Planning & Intelligence Section designated by Incident Commander. Supervises status board for on-site response. Responsible for planning ongoing operations. Surveys facilities and structures, oversees inspections, manages shut-down and restoration of utilities. Manages message flow and runners.

Situation Analysis Team - Tracks initial assessment of damage to buildings and structures. Maintains an active log of all activities. Prepares reports and assessments. Analyzes information and progress to be used in future action plans.

Documentation Team - Protects school records. Collects all logs, student roll sheets, accounting data generated during the response. Compiles information necessary for reports and assessment.

Logistics Section - Person in charge of Logistics Section designated by Incident Commander. Ensures the provision of resources for the onsite response effort. Include procurement, delivery and deployment of resources.

Support Team - Sets up sanitation facilities. Monitors sanitation & proper care for waste until it can be disposed of. Gathers food/water for distribution as needed. Sets up areas for sheltering/sleeping/eating.

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Communications Team - Provides best means of communication internally and externally. Prioritizes communications as (1) life-threatening, (2) property threatening, (3) non-emergency.

Facilities/Maintenance Team – Provides expertise and support with respect to the plant to all teams operating throughout the campus. Assists Utility/Fire Team in locating and securing utilities as needed. Provides support in accessing all parts of the campus. Helps set up temporary assembly areas, first aid triage areas, staff rest and rehabilitation areas,

Transportation Team – Provides coordination of transportation requirements. Manages transportation pool as required. Provides for support of transportation-related issues e.g. fuel, maintenance, etc.

Administration & Finance Section - Person in charge of Administration & Finance Section designated by Incident Commander. Supervises accounting of persons (including staff, volunteers and others participating in the response effort) and costs incurred during the response.

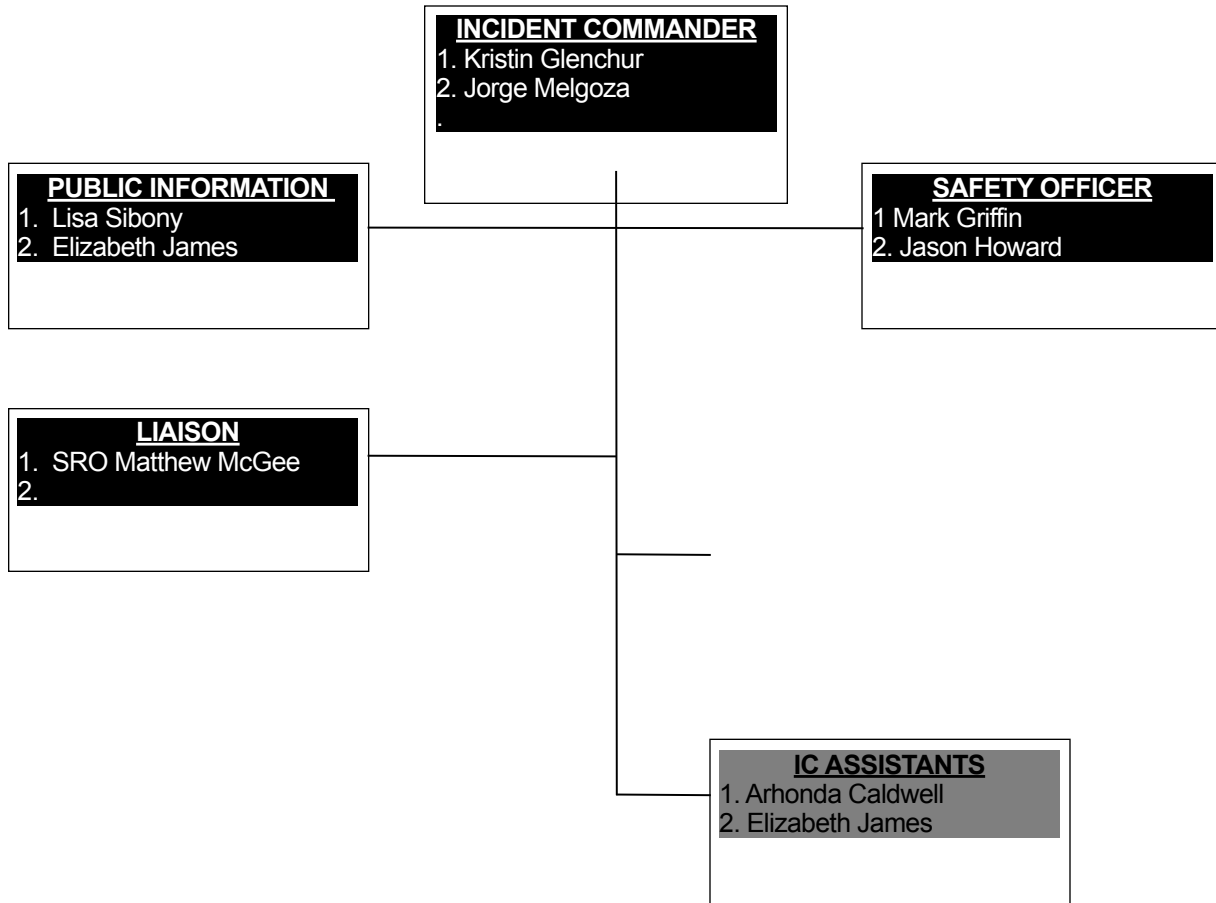
Staff Accounting Team – Maintains records of all staff. Manages staff check-in/out procedures. Keeps staff time records and staff claim or liability issues.

Cost Accounting Team – Keeps track of all costs incurred during the response.

Assignment Team – Tracks staff and volunteer assignments. Manages the pool of people not currently assigned tasks.

Chain of Command

The next three pages are to be filled in with names of those assigned to the positions.



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OPERATIONS SECTION
1. Ardarius McDonald
2. Jorge Melgoza

PLANNING SECTION
1. Ashley Milton
2.

**FACILITIES/
SECURITY BRANCH**
1. Jason Howard
2. David Luu

**STUDENT CARE
BRANCH**
1. John Villaviciencio
2. Teri Goodman

**SITUATION
ANALYSIS**
1. Dave Stevens
2. Tamara Friedman

UTILITY/FIRE
1. Rodney McNab
2. Sam Rozen

ASSEMBLY AREA
1. Teri Goodman
2. Brenda Kitagawa

DOCUMENTATION
1. Robert Stiles
2.

SEARCH & RESCUE
1. Steven Saunders
2. Eric Riley

FIRST AID
1. Ashley Moore
2. Ross Parker
3. Emily Schneider

PERIMETER SECURITY
1. Travis Dennis
2. Stacy Shoals

STUDENT RELEASE
1. Daniel Roose
2. Angela Price
3. Elisabeth Sandberg

MENTAL HEALTH
1. Jasdeep Malhi
2. Abbie Gregor

LOGISTICS SECTION
1. Erin Schweng
2. Ray Young

ADMIN/FINANCE SECTION
1. Daniel Roose
2. Rhonda Jefferson

SUPPORT/ EQUIPMENT
1. Britta Fjelstrom
2. Anthony Smith

STAFF ACCOUNTING
1. Bobbye Reed
2. Liz O'Connell-Gates

TECHNOLOGY/ COMMUNICATIONS EQUIPMENT
1. Matt Albinson
2. Antonio Castro

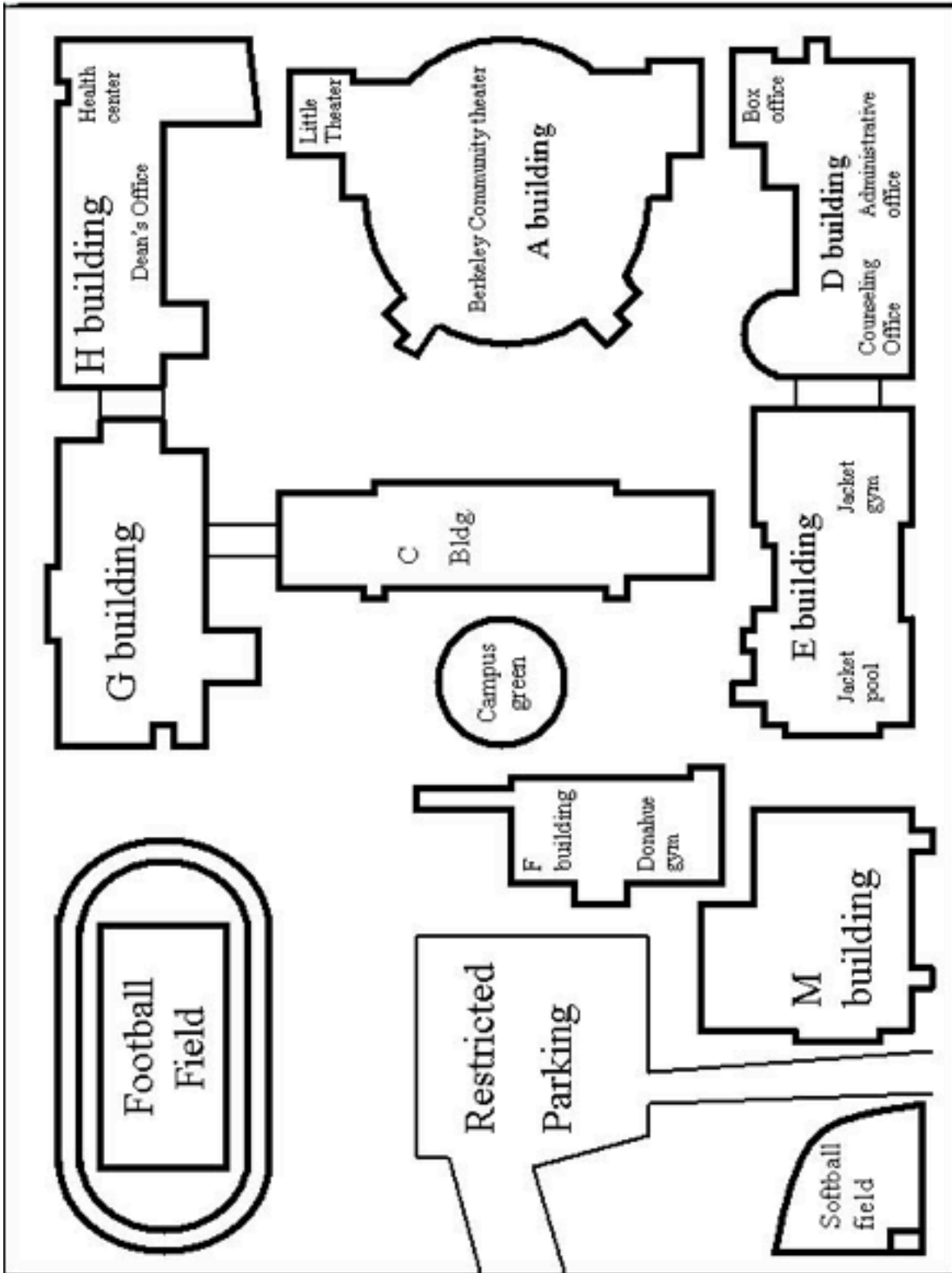
COST ACCOUNTING
1. Rhonda Jefferson
2. Barbara Mellion

FACILITIES/ MAINTENANCE
1. Ray Young
2.

STAFF/VOLUNTEER ASSIGNMENTS
1. Elizabeth James
2. Dwayne Byndloss

TRANSPORTATION
1. Diane Colburn
2.

Campus Site Map



Important Information

Intercom Numbers

Elizabeth James, Program Assistant	14-151
Arhonda Caldwell, Clerical Specialist	14-051
David Luu, On Campus Intervention.	18-140 (H104)

To call any classroom or office in the school using the intercom number, remember these points:

Every classroom and office has a 5-digit intercom number. The first number for any room or office is always a 1. The second number is always the building number. For example, the C-building is 3...the G-building is 7...the H-building is 8... D-building is 4. The last set of numbers is the classroom number.

To call from a phone in your classroom follow the steps below:

1. Pick up the receiver and push the IC button on the top corner of the phone.
2. When you hear a dial tone, dial the intercom number you want. (Refer to the master schedule list for classrooms).
3. If you hear two rings continuously that means the phone you are trying to reach is either turned down to low or the person is not present. If you hear two rings and then sounds of people in the background, say hello or your name and the person that you are trying to reach. This means that the other person is on speakerphone. If you hear a busy signal, or a long tone of about 1 second, this either means the line is busy or that the phone is disconnected. To make the phone ring and not be on intercom, dial "0" at the end. For example: H104 would be 18-1040.

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Berkeley High School Directory

POSITION	NAME	WORK NUMBER
Principal	Kristin Glenchur	510-644-4803
Assistant Principal	Erin Schweng	510-644-4566
Assistant Principal	Jorge Melgoza	510-644-8744
Assistant Principal	Daniel Roose	510-644-4569
Assistant Principal	Ashley Milton	510-644-6259
Dean of Students	Ardarius McDonald	510-644-6675
Special Ed. Supervisor	Diane Colborn	510-644-8988
Manager BHS School Facilities	David Kirwin	510-644-4567
School Nurse	Ashley Moore	510-644-6965
School Health Center		510-644-6965
Attendance Dean	Janelle Bugarini	510-644-4500

Other Telephone Numbers

Berkeley Police Department 911 or 981-5394
Fire And Medical Emergencies 911 or 981-5934
City of Berkeley Office of Emergency Services 510-981-3473
Alameda County Emergency Services Operations Center 925-803-7888
Berkeley Environmental Health Division 510-981-5310
Gas Company (PG&E) 800-743-5000
American Red Cross 510-595-4400
California Highway Patrol 800-835-5247
Berkeley Department of Health Services 510-981-5100

Local Hospital (s) Alta Bates Summit, 2450 Ashby 510-204-4444
Children's Hospital, 747 52nd St., Oak. 510-428-3000
Highland Hosp, 1411 E. 31st. St., Oak 510-437-4800
Kaiser Oakland 510-752-1000

Sewer Authority City of Berkeley Public Works 510-981-6620
Water Company East Bay MUD 866-403-2683

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Levels of Response

School Administrators, Safety Officers, and Berkeley police and fire officials will respond to an emergency in accordance with its level of intensity.

Response Level Descriptions

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 1 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs at a single site. A Level 1 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis. The Cities and the County of Alameda will proclaim a local emergency. Then, the State of California may declare a state of emergency. This response level occurs when multiple sites are impacted by related incidents and local police and fire departments are working in concert with Berkeley Unified School District to respond.

Response Level 3 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Alameda will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991.

Chain of Responsibility

Principal

- Has the responsibility to keep informed of over-all plans for the civil defense, disaster preparedness, and to participate in all events of an emergency.
- Responsible for the orderly conduct and direction of employees in an emergency.
- Responsible for the execution and implementation of all emergency evacuation and rescue plans.

Vice Principal(s)

- At BHS the Principal has specifically designated an Administrator to supervise and coordinate all emergencies and for that person to be solely responsible for the execution of all emergency preparedness plans.
- In the absence or inability of the Principal and/or assigned Administrator, other Vice Principal(s) shall be responsible for implementing all of the above mentioned emergency preparedness plans.

School Safety Officers

- Have the responsibility to maintain Safety and Security
- Assists in directing students to proper designated areas
- Assists in clearing their assigned building of staff and students
- Acts as liaisons and assists emergency personnel to area of concern
- Assists students and helps teachers carry out their tasks.

Lead Tradesman

- Responsible for the physical plant
- Coordinates with Site and District personnel of maintenance
- Coordinates with assigned Administrator
- Coordinates with the Microcomputer Technician as to the Computer and Telephone networks

Building Captains

The Building Captains are responsible for ensuring that there are no students loitering or blocking the emergency exits. Building Captains are also responsible for assisting School Safety Officers and Administrators in the evacuation of the buildings. School Safety Officers will check each floor along with administrators and Safety Officers will call for all clear of floors. After all students/staff have evacuated to their designated spots, they should wait until an all clear. The administrator in designated areas should have megaphone and radio and listen for the all clear to move back into the buildings.

D Building:	Ms. Colburn (BHS 8)
C Building:	Ms. Milton (BHS 11)
G-Building:	Ms. Glenchur (BHS 13)
H-Building:	Mr. McDonald (BHS 7)
Jacket Gym/Donahue/Portables	Mr. Melgoza (BHS 10)
Theatre/A-Wing:	Mr. Walton (BHS 4)
Health Center	Executive Director/ Nurse (BHS 26)

*Department Heads should take the floor radio

*Health Center will set up stations on the Football Field and Civic Center Park

Assembly area Administrator assignments:

Glenchur, Milton, Scuderi	Football Field
Melgoza, McDonald, Walton	Civic Center Park

Persons with Disabilities

During any emergency and especially if an evacuation is ordered, some persons may need specialized assistance. This includes people with hearing, vision, and mobility impairments, women with advanced pregnancies, etc.

1. Teachers and other staff should be aware of any students, teachers or staff in their area that may require special assistance. The time to become aware of them is now, not when an emergency arises.
2. **The Special Education Department** will train teachers and other staff in the specific procedures to follow in the evacuation of a student with special needs. Evacuation chairs will be placed in each classroom that has a disabled student who will need it during an evacuation. These chairs will be moved each semester as needed.
3. At the beginning of each school year, some staff will be assigned to assist in special evacuation procedures. However, it will be the primary responsibility of the teacher and the disabled student's attendant to evacuate the student.
4. In an earthquake, the disabled student's attendant or teacher should see that the disabled student assigned to them is evacuated to a doorjamb during the "duck and cover" phase of the emergency. Disabled students should be directed to cover their heads with a book or their hands if possible.
5. In many cases, a disabled student carries personal emergency supplies in a backpack. They should be taken with the student in the event of an evacuation.
6. The administration will change the location of classes, which become inaccessible because of a dysfunctional elevator.
7. It is the responsibility of the teacher to direct the evacuation. The teacher will work with the student's attendant in removing the student from the wheelchair and placing him or her into the evacuation chair, as demonstrated in Special Education Dept. training. The student will be evacuated from the building following the prescribed evacuation route. If a teacher has physical limitation, it will be his or her responsibility to notify the administration. The nearest teacher to that room will then have primary responsibility in the evacuation of the disabled student.

Evacuation

Berkeley High School will exercise full building evacuation, supervised by administrators, and School Safety Officers. Students and staff should exit according to their assigned evacuation route to the exterior assembly area(s). In case your planned exit is blocked, you should have a contingency plan for the exit from your room or office.

Each teacher should take the emergency clipboard with them when an evacuation is in progress. The emergency clipboard will have the emergency plan and route from room or office; copies of the class roll sheets, and emergency status report form. Any student not accounted for must be immediately reported to a Safety Officer or Administrator on the emergency status report.

1. The signal for an evacuation is the sounding of all horns. The signal will be at least one minute in length.
2. Students should begin to evacuate immediately, moving rapidly without running.
3. Teachers should follow their students and see that they do not linger in the entrances, but move sufficiently far away from the building in order that there will be a place for all students that follow them. Teacher should carry their grade book/attendance records with them.

During an earthquake evacuate classes from all buildings should proceed to the athletic field or Civic Center Park. Teachers should take their evacuation clipboard, remain with their classes and take roll. An administrator, Dean or Program Assistant will take the names of missing or injured individuals. Counselors should split into two teams, one group to football field and the other group to assist with blocking traffic on Allston Way for park assembly area.

4. All doors and windows of each room should be closed when evacuated, except in cases of bomb threats, when they should be left open.
5. Wheelchairs should not be taken into stairways.
6. Normally, elevators will not be used during an evacuation. If the situation permits, they may be operational for people with special needs.
7. If an evacuation signal is sounded while classes are changing, students should evacuate buildings by the nearest exits, moving rapidly without running. In an earthquake evacuation students should report to the athletic field or park assembly area. Students should report to the teacher that they just came from.

Upon Reaching Designated Assembly Area

Students will remain under the direct charge of their teachers.

Do not re-enter the building until you are notified or hear the all-clear signal (5 short bell rings).

If the bell rings for the next class, students should remain with their current teacher until the emergency is over. At that time, they should proceed to their next class or to the class announced by administrators.

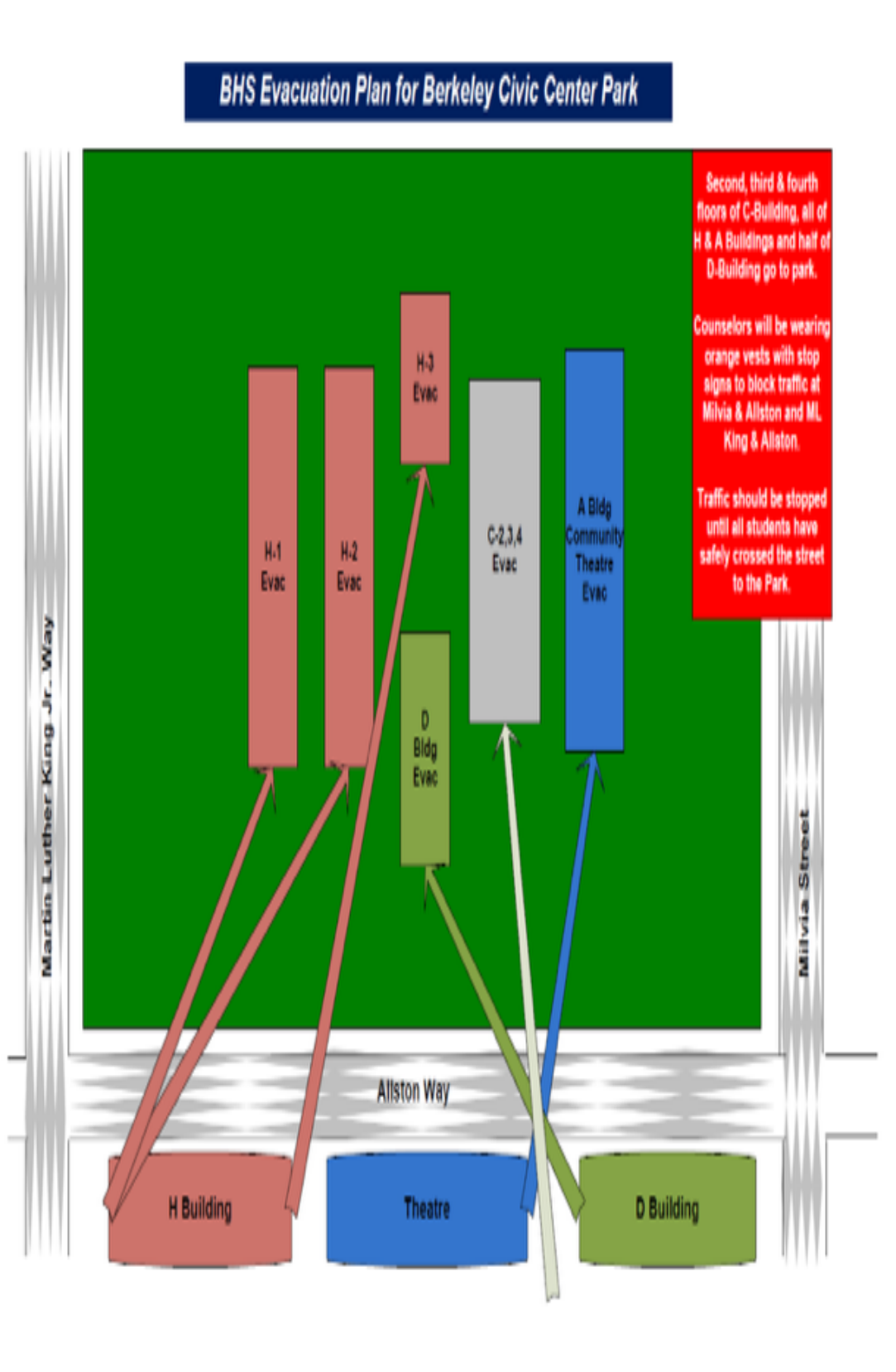
Contingency

In any critical situation when exiting is unsafe or blocked, especially during a fire, you may find refuge in a restroom. Close all doors and seal off doorway threshold cracks and vents with wet paper towels and tissues.

In heavy smoke situations, clear air may be found by crawling on your hands and knees. Keep your face within 12" of the floor.

Know your evacuation route and have an alternate route if your planned exit is blocked.

Evacuation Plan for Civic Center Park



Command Post

Location

- ✓ It is best to locate the Command Post table so that the full Emergency Assembly Area is in view, while maintaining adequate separation from students, medical treatment area, and student release area.
- ✓ In addition, it should be set up in close proximity to the outside disaster supply storage container. Have alternate locations in mind, including off-campus evacuation site(s). Identify the Command Post location with a sign, so that it is visible to staff and emergency responders.

Responsibilities

- Institute the Incident Command System (ICS) by assigning people to the needed functions.
- Assess the type and scope of emergency.
- Determine the threat to human life and structures.
- Determine the need for site evacuation and take appropriate action.

Positions Stationed at the Command Post

- Incident Commander
- Public Information Officer
- Radio/Telephone Communications
- Campus Map
- Safety Officer

Other Teams

These positions are located immediately adjacent to the Command Post so that they can be quickly accessed (second and third tables for these groups):

- Section Chiefs - Planning, Operations, Logistics, Finance/Administration
- Runners
- Convergent Volunteers
- Unassigned Personnel

- Search & Rescue
- Records Team

Equipment and Supplies for the Command Post

- Tables (3) & Chairs (as needed)
- Job Description Clipboards
- EOC Message Forms
- Staff Roster and Class Lists
- Disaster Plan
- Bullhorn
- General Logs
- Master Keys
- Site Status Report Form
- Extra Batteries
- District 2-way Radio(s)
- Campus 2-way Radio(s)
- AM/FM Battery-operated Radio
- Campus Map
- Command Post Sign
- Office Supplies (Pens, Markers, Tape, Stapler & Staples, Paper Clips, Three Hole Punch)

Employee Emergency Response Teams

California Government Code, Section 3100 (Disaster Service Workers)

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed. The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102 (Good Samaritan Law)

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

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042. (School Compliance)

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with NIMS/SEMS, Title 19 Section 2400, and be ready for implementation at all times.

The Incident Command Team is responsible for identifying, training and recruiting employees to form Employee Emergency Response Teams for each function outlined.

Each team has specific functions and training requirements. The next section contains specific guidelines and checklists for the team's role and function.

Each team will function under the direction and supervision of the Incident Command Team. When activated, teams will:

- ◆ Only be used when normal fire/aid response is not available or delayed.
- ◆ Report to the school's Command Post (location to be determined).
- ◆ Assist the Incident Command Team as needed.
- ◆ Perform functions as directed.
- ◆ Report all findings to the Command Post.

Incident Command Section

INCIDENT COMMANDER (Principal)

Responsibilities

- ✓ The Incident Commander is solely responsible for emergency/disaster operations at the site and shall remain at an established command post to observe and direct all operations.
- ✓ Ensure the Safety of students, staff and others on the campus(s)
- ✓ Lead by example by setting the tone for staff and students.

Start-Up Actions

- Obtain your personal safety equipment; i.e., hard hat, vest, clipboard (with job description sheet).
- Assess type and scope of emergency.
- Determine threat to human life and structures.
- Implement emergency/disaster plan and hazard specific procedures (see SOPs)
- Develop and communicate an incident action plan with objectives and a time frame to meet those objectives
- Activate functions (assign positions) as needed.
- Fill in "Chain of Command" and "Team Assignments" forms if not already done
- Appoint a backup or alternate IC

Operational Duties

Continue to monitor and assess total school situation:

- Maintain a site map for progress and damage assessment information
- Check with section chiefs for periodic updates
- Reassign personnel as needed
- Report (through communications) to District EOC Operations Section Chief on status of students, staff, and campus as needed. (Site Status Report)
- Develop & Communicate revised incident action plans as needed
- Begin student release when appropriate.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

NOTE: No student should be released until student accounting is complete. Never send students home before the end of the regular school day unless directed by the Superintendent of Schools, except individuals on request of parent/guardian.

- Authorize release of information.
- Utilize your back up plan and take regular breaks
- Plan regular breaks for all staff and volunteers.
- Release teachers as appropriate per District guidelines. By law, during a disaster, teachers become "Disaster Workers"
- Remain on and in charge of your campus until redirected or released by the Superintendent of Schools.

Closing Down

- Authorize deactivation of sections, branches, or teams when they are no longer required.
- At the direction of the Superintendent of Schools, deactivate the entire emergency response. If the Fire Department or other outside agency calls an "All Clear," contact the district before taking further action.
- Ensure that any open actions not yet completed will be taken care of after deactivation.
- Ensure the return of all equipment and reusable supplies to Logistics.
- Close out all logs. Ensure that all logs, reports, and other relevant documents are completed and provided to the Records Team.
- Proclaim termination of the emergency and proceed with recovery operations if necessary.

SAFETY OFFICER

Responsibilities

- ✓ The Safety Officer ensures that all activities are conducted in as safe a manner as possible under the circumstances.

Start-Up Actions

- Check in with Incident Commander for situation briefing.
- Obtain necessary equipment and supplies from Logistics.
- Put on position identifier, such as vest, if available.
- Open and maintain an activity log. Maintain all required records and documentation to support the history of the emergency or disaster. Document:
 - ✓ Messages received
 - ✓ Action taken
 - ✓ Decision justification and documentation
 - ✓ Requests filled

Operational Duties

- Monitor drills, exercises, and emergency response activities for safety.
- Identify and mitigate safety hazards and situations
- Stop or modify all unsafe operations.
- Ensure that responders use appropriate safety equipment.
- Think ahead and anticipate situations and problems before they occur.
- Anticipate situation changes, such as severe aftershocks etc. in all planning
- Keep the Incident Commander advised of your status and activity and of any problem areas that need or will require solutions.

Closing Down

- When authorized by the IC, deactivate the unit and close out all logs. Provide logs and other relevant documents to the Records Team
- Return Equipment and reusable supplies to Logistics.

Equipment/Supplies

- Vest or positions identifier
- Hard hat
- Clipboard, paper, pens
- Two-way radio

PUBLIC INFORMATION OFFICER (PIO)

Responsibilities

- ✓ The Public has the right and need to know important information related to emergencies/disasters at the school site(s) as soon as it is available.
- ✓ The Public Information Officer acts as the official spokesperson for the school site(s) in an emergency. If a school district PIO is available, he/she will be the official spokesperson. A school site-based PIO should only be used if the media is on campus and the district PIO is not available or forthcoming.
- ✓ News media can play an essential role assisting the school in getting emergency/disaster related information to the public (parents).
- ✓ Information released must be consistent, accurate, and timely.

Start-Up Actions

- Determine a possible “news center” site as a media reception area (located away from the CP and students). Get approval from IC.
- Identify yourself as the “PIO” (vest, visor, sign, etc.)
- Consult with district’s PIO to coordinate information release.
- Assess situation and obtain statement from IC. Tape-record if possible.
- Advise arriving-media that the site is preparing a press release & approximate time of its issue.
- Open and maintain a general log of your actions and all communications. If possible, tape media briefings. Keep all documentation to support the history of the event.

Operational Duties

- Keep up to date on the situation
- Statements must be approved by the IC and should reflect:
 - Reassurance—“Everything is going to be OK”
 - Incident or disaster cause and time of origin.
 - Size & Scope of the incident
 - Current situation—Condition of school site, evacuation progress, care being given, injuries, student release location, etc. **Do not release any names.**
 - Resources in use.
 - Best routes to school if known and appropriate.
 - Any information school wishes to be released to the public.
- Read statements if possible.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

- When answering questions, be complete & truthful, always considering confidentiality & emotional impact.
- Avoid speculation, talking “off the record”, arguing.
- Avoid use of the phrase “No Comment”.
- Remind school site/staff volunteers to refer all questions from media or waiting parents to the PIO.
- Update information periodically with IC.
- Ensure announcements & other information is translated into other languages as needed.
- Monitor news broadcasts about incident. Correct any misinformation heard.

Closing Down

- At the Incident Commander’s direction, release PIO staff when no longer needed. Direct staff members to sign out through timekeeping.
- Return equipment and reusable supplies to Logistics.
- Close out all logs. Provide logs and other relevant documents to the Records Team.

Equipment/Supplies

- ID vest
- Battery operated AM/FM radio
- Paper/pencils/marketing pens
- Scotch tape/masking tape
- Scissors
- School site map(s) and area maps
- 8 ½ X 11 Handouts
- Laminated poster board size for display

Forms

- Disaster Public Information Release work Sheet
- Sample Public Information Release
- School Profile

Message Form

BERKELEY UNIFIED SCHOOL DISTRICT **EOC Message Form**

Date		Priority (Circle one)	EMERGENCY (Life Threatened)	URGENT (Property Threatened)	ROUTINE (All Others)
Time					
Taken By					
FROM	Name	TO	Name		
	Title		Title		
	Location		Location		
	Phone		Phone		
Check One Take Action For Information Other _____					
Message:					
Disposition:					
Action Taken By:				Time Action Taken:	

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

<p>Method</p> <p>_____ Radio Dispatch _____ Dispatch _____ Cell phone _____ FAX _____ Courier _____ Other _____</p>	<p>Status:</p> <p>Date _____ Time _____ Initial _____</p> <p>_____</p>
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BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Checklists

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Incident Command Team

Incident Commander	
Safety Officer	
P I O	
Liaison	
IC Assistants	
School Executive	

Responsibilities

Location of the Command Post to be determined by the Incident Commander based on the nature and impact of the disaster. Before the disaster - select indoor/outdoor site to be used to manage the incident.

Checklist

- | | |
|---|--|
| <input type="checkbox"/> Declare an emergency | <input type="checkbox"/> Control all internal communications |
| <input type="checkbox"/> Implement the plan, coordinate operations, activate response teams as needed | <input type="checkbox"/> Approve & release press statements or other external communications |
| <input type="checkbox"/> Keep Activities Log of communications, decisions, actions | <input type="checkbox"/> Post status information, update regularly |
| <input type="checkbox"/> Establish communications with the District EOC | <input type="checkbox"/> Determine when emergency operations cease |
| <input type="checkbox"/> Account for all students and staff | <input type="checkbox"/> Prepare a report to the superintendent on disaster operations |
| <input type="checkbox"/> Assess situation and request needed resources | <input type="checkbox"/> Other |

Equipment/Supplies

- | | | |
|---|--|--|
| <input type="checkbox"/> Site Disaster Plan | <input type="checkbox"/> Clipboard | <input type="checkbox"/> Extra Batteries |
| <input type="checkbox"/> Map of School Site | <input type="checkbox"/> Battery Operated Radio | <input type="checkbox"/> Activity Log Sheets |
| <input type="checkbox"/> Map of Area | <input type="checkbox"/> Emergency Lighting (flashlight) | <input type="checkbox"/> Message Forms |
| <input type="checkbox"/> Radios | <input type="checkbox"/> Pens/pencils | <input type="checkbox"/> General Logs |
| <input type="checkbox"/> Bullhorn | <input type="checkbox"/> Hard hat | |
| <input type="checkbox"/> Whistle | | |

Incident Command Team Notes	

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Operations Section

OPERATIONS SECTION CHIEF

Responsibilities

The Operations Chief manages the direct response to the disaster, which can include the following:

- ❖ Facilities Security Branch
 - ✓ Utility/Fire Team
 - ✓ Search & Rescue Team
 - ✓ Safety & Security Team
- ❖ Student Care Branch
 - ✓ Student Supervision Team
 - ✓ First Aid Team
 - ✓ Student Release Team
 - ✓ Mental Health Team

Start-Up Actions

- Check in with Incident Commander for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Put on position identifier, such as vest, if available

Operational Duties

- Assume the duties of all operations teams until staff is available and assigned
- As staff is assigned, brief them on the situation and supervise their activities, assign the team checklists
- If additional supplies or staff is needed for the Operations section, notify Logistics. When additional staff arrive, brief them on the situation, and assign them as needed
- Coordinate Search & Rescue Operations with the Command Post
- Prepare periodic site status reports and pass to Incident Commander
- Inform the Operations staff of tasks and priorities as determined by incident

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

- Make sure the Operations staff are following standard procedures, utilizing appropriate safety gear, and documenting their activities
- Schedule breaks and reassign Operations staff within the section as needed

Closing Down

- At the Incident Commander's Direction, release Operations staff no longer needed. Direct staff members to sign out through Timekeeping (Admin/Finance)
- Return equipment and reusable supplies to Logistics.
- When authorized by IC, deactivate the section and close out all logs. Provide logs and other relevant documents to the Incident Commander/or appointed Records Team

Equipment/Supplies

- Vest or position identifier
- Search & rescue equipment resource listing
- Two-way radio
- Site Status Report Form
- Job description clipboard
- Paper, Pens
- Search & Rescue maps, large area & campus maps

Facilities/Security Branch

Branch Chief	
Member	
Member	
Member	

Responsibilities

Supervise and coordinate Utility/Fire, Search & Rescue, and Safety & Security Teams.

Checklist - Report to Operations Section Chief

- Coordinate and manage plant-related response teams
- Report to Operations Section Chief

Equipment/Supplies

- Message Forms
- Radio
- Pens/pencils

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Utility/Fire Team	
Search & Rescue Team	
Safety & Security Team	

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Utility/Fire Team		
Team Leader		Group
Member		1
Member		1
Member		2
Member		2

Responsibilities

Suppress small fires, take steps to prevent fires, locate and secure utilities.

Checklist (Reports to the Facilities/Security Branch Chief)

FIRE

- Confirm reported fires existence and location
- Carry out small fire suppression actions
- Immediately report discovery of larger fires to Team Leader
- Assist in evacuation or Search & Rescue as needed
- If necessary, secure and post area with "DANGER" placard following suppression of small fires

UTILITIES

- Check utilities according to pre-assigned area of responsibility
- Take whatever action is necessary to minimize danger and future damage
- Assess what services are still available (water, electrical, telephone, sewer, heating/ventilation)
- Report assessment to Section Chief
- Survey extent of apparent structural and site damage and report to Section Chief

Equipment/Supplies

- | | |
|---|--|
| <input type="checkbox"/> Fire Extinguishers | <input type="checkbox"/> 2-way radio |
| <input type="checkbox"/> Hard hats | <input type="checkbox"/> Utility shut-off tools |
| <input type="checkbox"/> Goggles | <input type="checkbox"/> Utility Shut Off Checklist/Location Diagram |
| <input type="checkbox"/> Pens/pencils | <input type="checkbox"/> Rapid Assessment Form |
| <input type="checkbox"/> Vest | <input type="checkbox"/> DANGER placards |
| <input type="checkbox"/> Leather Gloves | |
| <input type="checkbox"/> Ax | |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	

Fire Extinguisher Operation

P.A.S.S.

P.

PULL out the locking pin, breaking the seal.

A.

AIM nozzle or hose just in front of the base of the fire.









S.

SQUEEZE the trigger handle all the way.

S.

SWEEP discharge from side to side, moving front to back, across the base of the fire

Types of Fire Extinguishers

FIRE TYPE	EXTINGUISHING	
	AGENT	METHOD
ORDINARY SOLID MATERIALS  	WATER FOAM	REMOVES HEAT REMOVES AIR AND HEAT
	DRY CHEMICAL	BREAKS CHAIN REACTION
FLAMMABLE LIQUIDS  	FOAM CO ₂	REMOVES AIR
	DRY CHEMICAL HALON	BREAKS CHAIN REACTION
ELECTRICAL EQUIPMENT  	CO ₂	REMOVES AIR
	DRY CHEMICAL HALON	BREAKS CHAIN REACTION
COMBUSTIBLE METALS  	SPECIAL AGENTS	USUALLY REMOVE AIR

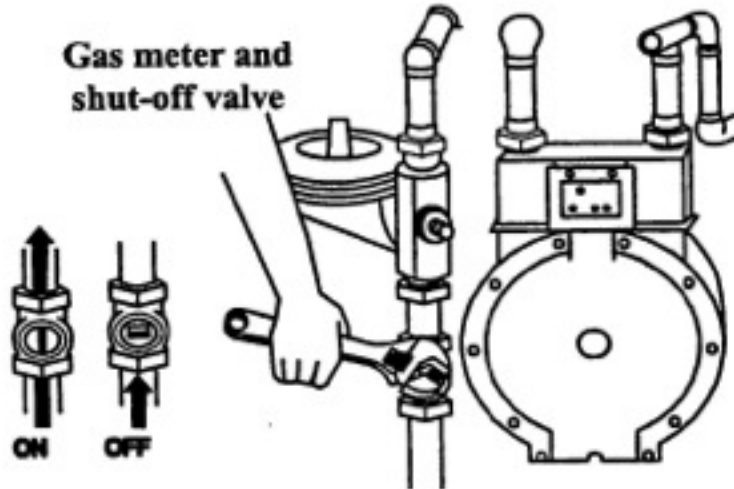
FIRE SUPPRESSION SAFETY

As a member of the Utility/Fire Team, one of your roles may be fire suppression. Remember - you will be unable to help anyone if you are injured through carelessness. Following is a list of safety rules:

- ✓ Do not attempt to suppress a fire that is clearly too large for the equipment at hand.
- ✓ Use safety equipment, including all-leather gloves.
- ✓ Work in a buddy system. No one should ever attempt to suppress a fire alone.
- ✓ Have a backup team. Unplanned events can occur when firefighting. Have backup available in case help is needed.
- ✓ Always have two ways to exit the fire area.
- ✓ Approach smoke-filled areas cautiously.
- ✓ Feel closed doors with the back of the hand, working from the bottom of the door to the top. If the door is hot, do not open it.
- ✓ Confine the fire whenever possible by keeping doors closed.
- ✓ Stay low to the ground.
- ✓ Always know a second escape route.
- ✓ Use natural ventilation to clear smoke.
- ✓ Maintain a safe distance from the fire. (Know your fire extinguisher's effective range.)
- ✓ Move around the perimeter of the fire to maximize coverage of the extinguishing agent.
- ✓ Overhaul to prevent rekindling of the fire.

Utility Shut-Off

Shutting off the Gas Meter Valve

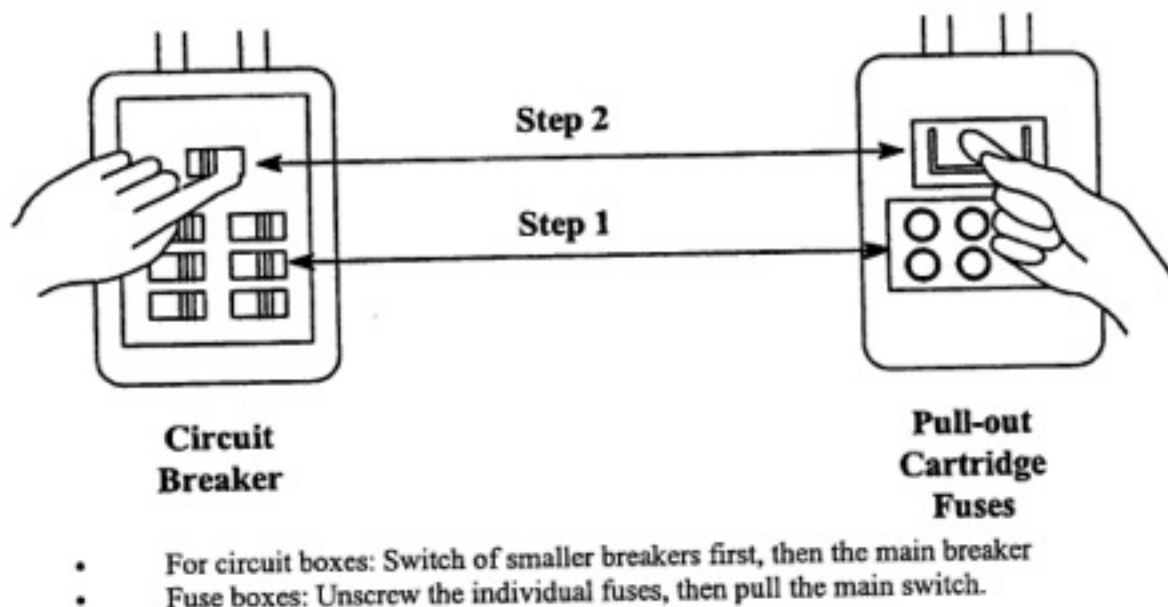


**Have wrench stored in a specific location
where it will be immediately available**

After determining that natural gas is leaking (smell, sound, fast meter dials), locate the gas meter. Check the gas valve to see if it is still open. Adjust the wrench on the valve for a snug fit. Turn the valve until it points across the pipe (perpendicular to the pipe direction). Check to see if the gas leak has stopped.

Shutting off the Electricity

After determining that an electrical problem exists, locate the electrical panel that controls the area. Ensure that the electrical control switches are not already in the "OFF" position. Sometimes a short circuit will shut off (pop) the switch to the "OFF" position. You don't want to turn it back "ON". Start with the small switches near the bottom and then turn off the main switch last. Ensure all switches are in the "OFF" position.



Shutting off the Water Valves

After determining that water is leaking (sound, fast meter dials), locate the water bib valve or water meter. Turn the valve to the right until it stops.

(RIGHT to tighten, LEFT to loosen)

Utility Shut-Off Locator and Checklist

(Designed specifically by each school or facility)

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Search & Rescue Team		
Team Leader		G r o u p Number
Member		1
Member		1
Member		2
Member		2
Member		3
Member		3

Responsibilities

Located trapped or injured victims, transport to triage area.

Checklist (Reports to the Facilities/Security Branch Chief)

- | | |
|---|--|
| <input type="checkbox"/> Assign specific areas to each group | <input type="checkbox"/> Record location of victims on checklist |
| <input type="checkbox"/> Follow an orderly, pre-established sweep pattern | <input type="checkbox"/> Look for structural damage, hazardous materials spills and fires. Record findings |
| <input type="checkbox"/> Check each classroom, office, storage room, auditorium, restroom, outdoor area, etc. | <input type="checkbox"/> Report imminent danger to Team Leader when feasible |
| <input type="checkbox"/> Check each area 3 ways: Visually, Vocally, Physically | <input type="checkbox"/> Mark areas searched on completion to avoid duplication or oversight |
| <input type="checkbox"/> Report location of victims to first aid team as soon as possible | <input type="checkbox"/> ALWAYS STAY WITH YOUR GROUP OR TEAM PARTNER |

Equipment/Supplies

- | | |
|--|--|
| <input type="checkbox"/> Hard hat, vest | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Sturdy shoes, boots | <input type="checkbox"/> Master Keys |
| <input type="checkbox"/> Leather gloves | <input type="checkbox"/> Fire extinguisher |
| <input type="checkbox"/> Dust mask | <input type="checkbox"/> Crowbar |
| <input type="checkbox"/> Pens/pencils | <input type="checkbox"/> Saw |
| <input type="checkbox"/> 2-way radios | <input type="checkbox"/> Duct tape or other method of marking searched areas |
| <input type="checkbox"/> Clipboards | |

Forms

- General Logs
- Search & Rescue Team Checklist

Additional Information

Interior Command Post Meeting Place	
-------------------------------------	--

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Exterior Command Post Meeting Place	
Search & Rescue Supplies Stored	
Other	Other

Search & Rescue Team Checklist

Stage I

Scene Organization and Management

- Know the location of the Command Post
- Know the location of the First Aid Station
- Assign staff according to the Site Disaster Plan
- Assign Search & Rescue operations based on known victims and their location

Stage II

Rescue and Remove Surface Victims

- During the Site Rapid Assessment
- Exterior of structure only
- On top of and under debris piles

Stage III

Search Likely Survival Places

- After completing Stage I using "known victim" list
- Type of structure (buildings that still look like buildings)
- Time of day (parking lots, offices, etc.)
- Information from others (school mates, neighbors, relatives, other survivors)

- Use search markings **/ = enter** and **X = exit**

Locating Methods

- Visual and Vocal Search
- Hailing System

Search Building Content Voids

- Identify type of void
- Identify hazards
- Search the building content void space
- Identify structural voids and report information to Command Post
- DO NOT ENTER buildings that don't look like the original building.

Stage IV

Selected Debris Removal

Emergency Response Team members may assist at the perimeter of selected debris removal operations with direction and supervision from trained search & rescue personnel.

Stage V

General Debris Removal

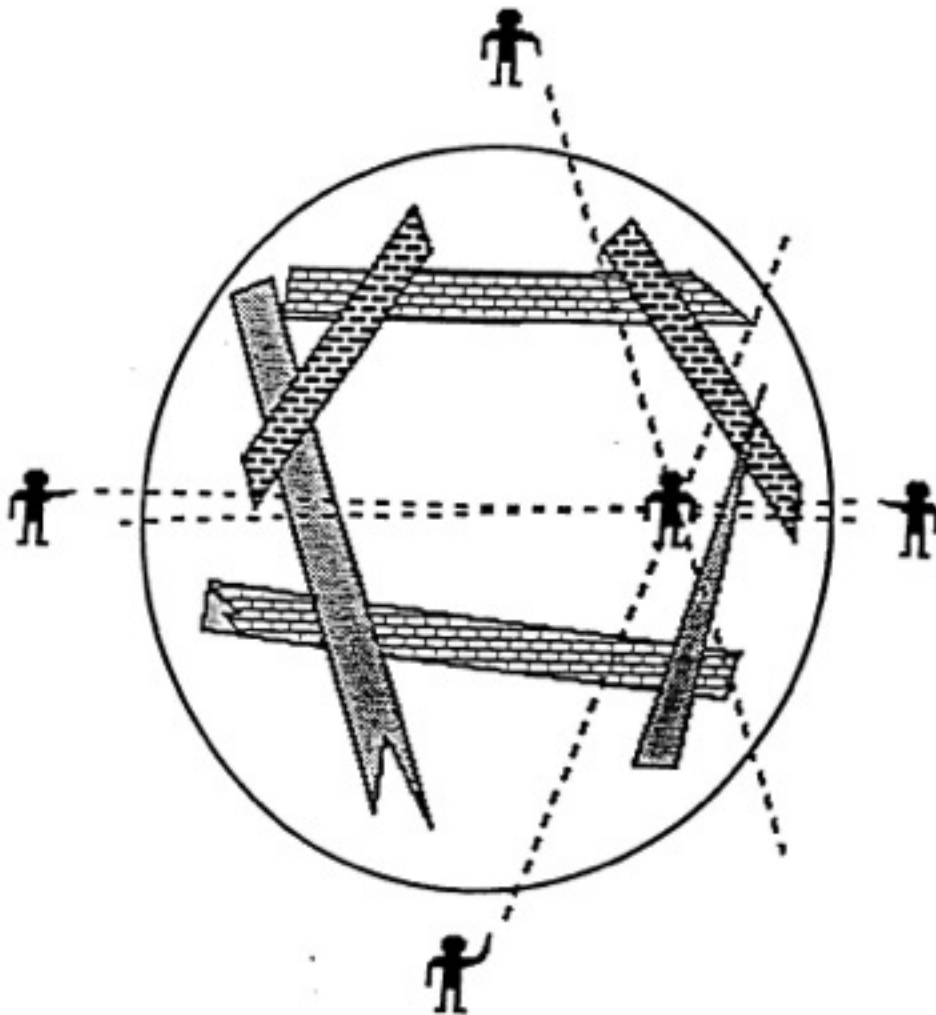
Emergency Response Team members may assist at the perimeter of general debris removal operations with direction and supervision from trained search & rescue personnel.

Search Methods and Marking

Searching for Entrapped Victim Locating Method

Hailing Searching System

1. Place rescuers in calling and listening positions around the search area

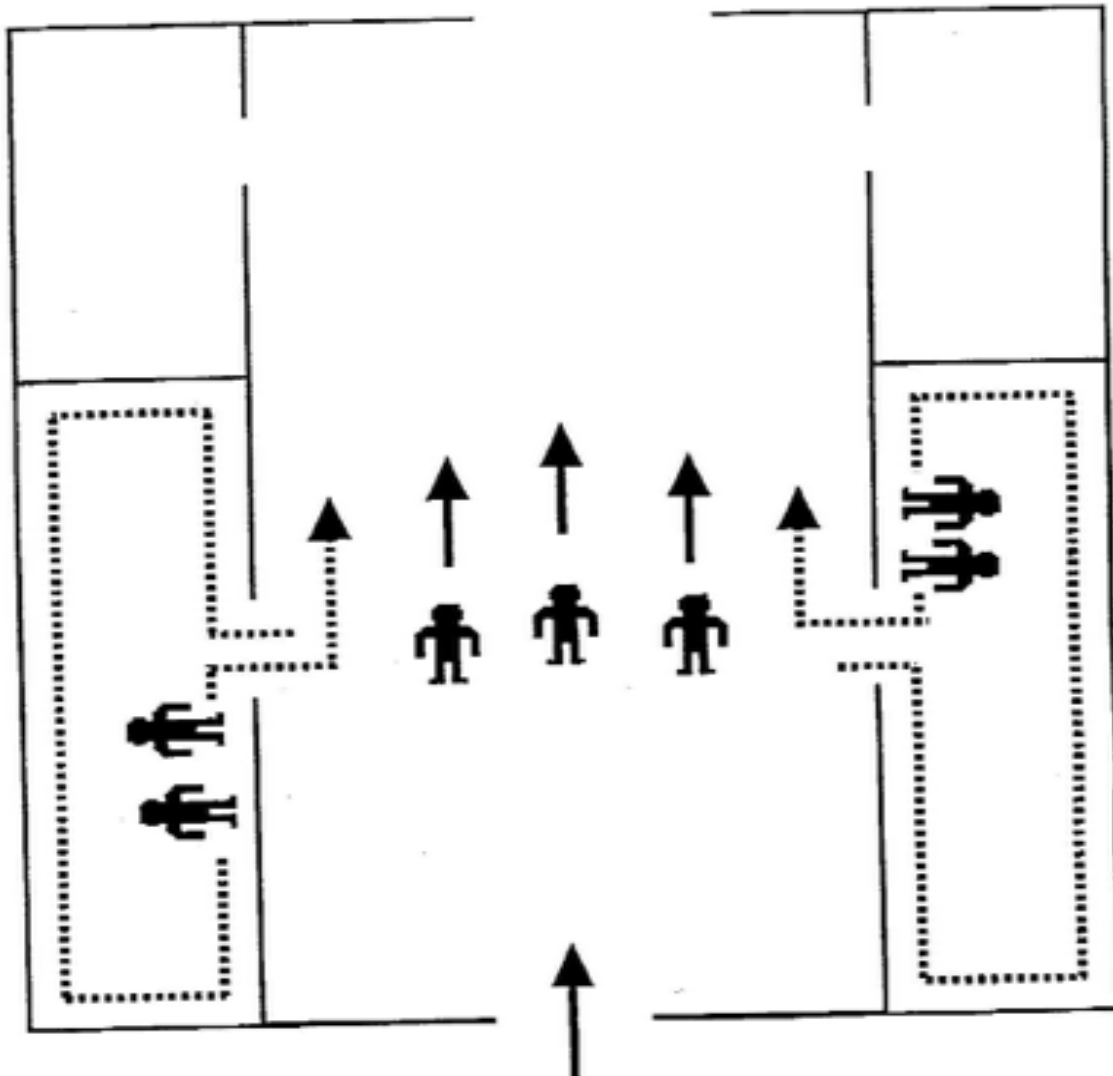


2. Rescue team leader calls for silence and all work in the area stops
3. Go "around the clock" each rescuer calls or taps some object
4. All rescuers listen and try to get a "fix" on any sound they may hear
5. Any sound heard should be verified with at least one additional "fix" from another angle

Searching Large Open Areas

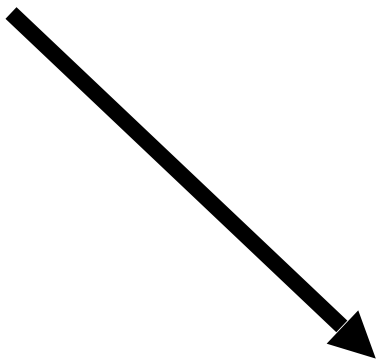
Line Search

1. Spread team members straight across the open area
2. Slowly walk through the area to the other side
3. Team members on the ends of the line search perimeter rooms using "go right-stay right" method.

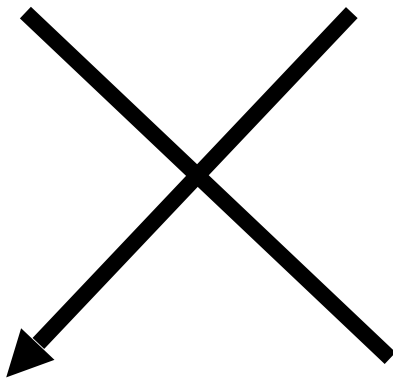


Search Markings

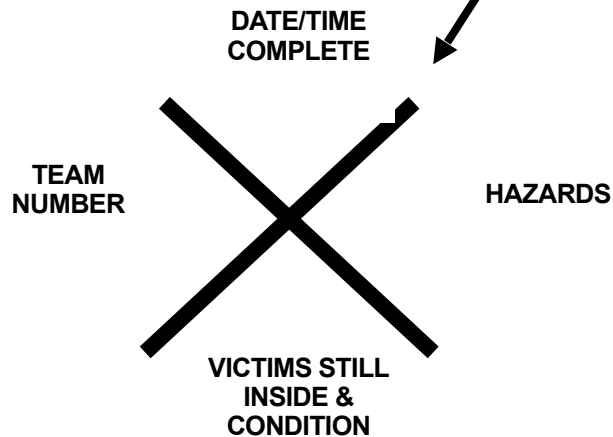
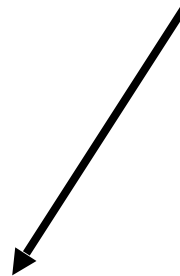
1. Must be easy to read, easy to make, easy to understand
2. Use chalk, paint, crayon, or tape
3. Start the marking symbol when you enter the room or structure
4. Complete the marking symbol when you leave the room or structure



**Make this mark when you ENTER
structure or room**



**Complete the mark when you
EXIT the structure or room then
identify victims or hazards**



Safety & Security Team

Team Leader	
Member	
Member	
Member	

Responsibilities

Secure campus. Patrol perimeter. Assist directing emergency services on campus.

Checklist (Reports to the Facilities/Security Branch Chief)

- Immediately following evacuation, secure all site buildings: lock doors and gates
- Cordon off any areas with apparent structural damage or other danger
- Station team members at obvious access points to direct parents, fire, rescue, police.

Equipment/Supplies

- | | |
|---|---|
| <input type="checkbox"/> Master keys | <input type="checkbox"/> Pre-written placards & signs |
| <input type="checkbox"/> 2-way radios | <input type="checkbox"/> Site diagrams with each important area indicated |
| <input type="checkbox"/> Barricades, rope, tape | |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Safety/Security Team Location	
Other	Other

Student Care Branch

Branch Chief	
Member	
Member	

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Member	
--------	--

Responsibilities

Supervise and coordinate Student Supervision, First Aid, Student Release and Mental Health Teams.

Checklist - Report to Operations Section Chief

- Coordinate and manage student services-related response teams
- Report to Operations Section Chief

Equipment/Supplies

- Message Forms
- Radio
- Pens/pencils

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Student Supervision Team	
First Aid Team	
Student Release Team	
Mental Health Team	

Student Supervision Team

Team Leader		Group
Member		1
Member		1
Member		2
Member		2
Member		3

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Member		3
--------	--	---

Responsibilities

Supervise assembly areas.

Immediately after the imminent threat subsides, EVERY TEACHER/STAFF will:

Checklist for All Teachers - Report to Command Post

- Determine the extent of any injuries
- Assess the ability of all to evacuate
- Determine the need to evacuate and call for medical assistance for any trapped/injured students/staff
- Check pre-established next-room teacher/buddy
- Evacuate classroom using assigned evacuation route or alternate
- Lead class to assembly area, find class location
- Take roll and report class status to Command Post. Account for all students then report missing students/staff to Command Post using Class Status Form. Buddy teacher should respond to Command Post with both roll sheets.

Checklist (Reports to Student Care Branch Chief)

- Relieve the teachers/staff of their class supervision duties so that they may assume their assigned duties under this plan.
- Stay with classes to supervise, inform, play with, and reassure students throughout the duration of the emergency.
- Staff and maintain assembly area.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Equipment/Supplies

- Class Roll
- Class Status Form
- Class Emergency Kit
- Games, books, cards
- Paper, pens, pencils

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Student Assembly Area	Other

Classroom Emergency Kit

As a minimum, the Classroom Emergency Kit should contain:

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

- Current Class Roll Sheet
- First Aid Kit
- Plastic Tarp to sit on
- 5-gallons of drinking water and paper cups
- Hard candy
- Classroom sanitation system (containers, liners, enzymes, toilet paper)
- Flashlight and batteries
- Whistle
- Rescue blanket
- One pair of leather gloves
- Signal flags for doors

(List other items kept in your kits)

-
-
-
-
-
-
-

Class Status Form

Filled out by each teacher and buddy teacher

Teacher	Room	Date	Time
Teacher Substitute			
Instructional Assistant			
Volunteer			
Volunteer			
Students			
Number absent from school	Number at First Aid Station	Number Missing or Unaccounted For	Number With Me Now
Injured			
Student/Adult Name	(x)With Class	(x)At First Aid Station	Nature of Injury
Missing			
Student/Adult Name	Last Known Location		

(Continue on back.)

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

First Aid Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Staff and manage Triage Area. Provide first aid and care to the injured.

Checklist – (Report to Student Care Branch Chief)

In the event of an earthquake the FIRST-AID services will be located on the athletic field at the bleachers on the Martin Luther King Jr. Way side and on the Allston Street side of park closest to BHS

- Triage all victims
- Administer first aid
- Record information about injuries and first aid administered
- Determine need for medical assistance
- Assure availability of first aid supplies and equipment

Equipment/Supplies

- | | |
|--|---|
| <input type="checkbox"/> First Aid Supplies | <input type="checkbox"/> Stretchers |
| <input type="checkbox"/> Emergency Triage Tags | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Health Cards/Student Health Records | <input type="checkbox"/> Rubber Gloves |
| <input type="checkbox"/> First Aid Care Log | <input type="checkbox"/> Plastic Trash Bags |
| <input type="checkbox"/> Pens/pencils | <input type="checkbox"/> Masks/Face Shields |
| <input type="checkbox"/> Water | <input type="checkbox"/> Gowns/Aprons |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
First Aid Staging Area	
Other	Other

Triage Guidelines

Triage is defined as *the sorting of patients into categories of priority for care based on injuries and medical emergencies*. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (Simple Triage And Rapid Treatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK
1. Obvious mortal wounds where death appears reasonably certain
2. Obviously deceased

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

Simple Triage and Rapid Transport

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

Initial contact

- Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- If absent, open airway to see if breathing begins
- If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- Use the capillary refill test to check radial (wrist) pulse
- If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- Use simple commands/tasks to assess
- If patient cannot follow simple commands, tag **RED**
- If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Infection Control Guidelines

FOR PROTECTION OF HIV TRANSMISSION IN FIRST AID SITUATIONS

Hand washing

Hand washing is the single most effective means of preventing the spread of infection. Hand washing procedures should be followed even if gloves have been worn. **If an emergency precludes proper hand washing, the hands should be washed as soon as possible after exposure.**

Any skin surface that is exposed to blood or other body fluids should be cleansed using the same procedures used for hands. Hands should be washed:

- Before and after contact with a patient.
- Before and after touching open wounds (even if gloves are worn).
- Before eating.
- After any direct exposure to blood or other body fluids.
- After removing gloves.
- After handling soiled or contaminated items and equipment.
- After using the toilet.

The correct method used for hand cleaning and decontamination is with soap and water:

- Wet hands.
- Lather hands with either bar soap or liquid soap.
- Rub repeatedly for at least 15 seconds (sing Twinkle Twinkle Little Star once).
- Rinse.
- Turn faucets off using a dry paper towel.
- Dry hands properly
- Dispose of used paper towel in plastic bag.

In areas where running water is not readily available:

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School Site Disaster Plan

- Remove obvious soil with a wet towelettes.
- Use waterless foams or rinses to clean skin.

Barrier Precautions

A medical history and examination cannot readily identify all patients infected with HIV or other blood-borne organisms. Therefore, blood and other body fluid precautions should be consistently used for all patients. These include patients at first aid stations where the risk of exposure to blood is possible, and the infectious status of the patient is usually unknown.

All health care workers should use the following barrier precautions to prevent exposure of skin and mucous membranes when contact with blood or any other body fluids of any patient is anticipated:

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- Disposable latex gloves (which do not have to be sterile) should be worn for touching blood or other body fluids (urine, stool, semen, infected wounds, vomit), mucous membranes, or non-intact skin of all patients.
- Gloves should be changed between each patient.
- Hands and other skin surfaces should be washed immediately and thoroughly on contact with blood or other body fluids.
- Hands should be washed immediately after gloves are removed.
- Masks and protective eyewear or face shields should be worn during procedures that are likely to disperse droplets of blood or other body fluids, so that exposure of mucous membranes of the mouth, nose, and eyes is prevented.
- Gowns or aprons should be worn during procedures that are likely to generate splashes of blood or other body fluids.

Rescue Breathing

There is no evidence that the HIV/AIDS virus is transmitted through contact with saliva. However, pocket masks for all age groups should be available at first aid stations for use whenever Rescue Breathing is administered. To use the pocket mask, the first aid responder must have had previous instructions.

After resuscitation is complete, pocket masks, if used, should be thoroughly cleaned and disinfected, or discarded if disposable.

Eye Rinse

If the eye is splattered with blood or any other body fluid, it should be flushed immediately with saline or water rinses. Goggles should be available for use in those situations where splattering of blood is anticipated.

Precautions to Prevent Injuries From Needles, Scissors, and Other Sharp Instruments

All health care workers should take precautions to prevent injuries caused by scissors, needles, lancets, and other sharp instruments during use and during handling, cleaning, or disposal. Used needles and pointed instruments are the medical instruments most frequently implicated in accidental exposure to blood-borne diseases. Health care workers should:

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- Be extremely careful in handling all scissors, needles, and sharp instruments.
- Minimize handling of such instruments.
- Not attempt to recap used needles or sharp instruments.
- Discard disposable needles, syringes, lancets, and sharp instruments as soon after use as possible in an impervious, closed container (hard plastic or metal can).

First Aid Care Log

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School Site Disaster Plan

Name of person treated		Triage Tag Color
Date	Time	Where initially located
Treatment Summary:		

Name of person treated		Triage Tag Color
Date	Time	Where initially located
Treatment Summary:		

Name of person treated		Triage Tag Color
Date	Time	Where initially located
Treatment Summary:		

Name of person treated		Triage Tag Color
Date	Time	Where initially located
Treatment Summary:		

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Student Release Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Implement and document Student Release Procedures. Staff student/parent meeting points.

Checklist (Reports to Student Care Branch Chief)

- Establish reunion points at each school access location
- As soon as parents arrive, begin to process release of students to their parents or other authorized guardian
- Check student identification card to assure adult is authorized to take child
- Ask to see identification of person wishing to take student.
- Obtain signature of person taking student. Be sure to confirm that each student recognizes the adult as a legitimate, authorized adult.

Equipment/Supplies

- | | |
|---|---|
| <input type="checkbox"/> Student Release Authorization Forms | <input type="checkbox"/> 2-way radio |
| <input type="checkbox"/> Class rosters | <input type="checkbox"/> Emergency Student Release Procedures |
| <input type="checkbox"/> Map of class location within assemble area (Evacuation Plan) | <input type="checkbox"/> Student Release Log |
| <input type="checkbox"/> Pens/pencils | |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Student Release Areas	

Student Release Authorization Form

I/We request that the following students (list student's names):

be released to me/us _____

print your name(s)

his/her _____

relationship to student

Our intended destination is _____

location including address

Signature _____



Tear off and retain this portion

Bottom portion to be completed by Student Release Team

Requestor on Emergency Card - student released.

Requestor NOT on Emergency Card, but student released to him/her; the student knew the requestor and felt comfortable being released to the requestor. Parent had signed appropriate release space.

_____ Time of Release

_____ Date of Release

Released by _____

Student Emergency Card

I understand the Emergency Student Release Procedures.

I understand that various emergencies - loss of electrical power, wind/rain storms, and earthquakes - may preclude use of school transportation.

Therefore, when necessary during an emergency situation, my student,

_____ (enter students full name)

may be released to any of the adults listed below.

_____ (Please print name and then sign (Parent or Guardian) Date)

In an emergency, my student may be released from school to the following authorized adults:

Please print. This list should include two emergency contacts listed on the other information given to the school. These adults may not initiate a release by telephone.

Name	Phone

Emergency Student Release Procedures

1. **The BERKELEY UNIFIED SCHOOL DISTRICT** will keep and care for all students in an emergency situation (such as loss of electrical power, wind/rain storms, earthquakes, etc.) until the end of the school day or longer if the emergency dictates.
2. It should be noted that elementary students will not be sent home during normal school hours because of an emergency. However, in order to avert adverse affects on elementary level bus transportation, secondary students may be dismissed early.
3. Should conditions exist that make transportation impossible, students will be kept at school until the parent, guardian or an authorized adult comes to check the student out of school. In such conditions it is expected that parents/authorized adults will come as soon as possible to pick up their student(s).
4. If electrical power has not been disrupted, only high school parents/legal guardians may have their student(s) released, as per normal absence/release procedures.
5. In all situations, the superintendent may make other decisions dependent on the type of emergency. During any community-wide emergency, please listen to the radio for pertinent information.
6. Those who arrive during an emergency to check a student out of school will go through the designated release procedures: typically the school will record the time, student's name, and the name of adult to whole the student is being released and address or destination.
7. If the emergency does not extend beyond normal school hours, students will be released as usual at the end of the school day.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

This section is responsible for the collection, evaluation, documentation and use of information about the development of the incident and the status of resources. Maintain accurate records and site map. Provide ongoing analysis of situation and resource status.

The teams under Planning & Intelligence are:

- ✓ Situation Analysis Team
- ✓ Documentation Team

Start-Up Actions

- Check with Incident Commander for situation briefing
- Obtain necessary equipment and supplies from Logistics
- Put on position identifier, such as vest, if available

Operational Duties

- Assume the duties of all Planning/Intelligence teams until staff is available and assigned
- As (or if) staff is assigned, brief them on the situation and supervise their activities, using the team checklists
- Assist IC in developing Action Plans

Closing Down

- At the IC's direction, deactivate the section and close out all logs
- Verify that closing tasks of all Planning/Intelligence positions have been accomplished
- Return equipment and reusable supplies to Logistics

Equipment/Supplies

- 2-way radio
- File Box (s)
- Dry-erase pens
- Paper, pens
- Large site map of area, laminated or covered with Plexiglas

Forms

- General Logs
- Activity Logs
- Student Release Logs
- Student Release Authorization Forms

Situation Analysis Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Track and analyze all information reported to the Command Post.

Checklist - Report to Planning & Intelligence Section Chief

- Collect and compile all information as it is reported or brought to the Command Post
- Keep status board current (Dry Erase Board)
- Prepare reports as required
- Prepare Action Plan for next operational period
- Analyze information and data and prepare forecast for Incident Command Team

Equipment/Supplies

- | | |
|---|---|
| <input type="checkbox"/> Dry Erase Board and Pens/Erasure | <input type="checkbox"/> Barrier tape |
| <input type="checkbox"/> School Map | <input type="checkbox"/> Flashlights with extra batteries |
| <input type="checkbox"/> Rapid Assessment Forms | <input type="checkbox"/> Evacuation Plan |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Site Status Report

Site Name/Address: _____

Date: _____

Time: _____

Prepared by: _____

GENERAL STATUS (attach listing, by name, of persons deceased or missing)

Number with Minor injuries	Number Trapped	Number with Serious Injuries
Number Rescued	Number of Fatalities	Number of Total Occupants

ASSET STATUS

Personnel

# First Aid Personnel	# Search & Rescue Personnel	# Safety & Security Personnel
# Rapid Assessment Personnel	# Logistics Section	# Planning/Intel Section
# Admin/Finance Section	Other (specify)	

Survival

Days of Food	Days of Water	Blankets
First Aid Equipment		
Search & Rescue Equipment		
Flashlights	Batteries	Sanitary Facilities
Other		

Transportation

<u>TOTAL OPERATIONAL</u>		
Cars	4X2 Pickup Trucks	4X4 Pickup Trucks

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School Site Disaster Plan

Vans	Motorcycles	Motor Homes
Other		
<u>TOTAL NON-OPERATIONAL</u>		
Cars	4X2 Pickup Trucks	4X4 Pickup Trucks
Vans	Motorcycles	Motor Homes
Other		

Communications

<u>TOTAL OPERATIONAL</u>		
Telephones (List #s)	Cellular Telephones (List #s)	Radios (List type/call signs)
Extra Radio Batteries	Chargers	Pagers
Other		
<u>TOTAL NON-OPERATIONAL</u>		
Telephones	Cellular Telephones	Radios
Extra Radio Batteries	Chargers	Pagers
Other		

DAMAGE REPORT

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Classroom	Damage (☒)		Comments	Rating
Number	Structural	Non-structural	or Concerns	Code

Rating Code	Explanation	Cond. Code	Conditions	Action
HIGH PRIORITY		1	Building has collapsed, partially collapsed, or moved off its foundation	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
H1	Sites showing severe structural damage to any building or severe ground movement (Condition Codes 1-4)	2	Building or any story is leaning significantly	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
H2	Sites showing any structural or non-structural damage that students and staff intend to re-occupy in 24 - 48 hours	3	Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
MODERATE PRIORITY		4	Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
M1	Sites showing any structural damage to any building or that have overhead hazards (Condition Codes 5-8)	5	Obvious parapet, chimney, or other falling hazard present.	Barricade to prevent access to the area. Rescuers may enter
M2	Sites showing any non-structural or structural damage that students & staff intend to occupy in 24 - 48 hours	6	Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines)	Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter
LOW PRIORITY		7	Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodged. Suspended ceiling system grid members fallen or dislodged. Broken windows. Overhead mechanical equipment supports or bracing dislodged.	Barricade to prevent access to area. Rescuers may enter with proper safety equipment.

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School Site Disaster Plan

L	Sites showing structural damage or non-structural damage that students & staff intend to occupy in 72 hours or more	8	Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.	Barricade to prevent access to area. Rescuers may enter
R	Sites showing no or very minor damage			
NR	Sites where no report has been made			

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Documentation Team	
Team Leader	
Member	
Member	

Responsibilities

Provide forms for documentation. Set up response files. Provide clerical assistance. Keep logs.

Checklist - Report to Planning & Intelligence Section Chief

- Locate and provide all forms and related materials to Section Chiefs and Team Leaders
- Set up and maintain files of all incoming documentation
- Provide clerical assistance to Command Post and Section Chiefs
- Take messages, prioritize (1) *life-threatening*, (2) *property threatening*, (3) *non-emergency* and distribute to appropriate section chiefs
- Keep communications log
- Make periodic reports to Logistics Section Chief

Equipment/Supplies

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> General logs <input type="checkbox"/> School Maps <input type="checkbox"/> Message forms <input type="checkbox"/> Pens/pencils <input type="checkbox"/> Student Release Authorization Forms <input type="checkbox"/> Rapid Assessment Forms <input type="checkbox"/> Class Status Forms <input type="checkbox"/> Emergency Triage Cards | <ul style="list-style-type: none"> <input type="checkbox"/> First Aid Care Log Forms <input type="checkbox"/> Activity Log Sheets <input type="checkbox"/> File Folders <input type="checkbox"/> Office Supplies <input type="checkbox"/> File Boxes |
|---|---|

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

Logistics Section

LOGISTICS SECTION CHIEF

Responsibilities

The Logistics Section is responsible for providing facilities, services, personnel, equipment, and materials in support of the incident.

Teams under the Logistics Section are:

- ✓ Support Team
- ✓ Communications Team
- ✓ Facilities/Maintenance Team
- ✓ Transportation Team

Start-Up Actions

- Check in with Incident Commander for situation briefing
- Coordinate opening of supplies container or other storage facility
- Put on position identifier, such as vest, if available
- Begin distribution of supplies and equipment as needed
- Ensure that other facilities are set up as needed

Operational Duties

- Assume the duties of all Logistics teams until staff is available and assigned
- As (or if) staff is assigned, brief them on the situation and supervise their activities, using the team checklists
- Coordinate supplies, equipment, and personnel needs with the IC
- Maintain security of storage container, supplies and equipment

Closing Down

- At the IC's direction, deactivate the section and close out all logs
- Verify that closing tasks of all Logistics positions have been accomplished. Secure all equipment and supplies

Equipment/Supplies

- 2-way radio
- Job description clipboard
- Paper, pens
- Inventory of storage container or facility and all emergency supplies stored on site

Forms

- Inventory of emergency supplies & equipment
- Site status Reports
- General Logs
- Message forms
- Activity Logs

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Support Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Volunteer coordination. Sanitation. Supply distribution and tracking. Shelter areas. Food services.

Checklist - Report to Logistics Section Chief

- Prepare to receive volunteers. Provide them with job description
- Set up sanitation facilities
- Monitor sanitation & properly care for waste until it can be disposed of
- Gather all food/water supplies for distribution as needed
- Set up areas for shelter, sleeping, eating

Equipment/Supplies

- Aprons
- Rubber Gloves
- Eating Utensils
- Written instructions to parents
- Volunteer job descriptions
- Pens/pencils
- Water
- Plastic Trash Bags
- Blankets

Sanitary Facility Materials

- Poles
- Rolls of electrical wire (12 gauge)
- Black polyethylene sheeting
- Stainless Steel Clamps
- Portable "jons"
- Spare "jon" bags
- 5-gal urinal buckets
- 5-gal bucket liners
- Toilet paper and holders
- Disposable hand-wipes

Additional Information

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Shelter Location	
Outdoor Sanitation Facility Location	Other

Outdoor Sanitary Facility Set-up Instructions

1. Start by inserting at least 6 poles in the ground in a 4 foot by 6 foot rectangle.
2. Wrap wire securely around poles approximately 4 to 4 1/2 feet above where the poles are buried.
3. Stretch wire tightly between and wrap each pole before going on to the next.
4. Hang 5-foot wide strips of black polyethylene sheeting over the wire and clamp (like a clothespin) using the stainless steel clamps.
5. Leave a little extra on the bottom, as it may be necessary to apply weights between posts to keep from blowing in the breeze.
6. Leave one section without sheeting to serve as an entrance.
7. Set up portable jons, urinal buckets, and toilet paper holders inside enclosure.
8. Set up a hand washing or hand-wipe station at the enclosure entrance/exit.

Opening an American Red Cross Shelter in School Facilities

The time frame necessary to accomplish all of the steps to establish a shelter may vary from a few hours to several days. The goal is to respond to the needs of the community within the first 24 hours following a catastrophic disaster.

When school property is used to establish an American Red Cross Emergency Shelter, the following procedures can be expected to be followed:

- ✓ Initial post-disaster survey of facilities to establish safety and suitability of them.
- ✓ American Red Cross (ARC) personnel will obtain permission from the facility manager or Incident Commander, as well as the District Office, to use the facilities.
- ✓ ARC personnel and school personnel will conduct a joint inventory of the facilities.
- ✓ ARC personnel will implement a pre-established shelter plan.
- ✓ ARC personnel will register all inhabitants of the shelter.

If the shelter is established while school is in session and children are present, ARC will not interfere with the implementation of the school's own disaster plan. The ARC shelter plan is not to replace plans or abrogate the school's responsibility for the management and safety of school children.

If school children in the care of a teacher or school official require the services at a Red Cross shelter, the teacher/school official will be acting in the place of a parent until the responsibility can be transferred to an adult family member.

School employees will be expected to assist in the Red Cross shelter once they have met their obligations to family and job emergency responsibilities. Instructions and training for walk-in (temporary) Red Cross Disaster volunteers will be available at the shelters.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Communications Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Radio and other means of coordination and control.

Checklist - Report to Logistics Section Chief

- Locate and distribute all 2-way radios, bullhorns, whistles
- Maintain spare batteries
- Establish central point for command post communications
- Take messages, prioritize (1) *life-threatening*, (2) *property threatening*, (3) *non-emergency* and distribute to appropriate section chiefs
- Keep communications log
- Make periodic reports to Logistics Section Chief

Equipment/Supplies

- General logs
- School Map
- Message forms
- Pens/pencils
- Extra batteries for portable radios, etc.

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Location of radios	
Other	Other

Emergency Communications

Emergencies within a school:

Internal communications will be via:

- Public address systems.
- Message runner.
- District telephone/emergency radio to administration offices.
- External communications will be via:
- Key communications network.
- News bulletins, as needed, by appointed personnel only.

Emergencies affecting two or more schools:

In-district communications will be via:

- District telephone network, if operable.
- District radio system for internal communications.
- Superintendent or designee and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will be established to collect and release information if the emergency is of a continuing nature.

When using the District radio system:

- Firmly push down button to transmit, wait several seconds, then speak calmly and clearly into the mouthpiece. State numbers singly, such as "five-one," not "fifty-one."
- Unit to Base
- Identify yourself by unit number to Base.
- Base will respond to your unit number.
- Give message, after transmission is complete. Base will end with (base number)clear
- Unit to Unit
- Use unit number to begin and end transmissions.
- School Bus to unit
- Use Unit number to begin and end transmissions.

DO NOT interrupt when someone is transmitting exception for emergency information.

- Portable units should remain in charger when not in use.
- Portable units keep a usable charge for 8 to 12 hours.

Superintendent and/or designee will direct the use of hand-held radios within the schools.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- Use established communication channels to keep employees, students, parents, key communicators and community informed.
- Keep secretary briefed on situation changes and what to tell people who phone the School District.
- Hold briefings with employees, student leaders and other key communicators.
- To quickly communicate updates, enact telephone tree.
- Prepare bulletins to distribute to employees, students, parents and key communicators, as needed.
- Supply Superintendent office and public information offices with a copy of each bulletin.

Working with the news media:

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

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

If media personnel are allowed anywhere else on campus, an assigned designee must accompany them.

- Alert staff of appearance.
- Report only factual information.
- Employees are to:
 - Read special news bulletins and communicate only the facts.
 - Cooperate with the news media as directed by the Principal.
 - Provide only appropriate information.
 - Defer unnecessary information; alert Principal of concerns.
 - Assure the news media do not invade the privacy rights of students/parents/staff.

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Facilities/Maintenance Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Campus and facilities specialists.

Checklist - Report to Operations Section Chief

- Advise Operations on evacuation routes for safety. Advise alternate routes if necessary
- Provide necessities for assembly and triage areas.
- Advise Operations on structural problems such as cracks in walls, damage to classrooms, science labs and other areas to the Command Post using Rapid Assessment Forms
- Provide assistance to Operations on access, ingress, egress and location of utilities

Equipment/Supplies

- | | |
|---|---|
| <input type="checkbox"/> Hard hats | <input type="checkbox"/> Campus Keys |
| <input type="checkbox"/> School Map | <input type="checkbox"/> Flashlights with extra batteries |
| <input type="checkbox"/> Rapid Assessment Forms | <input type="checkbox"/> Evacuation Plan |

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

Rapid Assessment Form

Building Description

Name _____
Address _____

of stories _____
Basement: Yes ____ No ____ Unknown ____

Inspector _____

Department _____

Overall Rating (check one)

_____ Inspected (green)
_____ Exterior only
_____ Exterior & Interior
_____ Limited Entry (yellow)
_____ Unsafe (red)

Building Type

_____ Apartment
_____ Office
_____ Residential
_____ Warehouse
_____ Other (specify)

Inspection Date (m/d/y) _____
Inspection Time ____: ____ am/p.m.

Structural System

_____ Wood frame
_____ Unreinforced masonry
_____ Reinforced masonry
_____ Tilt up
_____ Concrete frame
_____ Steel frame
_____ Other (specify)

Main Occupants

_____ Students/Staff
_____ Handicapped
_____ Non English speaking
_____ Staff
_____ Outside agency
_____ Other (specify)

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Instructions

1. Review structure for conditions listed below.
2. A "yes" answer to 1,2,3 or 4 is grounds for posting the entire structure UNSAFE.
3. If more review is needed, post LIMITED ENTRY.
4. A "yes" answer to 5 requires posting AREA UNSAFE and/or barricading around the hazard.
5. Hazards such as a toxic spill or an asbestos release are covered by 6, and are to be posted and/or barricaded to indicate AREA UNSAFE.

Condition of Building

	Yes	No
1. Collapse, partial collapse, or building off foundation.	_____	_____
2. Building or story noticeably leaning.	_____	_____
3. Severe racking of walls, obvious severe damage and distress.	_____	_____
4. Severe ground or slope movement present.	_____	_____
5. Chimney, parapet, or other falling hazard.	_____	_____
6. Other hazard.	_____	_____

Recommendations

- _____ No further action needed.
- _____ Detailed evaluation required
- _____ Structural
- _____ Geotechnical
- _____ Other

Barricades needed in these areas:

Other (specify)

Comments

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Building Equipment Damage Assessment

	OK	Damaged/ Operable	Damaged/ Inoperable	Comments
Main boilers	___	___	___	_____
Chillers (for HVAC)	___	___	___	_____
Emergency generators	___	___	___	_____
Fuel tanks	___	___	___	_____
Battery racks	___	___	___	_____
Fire pumps	___	___	___	_____
On-site water storage	___	___	___	_____
Communication equipment	___	___	___	_____
Main transformers	___	___	___	_____
Elevators	___	___	___	_____

Other Fixed Equipment

Gas main	___	___	___	_____
_____	___	___	___	_____
_____	___	___	___	_____
_____	___	___	___	_____

Toxic chemical storage:

_____	___	___	___	_____
_____	___	___	___	_____
_____	___	___	___	_____

Other

_____	___	___	___	_____
_____	___	___	___	_____
_____	___	___	___	_____

Comments:

Geotechnical Hazards

	OK	No	Unknown	Comments
Slope failure, debris	___	___	___	_____
Ground movement, fissures	___	___	___	_____

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Non Structural Hazards

Parapets, ornamentation	_____	_____	_____	_____
Cladding, glazing	_____	_____	_____	_____
Ceilings, light fixtures	_____	_____	_____	_____
Interior walls, partitions	_____	_____	_____	_____
Elevators	_____	_____	_____	_____
Stairs, exits	_____	_____	_____	_____
Electric, gas, other utilities	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Preliminary Evaluation Criteria

Conditions	Action
1. Building has collapsed, partially collapsed, or moved off its foundation	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
2. Building or any story is leaning significantly	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
3. Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
4. Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.	DO NOT OCCUPY. Tag DANGEROUS. Prevent Access
5. Obvious parapet, chimney, or other falling hazard present.	Barricade to prevent access to the area. Rescuers may enter
6. Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines)	Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter
7. Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodge. Suspended ceiling system grid members fallen or dislodge. Broken windows. Overhead mechanical equipment supports or bracing dislodge.	Barricade to prevent access to area. Rescuers may enter with proper safety equipment.
8. Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.	Barricade to prevent access to area. Rescuers may enter

SEND COPY OF THIS FORM TO COMMAND POST

Building Detailed Evaluation Form

Building Names and Addresses

Other Information

Sketch



Transportation Team	
----------------------------	--

Team Leader	
Member	
Member	
Member	

Responsibilities

Transportation coordination and control.

Checklist - Report to Logistics Section Chief

- Locate and record all types of transportation available for use during the response
- Provide transportation mode and operators as required
- Prepare a plan for transportation maintenance

Equipment/Supplies

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Hard hats <input type="checkbox"/> School Map <input type="checkbox"/> Rapid Assessment Forms <input type="checkbox"/> Vehicle keys | <ul style="list-style-type: none"> <input type="checkbox"/> Fuel containers <input type="checkbox"/> Mechanics Tools <input type="checkbox"/> Flashlights with extra batteries <input type="checkbox"/> Locale Maps |
|---|---|

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

Administration & Finance Section

ADMINISTRATION & FINANCE SECTION CHIEF

Responsibilities

The Administration & Finance Section is responsible for financial tracking, procurement, and cost analysis related to the disaster or emergency. Maintain financial records, track and record staff hours.

The team under this section is:

- ✓ Staff Accounting Team
- ✓ Cost Accounting Team
- ✓ Assignment Team

Start-Up Actions

- Check in with Incident Commander for situation briefing
- Put on position identifier, such as vest, if available
- Locate and set up work space
- Set up folders/file to collect records and information which will come in relating to personnel time keeping and/or purchasing

Operational Duties

- Assume the duties of all Administration & Finance teams until staff is available and assigned
- As (or if) staff is assigned, brief them on the situation and supervise their activities, using the team checklists

Closing Down

- At the IC's direction, deactivate the section and close out all logs
- Verify that closing tasks of all Finance/Administrative positions have been accomplished. Collect and secure all documents and records

Equipment/Supplies

- Job description clipboard
- Pencils/Pens
- File Boxes

Forms

- Maintain a supply of all forms and logs for all other sections

Staff Accounting Team	
Team Leader	
Member	
Member	
Member	

Team Leader	
Member	
Member	
Member	

Responsibilities

Staff accountability and documentation.

Checklist - Report to Administration & Finance Section Chief

- Maintain staff rosters with emergency contact information
- Keep time records on all staff
- Set up and staff a Check In/Out location for Staff

Equipment/Supplies

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Hard hats <input type="checkbox"/> School Map <input type="checkbox"/> Staff Rosters | <ul style="list-style-type: none"> <input type="checkbox"/> Flashlights with extra batteries <input type="checkbox"/> Check In/Out Sheets |
|---|---|

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

Cost Accounting Team	
Team Leader	
Member	
Member	
Member	

Team Leader	
Member	
Member	
Member	

Responsibilities

Fiscal accounting, financial coordination and documentation

Checklist - Report to Administration & Finance Section Chief

- Prepare a spreadsheet or tally sheet to record all costs incurred during the response
- Provide credit card/checks/cash as needed to procure emergency supplies/services

Equipment/Supplies

- | | |
|--|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> Hard hats <input type="checkbox"/> School Map <input type="checkbox"/> Accounting Forms | <ul style="list-style-type: none"> <input type="checkbox"/> Flashlights with extra batteries <input type="checkbox"/> Evacuation Plan |
|--|---|

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

BERKELEY UNIFIED SCHOOL DISTRICT EMERGENCY PLAN
School Site Disaster Plan

Assignment Team	
Team Leader	
Member	
Member	
Member	

Responsibilities

Personnel pool supervision, coordination, tracking and documentation.

Checklist - Report to Administration & Finance Section Chief

- Set up and maintain a list of all response assignments denoting who is assigned, where they are assigned and what they are assigned to do.
- Maintain accountability
- Log in any volunteers that can help with the response
- Maintain a personnel pool and work with section leaders to assign as needed

Equipment/Supplies

- | | |
|---|--|
| <ul style="list-style-type: none"> <input type="checkbox"/> Hard hats <input type="checkbox"/> School Map <input type="checkbox"/> Volunteer Forms | <ul style="list-style-type: none"> <input type="checkbox"/> Barrier tape <input type="checkbox"/> Flashlights with extra batteries <input type="checkbox"/> Evacuation Plan |
|---|--|

Additional Information

Interior Command Post Meeting Place	
Exterior Command Post Meeting Place	
Other	Other

Emergency Supplies & Equipment

EACH SCHOOL SHOULD HAVE IN PLACE:

An in-building Emergency Response Team

The team will be composed of at least the following: Principal, Secretary, Nurse (if available), Faculty representative, Assistant Principal, Counselor, Advisor of Student Government (secondary level) and Custodian.

The team is activated by the Principal or designee, as needed, to respond to school emergency or crisis.

A chain of command with the Principal as the lead person

The Principal will be the chief spokesperson for the school and all media questions will be referred to the Principal. This may be coordinated with the spokesperson for any other agency that may be involved in an emergency.

At the secondary level, the Assistant Principal or senior staff member will be second in the chain.

At all Schools, the Secretary will be next in line and be responsible for:

- Implementing the in-building communication system.
- Answering the phone and giving the agreed upon message.
- Instructing other people who answer phones of the agreed upon message.
- Staff phone numbers and emergency information cards for each employee.
- A staff phone tree.
- Current rosters and photographs of each student.
- A method to contact parents and a procedure to allow parents to pick-up children following an emergency. High schools should have staff in parking lots to check student drivers and passengers

An in-building communication system including

- A signal for alerting staff to an emergency.
- Guidelines for using or not using the PA system in emergency situations.
- A system to contact outside agencies, personnel, parents/guardians, & support services.
- Switchboard Personnel (to put message on recorder, and give correct information).
- A media area where media will be directed. Media will not be allowed in other places on the campus.
- Key communicators who are influential patrons and who are expected to give the correct information to the community.
- A system to contact siblings.
- A system to provide information and support to the surviving group (students and staff) including the provision for using both large and small groups.

Alternate places to house students on a temporary basis

This could be a multi-purpose room, a gymnasium, a theater, a courtyard, a playfield, a stadium, or a parking lot. The location of temporary shelter is also dependent on the existing conditions.

It's also advisable for principals to know where, in the neighborhood of their school, an 'away' shelter could be set up. Examples are; other schools within walking distance, churches, community centers or other facilities appropriate for emergency shelters that are within walking distance to the school site.

Necessary equipment/material provided by the Safety Committee

- Shelter and portable communication system
- Battery powered radio
- Two-way radio
- Food and water for 24 hours
- First aid equipment

- Plastic garbage bags
- Filters and masks
- Flashlights

- Blankets
- Paper towels
- Current emergency telephone list

Storing Supplies

After a disaster, it may not be possible to leave a school. It also may not be possible for emergency responders to get to the school. People may spend **24 hours or longer** on the premises, without any material help from outsiders.

Stocking supplies -- first aid kits, water, tools, and food -- in a secure place is therefore an important part of the school preparedness plan. Assuring that those supplies are fresh and up-to-date is also crucial. It is a good idea to keep inventories of supplies and written records of where they are.

It works well to assign the procurement, storage and maintenance of specific supplies to the teams with those particular responsibilities after a disaster.

Basic Supplies

These are the very necessary basic supplies:

- | | |
|---|--|
| <input type="checkbox"/> Adequate first aid supplies | <input type="checkbox"/> Enough liquids for all the people in the school |
| <input type="checkbox"/> Flashlights and extra batteries | <input type="checkbox"/> Space blankets or regular blankets |
| <input type="checkbox"/> Extra fire extinguishers | <input type="checkbox"/> Heavy duty plastic bags |
| <input type="checkbox"/> Emergency search and rescue tools | <input type="checkbox"/> Sanitation supplies |
| <input type="checkbox"/> Battery powered radios and extra batteries | <input type="checkbox"/> Useful non-prescription drugs |

It's not necessary to procure everything at once, but schools should try to accumulate supplies incrementally. Priorities in acquiring supplies should correspond to which ones will be most important immediately after the disaster and as time goes on. For example, first aid is more important than water, and water is more important than food.

Supply Acquisition Checklist

The following is a checklist schools can use to acquire, store and maintain disaster response supplies:

- Using the attached master list of *Equipment and Supplies by Team*, determine which supplies are most critical, decide on needed quantities, and estimate costs.
- Using the attached *Basic School Supplies and Suggested Emergency Supplies and Equipment*, have each team meet and develop a plan for acquiring what is necessary. Assign particular procurement and storage responsibilities to team members.
- Develop a schedule for each team to follow in acquiring the supplies, finding appropriate storage space for them, and checking and replenishing them periodically.
- Using the recommendation in *Storing Foods*, have every student bring in his or her own disaster kit containing such foods as fruit leathers, granola bars, and canned juices. These kits can be stored in each classroom and could come in handy after a disaster such as an earthquake, when organized food provision has not yet gotten underway.

Equipment and Supplies by Employee Response Team

Incident Command Team

- | | |
|---|---|
| <input type="checkbox"/> Roster of Students & employees | <input type="checkbox"/> Paper & writing implements |
| <input type="checkbox"/> Emergency assignment list | <input type="checkbox"/> Whistle |
| <input type="checkbox"/> Map of facility/School | <input type="checkbox"/> Emergency Lighting |
| <input type="checkbox"/> Site Disaster Plan | <input type="checkbox"/> Hard hats |
| <input type="checkbox"/> Clipboard | <input type="checkbox"/> Activity log sheets |
| <input type="checkbox"/> Walkie-talkie | <input type="checkbox"/> Message forms |
| <input type="checkbox"/> Bullhorn | <input type="checkbox"/> General Logs |
| <input type="checkbox"/> Battery-operated radio/batteries | |

Teachers

- Class roster-Up to date
- Class status forms
- Emergency kit

First Aid Team

- | | |
|---|--|
| <input type="checkbox"/> Health cards on students/employees | <input type="checkbox"/> Rubber gloves |
| <input type="checkbox"/> Emergency triage tags | <input type="checkbox"/> Plastic trash bags |
| <input type="checkbox"/> First aid equipment (blankets, stretchers) | <input type="checkbox"/> Masks/Face shields |
| <input type="checkbox"/> Flashlights | <input type="checkbox"/> Gowns/aprons |
| <input type="checkbox"/> Paper & writing implements | <input type="checkbox"/> Water |
| <input type="checkbox"/> Clipboard | <input type="checkbox"/> First aid care logs |

Search & Rescue Team

- | | |
|---|--|
| <input type="checkbox"/> Roster of employees/students | <input type="checkbox"/> Shovels and ropes |
| <input type="checkbox"/> Map of facility/school | <input type="checkbox"/> Gloves, goggles, face masks |
| <input type="checkbox"/> Fire extinguishers | <input type="checkbox"/> Hard hats, vests |
| <input type="checkbox"/> Flashlights | <input type="checkbox"/> Sturdy shoes/boots |
| <input type="checkbox"/> Walkie-talkies | <input type="checkbox"/> Clipboards |
| <input type="checkbox"/> Master keys and bolt cutters | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Crowbars and fire axes | <input type="checkbox"/> Duct tape (for marking) |

Safety & Security Team

- Map of facility/school
- Master keys
- Walkie-talkies
- Writing implements
- Identification badge or armband
- Barricades, rope, tape
- Pre-written signs and placards

Student Supervision Team

- Master keys
- Evacuation Plan
- Map of facility
- Employee/student roster
- Bullhorns
- Walkie-talkie
- Paper & writing implements
- Games, books, cards

Utility/Fire Team

- Fire extinguishers (CO2, water, & A,B,C type)
- Hard hats
- Goggles
- Leather Gloves
- Vest
- Shovels and axes
- Walkie-talkie
- Tools for shutoff of utilities
- Utility shut-off checklists
- Rapid assessment forms
- DANGER placards

Student Release Team

- Student release authorization forms
- Class rosters
- Map of class location within assembly area (Evacuation plan)
- Pens/pencils

Situation Analysis Team

- Dry Erase Board with pens and erasures
- General Logs
- School Maps
- Message Forms
- Pens/pencils
- Situation Report Forms
- Rapid assessment forms
- Class status forms

Documentation Team

- General Logs
- School Maps
- Message Forms
- Pens/pencils
- Student release authorization forms
- Rapid assessment forms
- Class status forms

Support Team

- Supply storage map
- Sanitation supplies
- Paper & writing implements
- Food and Water
- Aprons
- Rubber gloves
- Eating utensils
- Written instructions to parents
- Volunteer job description forms
- Water
- Plastic trash bags
- Blankets
- Sanitation Facility Materials
- Poles
- Rolls of electrical wire (12 gauge)
- Black polyethylene sheeting
- Stainless steel clamps
- Portable "jons"
- Spare "jon" bags
- 5-gal urinal buckets
- 5-gal bucket liners
- Toilet paper and holders
- Disposable hand-wipes

Facilities/Maintenance Team

- Hard hats
- School maps

- Rapid assessment forms
- Barrier tape
- Flashlights with extra batteries
- Evacuation plan

Communications Team

- | | |
|---|---|
| <input type="checkbox"/> General logs | <input type="checkbox"/> Student release log |
| <input type="checkbox"/> School map | <input type="checkbox"/> Emergency Triage Cards |
| <input type="checkbox"/> Message forms | <input type="checkbox"/> First aid care log forms |
| <input type="checkbox"/> Pens/pencils | <input type="checkbox"/> Activity Log Sheets |
| <input type="checkbox"/> Extra batteries for portable radios | <input type="checkbox"/> File folders |
| <input type="checkbox"/> 2-way radio | <input type="checkbox"/> Office supplies |
| <input type="checkbox"/> Emergency Student Release Procedures | <input type="checkbox"/> File boxes |

Basic School Supplies

First Aid Supplies

Each school site should provide all supplies included in this list of first aid supplies. There should be a first aid kit for each classroom that can be used for day-to-day needs as well as disasters.

Classroom Emergency Kits (1 per classroom)

- Class roster - updated as needed
- List of disaster procedures
- Pen, small notebook, and marker pens
- Adhesive tape
- Non-aspirin tablets and chewables
- Liquid and waterless soap
- Band-Aids
- Compresses - sanitary pads and disposable diapers
- Gaze pads, bandages -- including 1 triangular bandage
- Pre-moistened towelettes or baby wipes
- Safety pins
- Tissues
- Scissors
- Tweezers
- Space blanket
- Light stick or flashlight with batteries
- Quart of water in plastic container with 3 drips of Clorox

Disaster Medical Supplies

Additional medical supplies should be provided for use in disasters only. Disaster medical supplies can be specifically packaged in units to be used when necessary in an emergency. The disaster supplies should not be used for day-to-day needs. The disaster supplies should be packaged in unites to serve students as follows:

Enrollment of 1 to 750	1-Kit
Enrollment of 750 to 1500	2 kits

Medical Supply Kit (Up To 750 People)

Alcohol Prep Pads (Box of 50)	3	Non-aspirin tablets & chewables	1
Alcohol, Isopropyl Rubbing (pint)	25	Paper towels (pkg)	1
Ammonia Inhalant (Box of 10)	1	Plastic bags (pkg)	1
Applicator, Sterile 3" (Box of 50)	1	Plastic wrap (lg roll)	20
Baking Soda (Box)	1	Resuscitubes (1ea child & adult)	1
Bandage Scissors, 7 1/4"	1	Safety pins (pkg)	2
Bandages, Adhesive (Asst Box)	1	Salt (1-lb)	1
Bandages, Elastic 3"	10	Sanitary napkins (bx)	2
Bandages, Elastic 6"	10	Sheets	1
Bandages, 4-tailed	10	Soap, liquid & waterless	1
Bandages, Triangular	10	Splints, cardboard (18")	10
Chlorinating Agent (100s)	3	Splints, cardboard (24")	3
Diapers, disposable (pkg)	1	Stretchers	1
Eye droppers	10	Tape, adhesive (1"x10yd)	24
Eye patches, sterile	3	Tape, adhesive (1/2"x10yds)	1
Facial tissues (packets)	20	Tape, adhesive (2"x10yds)	2
Flashlights with batteries	1	Tongue depressors (pkg)	1
Gauze pads, Sterile 4X4	20	Tweezers, squeeze tip	10
Gauze roll, 1"	10	Vaseline (jar)	1
Gauze roll, 4"	2	Water, Sterile (5 gal plastic)	1

Non-Medical Emergency Supplies & Equipment

Axes	4	Picks	4
Space Blankets	30	Plastic Garbage Bags (box)	1500
Bullhorn (batteries)	2	Plastic Sheeting (4'x100')	1
Can Opener (manual)	3	Plastic Water Barrel (55gal)	2
Coleman Lantern	2	Rope, nylon (100')	4
Lantern Fuel (gal)	1	Saws, hand	4
Crowbars	4	Screwdrivers	4
Cups (paper/plastic)	200	Shovels	4
Fire Extinguishers	4	Stretchers	4
Flashlights (batteries)	10	String (roll)	4
Hammers	4	Tarps (9x12)	10
Hardhats	10	Toilet paper (pkg.)	10
Hoses, garden (50')	4	Transistor Radio, AM/FM	4
Knives, heavy duty	4	Walkie Talkies	4
Light sticks	20	Wooden poles (6')	20
Masking tape	4	Wire (roll)	10
Matches, water proof (box)	4	Wire cutters	4
Pails	4	Wrenches, adjustable	4

Essential Shelter Supplies

- | | |
|---|--|
| <input type="checkbox"/> First Aid Kits | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> First Aid Text Books | <input type="checkbox"/> Cots (mats, rugs) |
| <input type="checkbox"/> Emergency generator | <input type="checkbox"/> Cleaning equipment |
| <input type="checkbox"/> Sanitary supplies | <input type="checkbox"/> Shelter identification sign |

Water for Three Days (minimum)

One-gallon bottles filled to the top with fresh water and eight drops of chlorine disinfectant (**sold commercially**), or **five-gallon sterile, sealed containers**.

NEEDS: 1-quart drinking water per person per day

5 gallons all-purpose water per person per day

NOTE: Hot water tanks and toilet tanks contain emergency water

Water

Water for drinking is the most important. Cooking, bathing and washing take additional water. Besides emergency water stored, it can also be from other sources such as hot water heaters, toilet holding tanks (that do not contain chemicals). Do not flush toilets until you know the state of the sewers and the water availability.

If you have water pressure after the disaster start filling additional containers. It can be stored for bathing and washing, for drinking the water should be purified to eliminate any contamination.

How to Purify Water

Boiling: Boil vigorously for 1-3 minutes. To improve taste, pour from one container to another several times.

Purification Tablets: Available at any drug store. Follow directions on package.

Bleach Purification: Liquid household bleach can also be used. It must contain hypochlorite, preferably 5.25%. Add according to the table below then stir or mix.

Purification Guidelines:

<u>AMOUNT OF WATER</u>	<u>CLEAR WATER</u>	<u>CLOUDY WATER</u>
1 QUART	2 DROPS	4 DROPS
1 GALLON	8 DROPS	16 DROPS
5 GALLONS	½ tsp.	1 tsp.

Food Supplies for Three Days (minimum):

Suggested canned foods

Luncheon meat, ham, nuts, fruits, fruit juices, vegetables, refried beans, date-nut rolls, soft drinks.

Suggested dry foods

Cereals, peanut butter, crackers, freeze-dried foods, granola or energy bars, dehydrated potatoes, instant coffee, tea, milk powder (or tetra boxes), sugar, candy, powdered fruit juice mixes, soup and bouillon (also comes in tetra boxes)

Suggested equipment and supplies for food service

- | | |
|---|--|
| <input type="checkbox"/> Can openers (non-electric) | <input type="checkbox"/> Serving Trays |
| <input type="checkbox"/> Pots, pans, serving utensils | <input type="checkbox"/> Camp stoves or hibachis, and fuel* |
| <input type="checkbox"/> Coffee pots | (* check fire code on fuel storage.
Provide adequate ventilation) |
| <input type="checkbox"/> Paper cups, plates, bowls, napkins, towels | |
| <input type="checkbox"/> Plastic utensils | |

If you do not have a Cafeteria in your school:

Have students bring an earthquake kit to their classroom. Each kit should have such things as granola bars, cans of juice, packages of dried fruit—items that have a long storage life and are not easily squished. The amount of food should be sufficient to quell their hunger pangs for 72 hours. These kits can all be stored in a big plastic container in the classroom. At the end of the school year, throw a party to celebrate no disaster (if applicable) and let the students eat what was in their kits.

If you do HAVE a Cafeteria:

Make sure you date and rotate your food supplies so that they do not get old. When opening cans of fruits or vegetables, do not throw away the liquid in if there is a water shortage. Do not drink or eat anything from open containers near shattered glass. Strain suspected liquids through a clean handkerchief.

After a disaster, use the food in the refrigerator and freezer first. Although the disaster may not interrupt power, shortages may have occurred elsewhere and may have caused loss of electric current.

APPENDIX ONE

BHS CLASSROOM EMERGENCY BUCKET CONTENTS

Contents of BHS Classroom Emergency Buckets

30 pouches of water with 5-year shelf life

10 4"x4" sterile gauze pads

5 overnight feminine product sanitary pads

1 roll duct tape, 2" x 50 yards

2 pairs non-latex thin gloves

1 bottle Purell or other alcohol-based cleaner

60 wet naps or baby wipes

1 Sharpie pen

2 emergency blankets

40 individually wrapped hard candies

APPENDIX TWO
BHS TRAINING LOGS

Note: The Berkeley Fire Department, Office of Emergency Services, as in other communities, offers free courses in several of the training areas needed by the BHS teams: Light Search and Rescue, Fire Suppression, Disaster First Aid, Disaster Mental Health, etc. The courses are known generically as Community Emergency Response Training, or CERT. Where a team member has completed a full CERT course in his or her team responsibilities, the year of that course should be noted under the column "CERT -trained." If a team member has received training at Berkeley High in his or her team responsibilities, then the year of that training should be noted under "BHS-trained."

TEAMS	Received full CERT training or has other relevant skill (name it) (Date)	Trained at BHS (shortened CERT training or in-house team training) (Date)
PLANNING AND INTELLIGENCE DIVISION		
Situation Analysis		
Documentation		
OPERATIONS DIVISION:		
Search and Rescue Team	Light Search and Rescue	
Captain:		
Member: Al Alves		11/9/2012
Member: Nakia Baird		11/9/2012
Member: Allen Boltz		11/9/2012
Member: Donatella Carta		11/9/2012

Member: Matthew Carton		11/9/2 012
Member: Robert Castelhano		11/9/2 012
Member: David Daniels		11/9/2 012
Member: Christopher Ewing		11/9/2 012
Member: Kate Haber		11/9/2 012
Member: Philippe Henri		11/9/2 012
Member: Maria Kersey		11/9/2 012
Member: Matt Meyer	11/9/2012	
Member: Alan Miller		11/9/2 012
Member: Walter Mitchell		11/9/2 012
Member: Eric Norberg		11/9/2 012
Member: Juan Ochoa		11/9/2 012
Member: Nick Pleskac		11/9/2 012

TEAMS	Received full CERT training or has other relevant skill (name it) (Date)	Trained at BHS (shortened CERT training or in-house team training) (Date)
Member: Carl Rogers		11/9/2012
Member: Kate Trimlett		11/9/2012
Member: Michael Weitz		11/9/2012
Member: Alex Angell		
Member: John Becker		
Member: Matt Bissell		
Member: Allen Boltz		
Member: Robin Cummings		
Member: James Dopman		
Member: Jason Goode		
Member: Jason Howard		
Member: David Luu		

Member: Bill Pratt		
Member: Eric Riley		
Member: Stacy Shoals		
Member: Miriam Stahl		
Member: Craig White		
Fire Suppression and HazMat Team	Fire Suppression	
Captain:		
Member: Devon Brewer		11/9/2012
Member: Keldon Clegg		11/9/2012
Member: Doug Dohrer		11/9/2012
Member: Gideon Goldman		11/9/2012
Member: Robin Green		11/9/2012
Member: Matthew Laurel		11/9/2012
Member: Matt McHugh		11/9/2012

11/9
/20
12

Member: Marilyn Monroy		11/9/2 012
Member: George Palen		11/9/2 012
Member: Jenny Roebuck		11/9/2 012
Member: Sam Rosen		11/9/2 012
Member: Johnetta Sayah		11/9/2 012
Member: Jordan Winer		11/9/2 012
TEAMS	Received full CERT training or has other relevant skill (name it) (Date)	Trained at BHS (shortened CERT training or in- house team training) (Date)
Member: Daniel Mulholland- Behrs		
Member: Stephen Salser		
Member: John Tobias		
Security Team		
Captain:		
Member:		

Member:		
Member:		
Utilities/ Building Safety Team		
Captain:		
Member:		
Member:		
Member:		
Disaster First Aid Team	Disaster First Aid	
Captain: Nuala Ruddell		
Member: Gabriel Berent		11/9/2 012
Member: Adrianna Betti		11/9/2 012
Member: Ellen Bracken		11/9/2 012
Member: David Borelli		11/9/2 012
Member: Angela Dean		11/9/2 012
Member: Kate Garfinkel		11/9/2 012
Member: Aaron Glimme		11/9/2 012
Member: Rosa Guzman		11/9/2 012

Member: Evy Kavalier		11/9/2012
Member: Lanny Kelly		11/9/2012
Member: Andre Kellum		11/9/2012
Member: Amanda Levin		11/9/2012
Member: Marcia Montgomery		11/9/2012
Member: Ariel Morris		11/9/2012
Member: Peter Rodriguez		11/9/2012
Member: Kate Rosen		11/9/2012
Member: Monica Salvador		11/9/2012
TEAMS	Received full CERT training or has other relevant skill (name it) (Date)	Trained at BHS (shortened CERT training or in-house team training) (Date)
Member: Pamela Stewart		11/9/2012
Member: Zora Tammer		11/9/2012

Member: Michael Younger		11/9/2 012
Member: Timothy Zolezzi		11/9/2 012
Member: Hesham Diab		
Member: Amanda Green		
Member: Mark Griffin		
Member: Douglas Keith		
Psychologic al First Aid Team	Disaster Mental Health	
Captain:		
Member:		
Member:		
Member:		
Assembly Area Team		
Captain:		
Member:		
Member:		
Member:		
Student Release and Tracking Team		
Captain:		
Member:		
Member:		

Member:		
Supply/ Equipment Team		
Captain:		
Member:		
Member:		
Member:		
TEAMS	Receive d full CERT training or has other relevant skill (name it) (Date)	Trained at BHS (shortened CERT training or in- house team training) (Date)
Facilities Team		
Captain:		
Member:		
Member:		
Member:		
Technology and Communica tions Equipment Team		
Captain:		
Member:		
Member:		
Member:		
Staffing Team		
Captain:		

Member:		
Member:		
Member:		
Transportati on Team		
Captain:		
Member:		
Member:		
Member:		
Finance/ Administrati on Team		
Captain:		
Member:		
Member:		
Member:		

APPENDIX THREE


SIGNED AGREEMENTS ALLOWING NUALA RUDELL AND ABBIE GREGOR TO SERVE ON THE BERKELEY HIGH DISASTER TEAM

**Agreement to allow Nuala Ruddell, Berkeley High Health Center nurse,
to serve as team captain for the BHS Disaster First Aid team.**

I hereby approve the request for Nuala Ruddell to be the BHS Disaster First Aid team captain for purposes of preparation and training and whenever the Incident Command System is activated. My approval is based on the time estimate laid out below. Current estimate of annual participation time:

1. Attend a **1.5 hour** tabletop exercise for the ICS leads and team captains.
2. Attend a **half-hour or one hour** meeting of team captains with their branch chiefs to meet each other and get clear on lines of command and who will do what.
3. Meet with the Disaster First Aid team at least once per year to do a refresher at the container, looking at what equipment they have available to them and reminding everyone of some of the basic first aid measures. Probably a maximum of **an hour**, because it's so difficult to get 20-30 staff members available at the same time.
4. Attend, assist in, or lead a more in-depth training of the Disaster First Aid team for approximately **two hours**, once **every three years** or so, such as occurred in fall, 2012.

If the school changes its preparation and planning approach such that the time commitment would be significantly increased, I would like to review the proposed changes before Ms. Ruddell is asked to participate in additional hours beyond those currently estimated.



Janet Berreman, MD, MPH
Health Officer
Public Health Division
Health, Housing & Community Services Department
City of Berkeley

2/28/13
Date



Pasquale Scuderi
Principal, Berkeley High School
Berkeley Unified School District

3/7/13
Date

**Agreement to allow Abbie Gregor, Berkeley High Health Center
psychiatric social worker, to serve as team captain of or as a member of
the BHS Disaster Mental Health team.**

I hereby approve the request for Abbie Gregor to be the BHS Disaster Mental Health team captain or to serve as a team member for purposes of preparation and training and whenever the Incident Command System is activated. My approval is based on the time estimate laid out below. Current estimate of annual participation time:

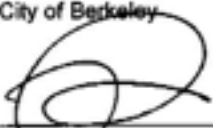
1. Attend a **1.5 hour** tabletop exercise for the ICS leads and team captains.
2. Attend a **half-hour or one hour** meeting of team captains with their branch chiefs to meet each other and get clear on lines of command and who will do what.
3. Meet with the Disaster Mental Health team, at most **once per year, for an hour or two** for planning and training purposes.

If the school changes its preparation and planning approach such that the time commitment would be significantly increased, I would like to review the proposed changes before Ms. Gregor is asked to participate in additional hours beyond those currently estimated.



Janet Berreman, MD, MPH
Health Officer
Public Health Division
Health, Housing & Community Services Department
City of Berkeley

2/28/13
Date



Pasquale Scuderi
Principal, Berkeley High School
Berkeley Unified School District

3/7/13
Date

Appendix 4

Structural Assessment

Structural Assessment Review

Assessment

After a natural disaster where buildings or classrooms may have suffered damage, or potential damage, a structural assessment will be conducted at Berkeley High School on the basis of most severe need, room by room. This assessment will be conducted to assure the safety of facilities on the campus.

The structural assessment will be conducted by a review team which may consist of any of the following:

- Principal or designee
- Manager of Plant Operations
- Lead Custodian
- Engineer or Lead Trades personnel

The Review Team will conduct an initial review of site and fill out appropriate forms to forward for the BUSD EOC. The BUSD will send a Assessment team from the EOC will consist of district personnel, and will make recommendations to the Superintendent or his or her designee on priority issues and on how to proceed.

INITIAL DAMAGE ASSESSMENT REPORT

	<i>Structural</i>	<i>Non-structural</i>		
A				
C				
D				
E				
F				
G				
H				
M				

Rating Code	Explanation			
HIGH PRIORITY		1	<i>Building has collapsed, partially collapsed, or moved off it's foundation</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
H1	Sites showing severe structural damage to any building or severe ground movement (Condition Codes 1-4)	2	<i>Building or any story is leaning significantly</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
H2	Sites showing any structural or non-structural damage that students and staff intend to re-occupy in 24 - 48 hours	3	<i>Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
MODERATE PRIORITY		4	<i>Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
M1	Sites showing any structural damage to any building or that have overhead hazards (Condition Codes 5-8)	5	<i>Obvious parapet, chimney, or other falling hazard present.</i>	<i>Barricade to prevent access to the area. Rescuers may enter</i>
M2	Sites showing any non-structural or structural damage that students & staff intend to occupy in 24 - 48 hours	6	<i>Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines</i>	<i>Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter</i>

LOW PRIORITY		7	<p><i>Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodge. Suspended ceiling system grid members fallen or dislodge. Broken windows. Overhead mechanical equipment supports or bracing dislodge.</i></p>	<p><i>Barricade to prevent access to area. Rescuers may enter with proper safety equipment.</i></p>
L	Sites showing structural damage or non-structural damage that students & staff intend to occupy in 72 hours or more	8	<p><i>Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.</i></p>	<p><i>Barricade to prevent access to area. Rescuers may enter</i></p>
R	Sites showing no or very minor damage			
NR	Sites where no report has been made			

COMPLETE DAMAGE ASSESSMENT FORM

Building Description

Overall Rating (check one)

Name _____
 Inspected (green) _____
 Address _____ Exterior
 only _____ Exterior
 & Interior _____
 _____ Limited Entry (yellow)
 # of stories _____ Unsafe (red)
 Basement: _____ Yes _____ No _____ Unknown _____

Inspector _____

Department _____

Building

Inspection Date (m/d/

y) _____

A (Theatre) Inspection Time _____:_____ am/

_____ p.m.

- C (Academic)
- D (Administrative & Student Union)
- E (Swimming Pool and Jacket GYM)
- F (Donahue Gym)
- G (Academic)
- H (Academic)
- M (Old Gym)

_____ Other (specify)

Structural System

- _____ Wood frame
- _____ Un-reinforced masonry
- _____ Reinforced masonry
- _____ Tilt up
- _____ Concrete frame
- _____ Steel frame
- _____ Other (specify)

Main Occupants

- _____ Students/Staff
 - _____ Handicapped
 - _____ Non English speaking
 - _____ Staff
 - _____ Outside agency
 - _____ Other (specify)
-

Instructions

- 6. Review structure for conditions listed below.
- 7. A “yes” answer to 1,2,3 or 4 is grounds for posting the entire structure UNSAFE.
- 8. If more review is needed, post LIMITED ENTRY.
- 9. A “yes” answer to 5 requires posting AREA UNSAFE and/or barricading around the hazard.
- 10. Hazards such as a toxic spill or an asbestos release are covered by 6, and are to be posted and/or barricaded to indicate AREA UNSAFE.

Condition of Building

Yes No

- | | |
|---|-----------------------------------|
| 1.
collapse, or building off foundation. | Collapse, partial
_____ |
| 2.
noticeably leaning. | Building or story
_____ |
| 3.
obvious severe damage and distress. | Severe racking of walls,
_____ |
| 4.
movement present. | Severe ground or slope
_____ |
| 5.
other falling hazard. | Chimney, parapet, or
_____ |
| 6.
_____ | Other hazard.
_____ |

Recommendations

- _____ No further action needed.
- _____ Detailed evaluation required
 - _____ Structural
 - _____ Geotechnical
 - _____ Other

Barricades needed in these areas:

Other (specify)

Comments

Building Equipment Damage Assessment

	OK	Operable	Inoperable	Comments
Main boilers	___	___	___	_____
Chillers (for HVAC)	___	___	___	
Emergency generators	___	___	___	
Fuel tanks	___	___	___	
Battery racks	___	___	___	_____
Fire pumps	___	___	___	_____
On-site water storage	___	___	___	
Communication equipment	___	___	___	
Main transformers	___	___	___	
Elevators	___	___	___	

Other Fixed Equipment

Gas main	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	

Toxic chemical storage:

_____	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	

Other

_____	___	___	___	
_____	___	___	___	
_____	___	___	___	
_____	___	___	___	

Comments:

-

-

-

Geotechnical Hazards

OK	No	Unknown		Comments
Slope failure, debris		___	___	___
Ground movement, fissures		___	___	___
		___	___	___
		___	___	___
		___	___	___
		___	___	___

Non Structural Hazards

Parapets, ornamentation		___	___	___
Cladding, glazing	___	___	___	___
Ceilings, light fixtures		___	___	___
Interior walls, partitions		___	___	___
Elevators		___	___	___
Stairs, exits	___	___	___	___
Electric, gas, other utilities		___	___	___
		___	___	___
		___	___	___
		___	___	___
		___	___	___

Preliminary Evaluation Criteria

<input type="checkbox"/>	<i>Building has collapsed, partially collapsed, or moved off it's foundation</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<input checked="" type="checkbox"/>	<i>Building or any story is leaning significantly</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<input type="checkbox"/>	<i>Obvious severe damage to primary structure members, severe leaning of walls or other signs of severe distress present.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<input type="checkbox"/>	<i>Large cracks in ground, massive ground movement, or slope displacement present that are under, or near, the building and are a hazard to the building.</i>	<i>DO NOT OCCUPY. Tag DANGEROUS. Prevent Access</i>
<input type="checkbox"/>	<i>Obvious parapet, chimney, or other falling hazard present.</i>	<i>Barricade to prevent access to the area. Rescuers may enter</i>
7.	<i>Other hazard present (toxic spill, chemical spill, asbestos contamination, broken gas line, fallen power lines</i>	<i>Barricade to prevent access to the area. Once made as safe as possible, and with proper safety equipment, rescuers may enter</i>
<input type="checkbox"/>	<i>Air duct terminals, ductwork, light fixtures, lenses and fluorescent bulbs fallen or dislodge. Suspended ceiling system grid members fallen or dislodge. Broken windows. Overhead mechanical equipment supports or bracing dislodge.</i>	<i>Barricade to prevent access to area. Rescuers may enter with proper safety equipment.</i>
<input type="checkbox"/>	<i>Although no damage is yet apparent, areas with overhead elements similar to those indicated in condition 7 may also fall in an earthquake aftershock; therefore, they are potentially hazardous.</i>	<i>Barricade to prevent access to area. Rescuers may enter</i>

SEND COPY OF THIS FORM TO COMMAND POST

BUILDING DETAILED EVALUATION FORM

Building Name and Address

Sketch

