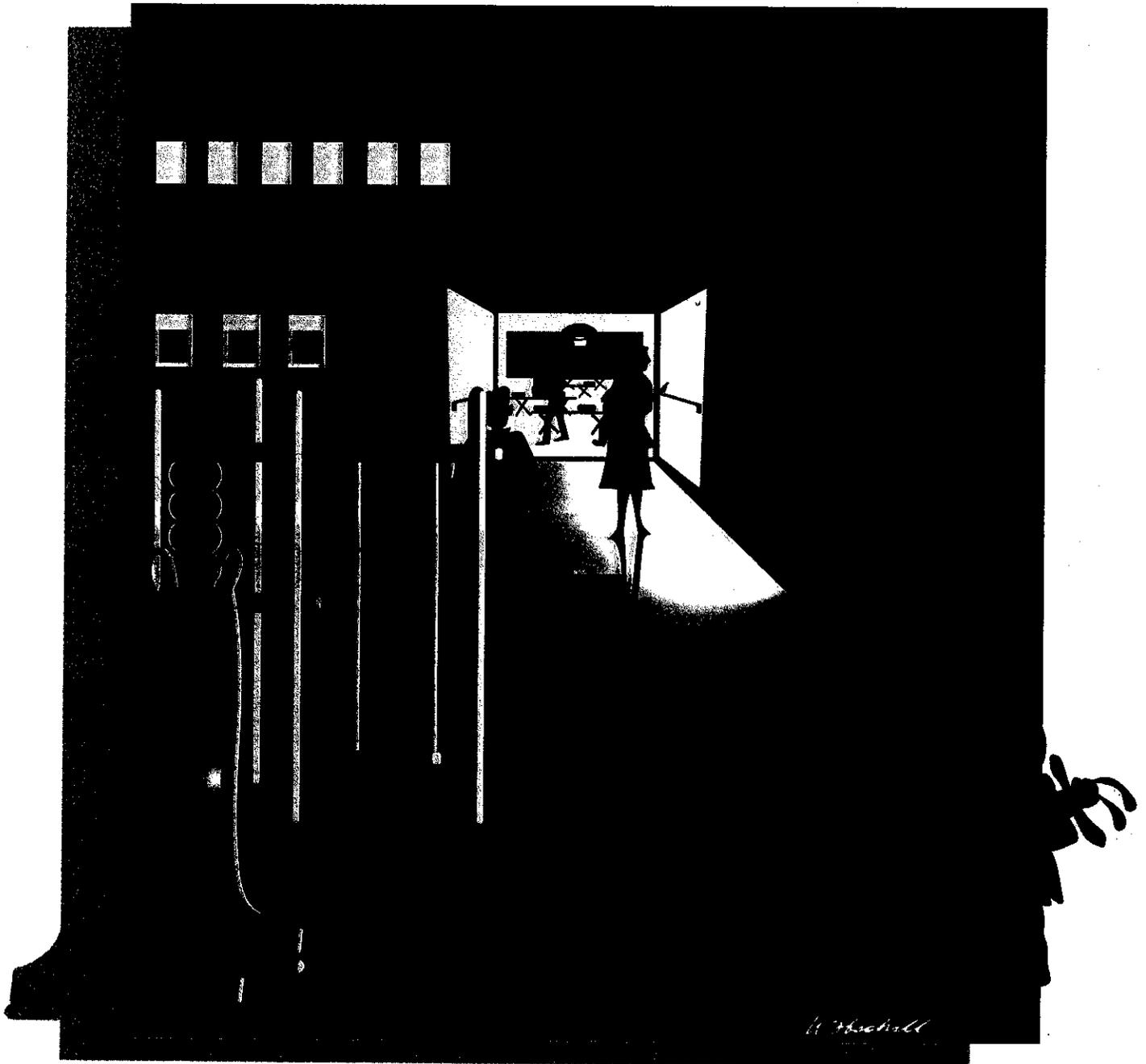




Governor's Office of
Emergency Services *Earthquake Program*

Schools as Post-Disaster Shelters

Planning and Management Guidelines for Districts and Sites



H. H. H. H.



SCHOOLS AS POST-DISASTER SHELTERS:

**Planning and Management Guidelines for
Districts and Sites**

December, 1995

**Earthquake Program
Governor's Office of Emergency Services
State of California**

This work was supported by joint funding through a cooperative agreement between the Federal Emergency Management Agency and the State of California Office of Emergency Services. The recommendations and suggestions in this document are intended to improve disaster preparedness, response, and recovery. The contents do not necessarily reflect the views and policies of the Federal Emergency Management Agency or the California Office of Emergency Services. Nor do they guarantee the safety of any individual, structure, or organization in a disaster. Neither the United States nor the State of California assumes any liability for deaths, injuries, or property damage resulting from a disaster.

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The safety and welfare of students and staff in California schools and the communities they represent are paramount in this manual. Reproduction of this document, *with credit*, is encouraged.

Schools as Post-Disaster Shelters

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PREFACE

In the aftermath of the next damaging earthquake, fire, or flood each California school may have to function as a shelter—either for its students or for residents of the community. The school may operate the shelter itself, in cooperation with the American Red Cross (ARC), or jointly with a municipality. Whatever the circumstances, school administrators, faculty, and staffs will be called upon to offer services and perform tasks for which they may not have been prepared.

This guidebook outlines a method for preparing school facilities and personnel for disaster shelter operations. By no means a shelter operations handbook, this document is essentially a blueprint for planning and preparedness. The information presented is compatible with, but not a replacement for, the existing Red Cross shelter guidelines. This guide incorporates the organizational elements set forth in the Standardized Emergency Management System, required for all public agencies in the state of California.

The following information is intended to be used by school district officials as well as by the administrators of individual schools. Not just for the "Big One," this is a guide to sheltering after any kind of disaster—from the one-night apartment fire to the community-wide disruption following an earthquake. The information in this book represents the ideas and suggestions of numerous school officials, American Red Cross specialists, and emergency management professionals.

The writers recognize the time and budgetary constraints faced by California schools, and the method set forth here minimizes the impacts of the associated planning on the resources of schools. At the same time, OES encourages school officials to take beginning steps now to prepare for operating a shelter: 1) make plans and communicate them to your employees and parents; 2) attend training sessions offered by the Red Cross, state and local offices of emergency services, and other community groups; and 3) discuss and coordinate your plans with local government, fire department, Red Cross, and PTA organizations.

Because there is a great deal of difference in resource availability and current preparedness among school districts, cities, and Red Cross chapters, the suggestions herein will not fit every situation perfectly. We urge all readers to adapt these suggestions to their particular setting and their own needs.

To obtain additional copies of this manual and other disaster preparedness publications, contact the nearest regional office of the Governor's Office of Emergency Services:

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CHAPTER 1

THIS COULD HAPPEN TO YOU

If an earthquake hits while classes are in session, the biggest responsibility for school personnel will be to shelter their own populations for hours or days--until students can be safely reunited with parents or guardians. Schools that are chosen as community shelters will have additional challenges, perhaps the housing of two very different populations under one roof simultaneously. Because no major earthquakes have struck California in the past 25 years during the school day, no schools have had to shelter their entire population and part of the community at the same time.

However, many schools have been used as community shelters following earthquakes and other disasters. A few have cared for students for a brief time, and some have cared for community residents even after school was in back in session. Their experiences with sheltering have taught school officials that they need to take a more active role in planning and training to be a shelter. Any school in California could face similar situations, or even more difficult ones, and school personnel would be prudent to think NOW about how they will handle them when they arise. The scenarios below may help guide your thinking.

A. SPONTANEOUS COMMUNITY CONVERGENCE

1. Watsonville High School--Loma Prieta, 1989

In the evening of October 17, 1989, a couple of hours after the Loma Prieta earthquake had ripped through Watsonville, Superintendent James Baker looked out of his office window toward the high school football field where, he was amazed to see, large numbers of people, some with tents, were settling in for the night. His first impulse was that they must be sent away, the district would not and could not take responsibility for their well-being, much less deal with the sanitation problem. However, he quickly realized that some could not return to their damaged houses, and others had been terrified by the fires, explosions, and gas odor that had filled the neighborhood. They had all come to the school campus because they perceived it as a community resource and a safe haven. Instead of kicking them off the school grounds, then, he ordered that the restrooms and showers in the gyms be opened for their use, and organized the district's security staff to monitor the situation. The campers remained for a few days--until the official Red Cross shelters opened or they found other places to stay.

2. Northridge Middle School--Northridge, 1994

By the time the principal of Northridge Middle School was able to make her way to the school mid-day on January 17th, a number of people from the surrounding neighborhood were already on the spacious athletic field. As the day went on, more and more people arrived, many with tents, and by nightfall a large number of people were camping there because they thought of it as the only safe place in the disrupted neighborhood. Unlike Watsonville High School, however, Northridge Middle School was without utilities, so no provisions could be made to furnish toilets, showers, lights, or phones. For days the earthquake victims stayed in the field, unwilling to go inside any official shelter and unable to find other places to stay or move. Ultimately, they posed too great a safety risk--both because of sanitation problems and because of the complicated and dangerous maze of electrical extension cords that evolved--and the school district and city had to remove them from the play fields to other locales.

B. SHELTERING STUDENTS

1. Loma Prieta Joint Union Elementary--1989

School was out for the day when the Loma Prieta earthquake jolted the Loma Prieta Elementary school, but about 60 students were still on campus because of extra-curricular activities, including a volleyball tournament involving students from other schools. With the roads closed in the mountains because of landslides and surface faulting, and the phone lines out, Superintendent Ken Simpkins soon realized that he had become the caretaker of those students, as well as many travelers and neighbors who arrived at the school because the roads were impassable and they thought a school was the obvious safe place to turn in an emergency. Through the night of October 17 and well into the next day, Simpkins had to shelter, feed, and provide medical attention to around 100 people. It was virtually impossible for him to keep track of who left or who was transported out for medical treatment, since he was not aware who was there initially. Sanitation proved to be the biggest challenge, since the water pumps ran on electricity and the current was cut off; the solution was to dig a trench in the football field and obtain a bag of lime from a hardware store down the road.

C. COORDINATION WITH THE RED CROSS

1. Oakland Tech High School--Loma Prieta, 1989

On the second day after the Loma Prieta earthquake, assistant principal Bill Gonsalves looked out the window at Oakland Technical High School to see a

couple of Red Cross trucks pulling up next to his school. Soon there was a Red Cross staff member in his office asking for the keys to the gymnasium because they were setting up a shelter in it. This came as a total surprise to Gonsalves, not only because he hadn't been informed, but because Oakland Tech was not even in a damaged neighborhood and he couldn't figure out why it had been chosen. He hadn't been informed because the school district and the Red Cross had never discussed sheltering issues or made any mutual agreements. The Red Cross had been unable to locate the responsible person in the district office to notify officially, and had been pressured by the city to set up the shelter speedily to accommodate many people forced out of single room occupancy hotels in and around downtown. The school was chosen because it was the nearest, best facility. Over the next three or four weeks, the school and Red Cross had numerous difficulties with oversight and responsibility issues, and problem-solving, negotiating, and trouble-shooting occupied most of Gonsalves' time.

2. Oakland High School--Oakland Hills fire, 1991

Two years after Loma Prieta, the same district had clarified many points and reached some agreements with the Red Cross on sheltering. But on the hot and horrible Sunday afternoon of October 21st, none of the school district personnel (from the superintendent on down to a critical janitor) listed as a contacts for the Red Cross was in town, and the ARC was being urged to set up a shelter for the hundreds of people driven from their homes by the fire advancing across the hills. Oakland High was chosen as the best place, but the ARC staff couldn't find anyone who could OK the operation, let them into the school, turn on the ventilation system (which was crucial), or give them access to the locked off food service area. After a few hours, the district's legal counsel was found at home and pressed into service as the district's disaster official, but it took even longer to find the one janitor who knew how to turn on the air conditioning.

D. LONG-TERM COMMUNITY SHELTERING

1. Oakland Tech/Laney Community College/City of Oakland-- Loma Prieta, 1989

School resumed at Oakland Tech High School a few days after the quake, with the shelter in full operation in the gymnasium. Almost immediately problems arose related to the presence of two disparate populations sharing some of the same territory. In this case (and it may be similar for most urban areas), the shelter population was made up largely of transients and semi-transients who had been forced out of single-room occupancy hotels. Parents of the students at the high school were concerned that their children were being exposed to drugs, alcohol, disease, and violent behaviors. As time went on (the

shelter was at the high school for a month), their complaints increased, and the news media began regular coverage of the latest complication at the shelter.

Understandably, the school district became very interested in having the shelter go away. For their part, the Red Cross was also increasingly anxious to close because they contended the immediate post-disaster period had ended. They were no longer sheltering disaster victims, as much as providing a short-term solution to a long-term housing problem. The City of Oakland, responsible for sheltering the population in question, finally closed Oakland Tech's shelter and let the Red Cross go home, but not before it had negotiated an agreement from Laney College to provide its gym for shelter. After another month, when Laney had exhausted its patience with the shelter, the city leased private space and went into the shelter business itself.

2. Belmont High School, Northridge Earthquake, 1994

In a matter of hours after the Northridge earthquake struck, the Red Cross was on the way to Belmont High School and school staff began preparing the gym area for the shelter, locating supplies, and setting up a round-the-clock shift schedule. Little did the school administrators realize, the shelter would house several hundred people for more than a month.

During the shelter operation, classes resumed, requiring a concerted effort from both school and shelter staff to keep the shelter populace and students separate at all times. Physical Education classes normally held in the gymnasium were held on basketball and tennis courts, and even in the school's auditorium. Notwithstanding the challenges, the operation went comparatively smoothly because of numerous prior sheltering experiences, up-to-date school emergency contacts, and the 24-hour school staff coverage. Ultimately, the County Welfare Department had to work with the Red Cross to close the shelter and find alternate accommodations for the 20 or so remaining shelterees.

E. SURPRISE

1. Over-enthusiastic parents--Berkeley elementary--Oakland Hills fire, 1991

As the flames roared down the hills into Berkeley on the early afternoon of October 21, the emergency preparedness co-chairs of the Emerson Elementary PTA rose to the occasion and announced that the school would be opening as a shelter for those fleeing the flames. Since the 1989 Loma Prieta earthquake had stirred the Berkeley schools and PTA into action, the parent group at Emerson had been working diligently to stock supplies, increase preparedness, and train staff, faculty, and students for emergencies.

Offering the school as a shelter seemed like a logical extension of all the fine work they had been doing. However, they were unaware that one tongue of the fire was actually advancing in the direction of the school. Unfortunately, word went out on radio and television that the school was opening as a shelter before anyone in the school district, city government, or fire department had been informed. Only after victims began arriving at the school did the PTA's announcement become known to the fire department. A second evacuation had to be undertaken, at considerable extra effort for the victims, the school district, and the firefighters, to move everyone out of harm's way.

F. HUGE SHELTER POPULATIONS

1. Kobe, Japan--Hyogo-Ken Nanbu Earthquake, 1995

The experience in Kobe, Japan, following the January, 1995 earthquake has redefined shelter needs in dense urban areas. Of Kobe's 1.4 million people, approximately 320,000 needed shelter after the earthquake destroyed thousands of dwelling units. Every school was used for shelter; in fact, nearly every room in every school served as living quarters for the first 2-3 weeks. When schools were full, shelters were also opened in public buildings and private offices.

Because the magnitude 6.9 Kobe earthquake was not a major quake by geological standards, California officials now recognize that even moderate earthquakes in densely populated areas can displace thousands of people. City officials in California are advised to plan for sheltering 20% of their total population. The implications of that figure for most urban areas are that nearly every school facility will be needed for public shelter.



CHAPTER 2

DISASTER AUTHORITY AND LAW

Schools are responsible for the safety and welfare of their students and staff during and after a disaster. Additionally, they are expected to provide shelter to members of the community, should the need arise. To ensure that schools are able to fulfill these responsibilities, there are a number of California laws and regulations regarding disaster planning and emergency response capabilities. To meet their legal requirements in a disaster, schools must be aware of them, and prepare in advance.

A. A DISASTER PLAN MUST INCLUDE SHELTERING

The law requires that public and private school districts and schools prepare disaster plans (California Code of Regulations, Title 5, Section 560 and Education Code ~~§5295~~). The plan should outline school site emergency procedures and establish an emergency management organizational structure according to the Standardized Emergency Management System, now mandatory for all public agencies (Title 19, Section 2400). Further, the plan should establish guidelines for emergency drills, staff training, evacuations, disaster response procedures, and *sheltering*.

By law, school authorities must be prepared to make their facilities available to the Red Cross and other public agencies for shelter operations (Education Code §40041.5, §40042). Following a disaster, a number of city departments or county agencies-- including fire, parks and recreation, emergency management, and the sheriff--may need a school facility for sheltering. When planning for shelter operations, schools should design their plan to be compatible with their local city, county, and Red Cross disaster response plans.

Currently, many school site disaster plans do not adequately address shelter procedures. A popular assumption is that the Red Cross will step in and assume the shelter responsibility. This is erroneous on two counts: 1) The Red Cross may not respond to every school operating a shelter, and may not arrive for several hours; and 2) the Red Cross cannot assume liability for persons under the legal responsibility of another agency. In other words, *schools are responsible for the safety and welfare of their students*, and the Red Cross will respond first to the needs of the general public. (For pre/after school programs or county-managed programs on the school site, refer to Chapter 9.)

A disaster during the school day can cause a school to become a *de facto* shelter for its staff and students. The school will need to provide shelter, meals, and health care until all of the students have been released to an authorized adult. As it may be some time before disaster response and emergency management agencies have the resources to support school shelter needs, schools should prepare to sustain themselves from the outset.

B. THE RED CROSS ROLE

The Red Cross can not assume the management of a school student shelter. However, if the public converges on a school, the Red Cross may assume the responsibility of caring for and sheltering the public disaster victims. At no time may the responsibility for school children transfer from the school to the Red Cross. In the event that a school is sheltering both students and the public simultaneously, students should be sheltered separately from the general populace. This will result in two sheltering operations under the same roof. A school should prepare for this scenario by planning to provide for its own staff and students, and coordinating the use of school facilities by another agency to shelter the community.

Currently, no California law stipulates exactly how long a school is liable for a student if the student's parents or guardians are casualties or do not report to the school shelter to reunite with their child. Experts agree, however, that if such a situation were to occur, the school administrator, with district approval, could place any students not picked up within 72 hours in the custody of Children's Protective Services (the county). To reduce the time required to reunite students, maintain an up-to-date list of several adult contacts for each child.

C. PREPAREDNESS, TRAINING, AND DRILLS

A disaster plan is of negligible value if the school staff is unfamiliar with it or not trained to put it into practice. Therefore the law mandates that training and drills be conducted as part of a school earthquake emergency system (Education Code §35297d). *Inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff during or after a disaster (see Government Code §835-§840.6).* In addition to the usual fire and earthquake drills, disaster preparedness training should include a disaster plan orientation for all staff, and a school shelter operations workshop.

The California Code of Regulations instructs school boards to adopt a written policy to guide schools in formulating disaster preparedness plans (Title 5, Section 560). The policy should include a provision requiring schools to test their plans biannually with an exercise. Schools can report the exercise results to

the district to indicate the school's level of preparedness. School Based Coordinated Program schools should incorporate exercises and training into the School Site Council's program for the use of staff professional development days (SIP).

The California Code of Regulations, Title 8, Section 3203 mandates that employers implement a safety program to ensure a safe work environment for all personnel. Such a program cannot exist without a separate budget which allocates funds for specific safety measures and training. The Occupational Safety and Health Administration (OSHA) reserves the right to inspect a school's safety program and its corresponding budget. A school safety program can include repairs and safety-related upgrades to school facilities, hazard mitigation measures to alleviate the possible effects of disasters on school facilities, and training for staff in sheltering and other emergency procedures. (For safety program funds information, refer to Chapter 8.)

The law doesn't stop there. Education Code §35297(c) requires that schools take necessary hazard mitigation measures to protect the students and staff before, during, and after an earthquake. Mitigation refers to reducing or eliminating potential hazards at the school site.

D. A STANDARD OF CARE

Aside from the various individual codes, regulations and laws, schools must be aware that their shelter planning, training, and level of preparedness will be thoroughly investigated following a disaster, especially if students or staff are injured or killed. A serious disaster during the school day could cause student or staff casualties and result in lawsuits against the school. Legal defense costs and any judgments against a school or district could be financially devastating, and may increase the school district's insurance premiums for years to come. If a school is sued, the plaintiff's attorneys will likely develop a standard of care to evaluate the school by comparing the school's overall preparedness and response actions to those of other schools and public agencies. If the plaintiff can show that school staff were poorly trained or negligent, school board members and administrators could be held liable for student injuries or deaths. Lack of funds to carry out the necessary planning and preparedness will not indemnify a school of any liability.

On an ongoing basis, demonstrate an adequate standard of care by the following actions:

- Annually review and update school sheltering plans and any Memorandums of Understanding with the Red Cross, local authorities, and vendors.
- Conduct annual shelter training for school staff.

- Ensure that school facilities have been inspected for structural and non-structural hazards and that appropriate corrective measures are taken.
- Keep school facilities well maintained.
- Conduct sheltering drills/exercises.
- Ensure your school is in compliance with Health and Safety, Building Safety, and Education Codes.
- Collaborate with other schools and districts when preparing disaster plans and conducting training and exercises.

The above measures help mitigate the effects of a possible disaster and add a margin of safety for schools responding to disaster-caused litigation. Some measures may also help reduce school safety insurance premiums. Self-insured schools can coordinate preparedness efforts with the other members of their Joint Powers Authority.

E. WHEN DISASTER STRIKES

1. Disaster Service Workers

Once school officials have determined that a school will serve as a shelter, staff have a duty to supervise and care for the students until released by the administrator. If and when a *state of emergency* is declared by the Governor, school staff are designated as Disaster Service Workers (Government Code §3100) and may be responsible for staffing a shelter for students or the public.

School employees assuming a Disaster Service Worker (DSW) role, as well as any volunteers (such as PTA members), must be sworn in by a representative of the local disaster council to initiate coverage under Workers' Compensation for disaster relief work (Government Code §3102 and Labor Codes §4351-§4386). To facilitate this, the local disaster council may delegate the authority to administer oaths in writing to school or district officials before a disaster occurs. Contact the local disaster council through the nearest city or county office of emergency services.

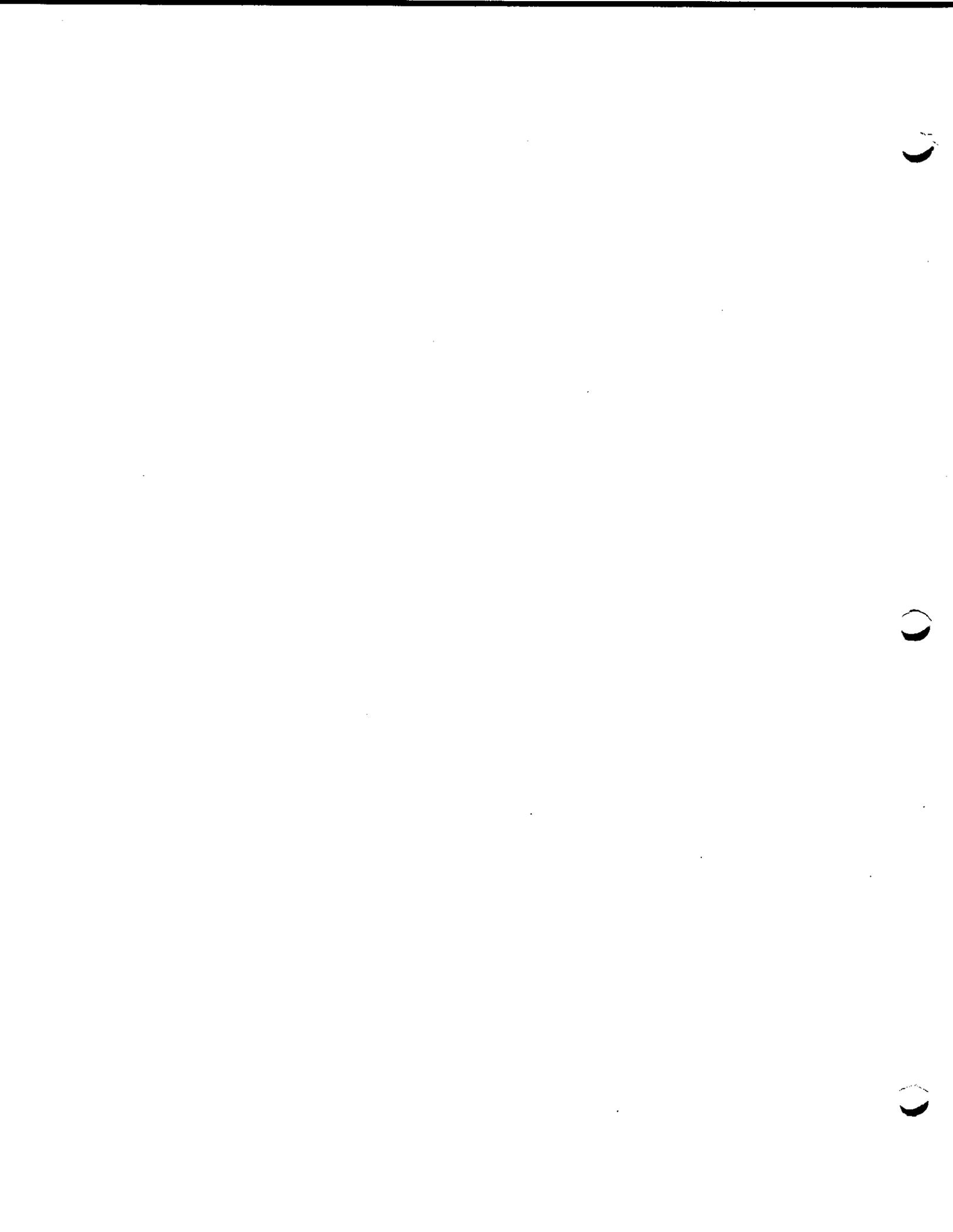
NOTE: The Worker's Compensation coverage provided by the state for DSWs is limited and may be significantly less than coverage available through the school district.

Schools should make shelter staffing plans in advance. Remember that some staff may have to address other personal responsibilities before they can assist with a possible long-term school shelter. Establish a staff rotation schedule that allows some staff to go home and return to the school at a designated time to assist with shelter operations.

2. Facility Damage Inspections

When earthquakes or aftershocks damage school structures, all school facilities must be inspected for safety before they can be reoccupied by staff or students. The Division of State Architect (DSA) is responsible for the evaluation of public school buildings (kindergarten through community college) and acts in an advisory capacity to a school district. Following a damaging earthquake, school districts should call the nearest office of the Division of State Architect to request a structural engineer (see Appendix A). The DSA also encourages schools to make arrangements for a local engineering firm to conduct a post-disaster school inspection. Engineers inspecting school facilities should be California-registered structural or civil engineers holding an OES Disaster Service Worker card for post-earthquake evaluations (according to ATC-20). If no engineers are available, schools may request one through their Operational Area (county) Emergency Operations Center (EOC).

The above section is not all-inclusive. It is designed to present general guidelines, not legal advice. Seek legal counsel for answers to specific questions or further interpretation of the law.



CHAPTER 3

INTER-AGENCY COORDINATION AND PRE-DISASTER AGREEMENTS

Preparing your school for its role in disaster sheltering should be a joint effort among the school, the community, the local government, and disaster relief agencies. Sheltering may require more resources than are readily available at one school. Many needs can be met with resources from city government, police and fire departments, the Red Cross, local vendors, and community service agencies. Investigate what resources are available in your community.

A. SHELTERING IS A JOINT RESPONSIBILITY

By law, local city and county governments and the Red Cross share with schools the responsibility to provide disaster shelter. To avoid some of the confusion characteristic of a multi-agency response, school staff should involve their local government, Red Cross chapter, neighboring schools, and other community agencies in all aspects of their sheltering preparedness.

A number of California schools have already achieved a high level of preparedness with the help of their local communities. These school-community partnerships have proven effective in serving both the school and the community. Schools are rewarded with additional resources, ideas, motivation, and cooperation.

Schools should contact such agencies as the American Red Cross, PTA, fire department, local government, other districts, and self-insured school agencies. A meeting allows these agencies to speak face to face; develop a multi-agency school sheltering plan that is compatible with the county, city, and Red Cross plans, determine what disaster role each agency will play and the resources each is able to contribute.

B. ESTABLISH WRITTEN AGREEMENTS

Once you have a cooperative effort underway to prepare the school, you may find it beneficial to establish formal, written agreements with one or more of the agencies, vendors, or community groups involved in the joint effort. A Letter of Agreement (LOA) or Memorandum of Understanding (MOU) commits the facilities, supplies, staff, and/or services of a private or public entity to the response efforts of another agency in the event of an emergency. Beyond the commitment of resources, pre-disaster agreements define the roles and

responsibilities of agencies working together and specify the financial arrangements. These agreements also clarify the qualifications for, and limitations to, the assistance available. (For an example of an MOU, see Appendix D.)

LOAs and MOUs can cover a wide variety of concerns:

- Provision of equipment not available at the school (cots, blankets)
- Professional and volunteer staff support
- Provision of food, liquids, and/or other supplies
- Portable toilet facilities
- Health care (nurses, medical supplies)
- Engineer support for facility inspections
- Security
- Communications
- Translators
- Transportation (busses for evacuations)
- Reimbursement for response costs

1. Drafting and Maintaining an Agreement

Before preparing an MOU with a specific agency, identify the resources (supplies, staff support, instructors, funds) needed to prepare for and conduct a full-scale shelter operation. (See Chapter 5 and contact your local Red Cross for guidance.) Once the school has developed a comprehensive "wish list", school or district staff can meet with the agencies that will be party to the agreement and establish the following:

- The responsibilities of each agency (the role of each agency)
- What resources each agency will contribute
- What (if any) liability each agency accepts
- How long the agreement will remain in effect
- The requirements and procedures for reimbursement of any costs resulting from the agreement.

Before signing the agreement, each agency should have a copy reviewed by its respective legal counsel. Agreements with Red Cross chapters may need approval by the Red Cross National Headquarters Office of Risk Management. MOUs that meet legal approval should be signed by a representative at the policy-making level of each agency.

Schools or districts wishing to establish an MOU with a Red Cross chapter for the use of school facilities as shelters may use the standard Red Cross *Statement of Agreement* (see Appendix D-1). If further provisions are necessary, or other agencies are involved, develop a more comprehensive MOU such as the one

used in Sunnyvale (Appendix D-2). For schools without a pre-established MOU, the Red Cross can provide a standard form (Appendix D-3) following a disaster to establish a quick agreement for use of a facility.

Letters of Agreement and Memoranda of Understanding need to be reviewed annually and updated if necessary. This requires communication among all agencies party to the agreement. Due to the frequent personnel turnover in schools, Red Cross chapters, and other disaster response agencies, it is imperative that the phone numbers of disaster contacts be kept current (see Appendix D-4 for an example update form).

Notwithstanding agreements for mutual assistance, schools should prepare to operate and supply a student shelter independently for at least 72 hours. Depending on the severity of the disaster, pre-arranged assistance may not be available when local agencies are overwhelmed with their own response efforts.

2. Establishing a Disaster Preparedness Committee

Many communities have established ongoing disaster preparedness committees involving school officials, the fire department, PTA, Red Cross, and other agencies. These committees prepare their care and shelter plans together and decide how resources and funds will be committed. Committee members can organize joint training programs and multi-agency exercises to test their plans.

C. POTENTIAL CONTRIBUTIONS OF OTHER AGENCIES

Following are examples of agencies that may play a role in school sheltering and disaster preparedness, and some of the services they might provide.

1. The American Red Cross (ARC)

The Federal Response Plan defines the ARC as the lead agency for community care and shelter (Emergency Support Function 6). The ARC regularly conducts shelter operations nationwide and has much to offer. As with any other resource, Red Cross chapter capabilities vary from region to region; however, the following are common Red Cross contributions:

- Training in First Aid, CPR, disaster response, damage assessment, shelter management, communications, and more.
- Staff support for shelter management and operations.
- Agreements for reimbursement of school supplies used, facility use, overtime for non-salaried school employees (public shelter only)
- Communications equipment and support.

- Community preparedness information.
- Basic health care and coordination of health services with the county Department of Health Services.

2. Local Government

Local governments share the legal responsibility for community disaster care and shelter. A poorly prepared school poses a serious burden to its city. A city can assist in the following ways:

- Establish a school preparedness committee
- Appropriate funds from city Disaster/Emergency Fund for school preparedness. (Funds may be administered by a third party.)
- Establish city-wide school preparedness standards
- Purchase supplies at cost through city logistics
- Provide city staff for shelter management and operations
- Provide alternate or additional shelter facilities such as parks and civic centers to alleviate the burden on schools
- Advertise and advocate the school preparedness program
- Foster community cooperation between the general public, neighborhood groups, Red Cross and schools

3. County Office of Emergency Services

County Offices of Emergency Services (OES) are responsible for training local government and special district (school) personnel in emergency response procedures. Contact the County OES to inquire about what training or information is available.

4. The Fire Department

Fire departments can offer expertise and resources for school preparedness. Often the fire department is designated by the city or county as the lead agency for community disaster preparedness. Examples of activities sponsored by local fire departments include but are not limited to:

- Conduct First Aid, CPR, EMT, and disaster preparedness training
- Develop training materials for: Search and Rescue, First Aid, Incident Command
- Inspect school facilities for non-structural hazards
- Develop and evaluate drills and exercises
- Provide guidance for preparation of school plans and emergency procedures
- Contribute or administer funds (as a third party).
- Provide a channel for purchase of disaster supplies at cost

5. Law Enforcement Departments

In some areas, law enforcement is the lead agency for community disaster preparedness. To find out what disaster role your local law enforcement department has, contact the Community Relations or Public Affairs office. Law enforcement is often the first agency on the scene to assess a disaster situation, mobilize the proper response agencies, and determine the need for evacuation and shelter. Law enforcement departments may request a shelter facility through the appropriate city department, city EOC, the Red Cross, or directly through the school or district. The following are examples of police/sheriff department contributions to California schools:

- Disaster preparedness information and presentations
- Funds for preparedness projects (e.g., the stocking of shelter supplies)
- Coordination of volunteer Disaster Communication Services.
- Evacuation planning guidance
- Organizing neighborhood watch groups for community preparedness projects
- Facilitate city-wide disaster drills and exercises
- Security for shelters, especially for those with occupants from rival gangs

6. Community Service Agencies

Community-based and volunteer service agencies area take an active role in community affairs and sponsor numerous projects for the benefit of the community. A school may wish to solicit the support of a community service agency for disaster sheltering. For example, the Salvation Army might agree to provide drinking water for your shelter.

7. Neighboring Schools and Districts

School or district officials should establish agreements for disaster assistance with their area counterparts. School staff members from another district, properly trained, and familiar with school emergency procedures, are a great asset. In addition, a nearby school may have food, water, or disaster supplies and equipment readily available for your school's use.

8. Parent Teachers Associations (PTA/PTSA)

PTA Councils have played a major role in school preparedness. Parents represent a great resource in themselves and have access to many other community resources through their jobs, churches, and clubs. Some examples of activities conducted by California PTAs include the following:

- PTAs can facilitate parent involvement in development, implementation, and evaluation of school disaster plans.
- Support school and other officials evaluating disaster drills/exercises.

- Disseminate disaster preparedness information and school procedures to parents.
- Solicit the donation of disaster supplies/storage containers, and/or funds.
- Prepare disaster training manuals/videos for parents, teachers, and students
- Arrange First Aid and CPR training
- Conduct supply inventories, restock supplies
- Facilitate the standardization drills, training, and plans across the district.
- Update child emergency forms
- Attend ARC and other disaster training to become qualified shelter support staff
- Update school facility maps

9. The County Office of Education (COE)

County Offices of Education have several resources for school preparedness. Some COEs distribute preparedness information, provide planning guidance, develop drills and exercises for testing school plans, and may provide or assist with school disaster preparedness training. Other COE contributions include those listed below. Contact your COE for any information they might have.

- School disaster preparedness workshops
- Model school district emergency plans
- Planning guidance and emergency procedures for care of Special Education students

10. Self-Insured School Agencies (JPA)

Many schools in California have formed School Self-Funding Authorities, also known as Joint Powers Authorities (JPA) to share the costs and distribute the risk of school Workers' Compensation and liability insurance. School Self-Funding Authorities often manage both a school district's safety insurance and employer safety program. Many JPAs also provide for a district Safety Credit Fund in which monies are held for school safety measures. These funds may be available for hazard mitigation, disaster preparedness training, or supplies. The following are additional contributions of JPAs in California:

- Conduct safety and preparedness presentations and training for school staff, administration, PTA groups, and others
- Prepare and distribute safety information and training manuals.
- Guidance for the development of a School Site Safety Program.
- Inspection and enforcement (with OSHA) of safety standards/ measures.

11. The County Department of Public and Social Services

Under the State Emergency Plan, county departments of public social services are the designated county-level agency responsible for the care and shelter of county residents displaced by a disaster. Much of the time, county social services supports emergency response efforts by providing additional trained staff to operate shelters. In some areas, staff may be loaned to the schools through the Red Cross, instead of directly to the school. The Red Cross will then assign these personnel to the shelter facilities that have the greatest need for additional staff.

Often, the social services representative at the county EOC coordinates the support of other county agencies, such as Children's Protective Services (CPS). Schools and districts needing specific staff support should contact County Mental Health, County Health Services, and Children's Protective Services directly, or county social services through the county (Operational Area) EOC to secure the support of these other agencies.

12. The County Department of Health Services

County departments of Health Services often support a shelter operation by providing health care professionals to assist in the treatment of injured, disease prevention, and the monitoring of health conditions. Following a major disaster, county health services may be contacted directly through the county EOC to request health services staff.

County health officials may also inspect congregate care facilities to ensure adequate toilet facilities are available, food preparation areas are sanitary, and the injured are being properly treated.

13. The County Department of Mental Health

Following a major catastrophe, the county Department of Mental Health often supports shelter operations by providing counselors to shelter facilities for disaster mental health services. Schools with their own mental health counselors should make them available to other schools in an emergency.

14. Local Business and Industry

Following a disaster, local businesses often offer their goods and services to assist the community. A school or district may wish to establish written pre-disaster agreements for the purchase or use of a vendor's equipment or supplies. Instead of purchasing and storing every possible disaster supply, agreements can be used to dedicate already existing supplies, staff, or other resources to the school in the event disaster strikes.

Some businesses may agree to donate their services or materiel before a disaster or immediately following a disaster. Others may require a Blanket Purchase Agreement (BPA). BPAs are agreements established for the purchase of equipment and supplies in an emergency and generally give priority to a certain entity.

Local businesses may offer important services as well. For example, a commercial bus line may agree to provide busses to a school in the event that an emergency evacuation is necessary. A local engineering firm might agree to provide a qualified engineer to inspect the school site following an earthquake. Other important services such as sanitation, security, and bottled water delivery may be available to a school or district through local vendors in the event of an emergency.

CHAPTER 4

SAFE BUILDINGS

In recent strong and moderate earthquakes in California, some school buildings have been damaged, a few so extensively that they could not be used for shelter. Others have had so much nonstructural damage that they could not be used for shelters until the hazardous spaces were cleaned up or cordoned off so there was no risk of injury to those in the shelter. Whether school buildings are used to shelter the student population or as community shelters, questions about the structural and nonstructural safety of the buildings must be resolved before the final decision is made to occupy the buildings. If the earthquake is serious and damage is spread throughout a community or region, getting professional help to evaluate the structures may be difficult and will take time. Below are suggestions about where to turn for help.

A. THE STATE ARCHITECT AND OTHER BUILDING PROFESSIONALS

The Division of the State Architect, Office of Regulation Services (DSA/ORS) is responsible for the post-earthquake evaluation of public school buildings—kindergarten through community college. The DSA acts in an advisory capacity to a school district, but the district has the final authority to make decisions about reoccupying school buildings. After an earthquake in California, DSA engineers are dispatched to school districts in need of inspection as soon as the districts report damages to the DSA. The main DSA office is in Sacramento, and there are regional offices in San Francisco, Los Angeles, and San Diego. However, it may take hours or even days to get DSA personnel to every school in an area of extensive damage.

It is the policy of DSA/ORS that post-earthquake safety evaluations be performed by California-registered structural engineers at all public school sites that report damage. Although private schools may rely on local building inspectors to make facility safety inspections, it is not in accordance with DSA policy that public schools do so.

Therefore, since DSA cannot guarantee speedy inspection from its limited staff, it encourages school districts to make prior arrangements with a local, California-licensed, structural engineer to perform evaluation of their facilities. The procedures the engineer should follow are those promulgated by the Applied Technology Council in *Procedures for Post-Earthquake Safety Evaluation of Buildings*.

If a licensed structural engineer can not be found in a certain area, or an engineer is not available, a school district can request volunteer engineers through the Post-Disaster Safety Assessment Plan of the California Office of Emergency Services (OES). To make a request, the district need only contact its Operational Area (county) Office of Emergency Services and ask that a licensed structural engineer be sent to help with school safety evaluations. The request will be forwarded to the Office of Emergency Services which will deploy the needed engineers.

To make things easier for whomever does the inspections, the DSA recommends that each school district keep a set of structural drawings (S-sheets) for permanent buildings at each site, or campus, preferably in an accessible location. The plans will be invaluable to the engineer in identifying the structural system. If a school district does not have, or cannot find these S-sheets, they may obtain copies from the DSA/ORS.

Private schools are also urged to make arrangements for safety inspections with local, licensed structural engineers. Similarly, private schools should have a set of their plans available for the inspector.

B. DO IT YOURSELF

In some situations there may be a pressing need to reoccupy school buildings before engineers arrive on the scene. The school population may still be largely present and the weather inclement (cold, rainy, hot), night may be falling, the outdoors may be chaotic or hazardous, or there may be a need to set up an infirmary. In other circumstances, the community or the Red Cross may want to occupy a school building for shelter.

In any case, there will be pressure on school officials to allow building reoccupation. When structural engineers are not available, the school officials must rely on their own judgments (and the final decision is theirs alone), but there are some resources to inform and assist those judgments. Principal among them are two documents prepared by the California Office of Emergency Services, Earthquake Program in collaboration with the Division of the State Architect, Office of Regulation Services: 1) *Post-Earthquake Damage Evaluation and Reporting Procedures: A Guidebook for California Schools*, and 2) *Post-Earthquake Damage Evaluation for California Schools: A Training Program*.

The guidebook sets forth procedures for school officials to follow both in assessing the damages to their facilities and in reporting their findings to the DSA/ORS. The inspection methods are designed for use by anyone during an emergency, although individuals with some construction, inspection, or facility management experience will be more familiar with some of the concepts.

Some basic rules apply to all school site damage evaluations:

- An inspection must be done after an earthquake if there was enough ground motion at the school to knock books off shelves.
- No inspections should be done in buildings that are clearly dangerous, either because they're obviously near collapse, or because there has been a hazardous material release (asbestos, toxic chemicals). Such buildings can not be reoccupied
- Inspectors should work in teams of at least two so help is on hand if an injured person is discovered or one member of the team is trapped.
- Everyone in and around the buildings should be alert to the possibility of falling objects: **outside--parapets, roof tiles, glass, and building ornamentation might fall off; inside--ceilings, light fixtures, pipes and ducts, and tall furniture can fall, especially during aftershocks.** All such falling objects must be taken down or secured, or the areas around them cordoned off, before the building can be occupied
- In order to declare a structure safe for reoccupying, the minimum requirement is that it must be able to withstand an earthquake the same size as the first one without collapse, hazardous materials release, or additional falling hazards inside and outside.
- If inspectors are unsure about the significance of any observed damage, they are advised to err on the side of student safety. Keeping a school closed for a few more days in order to be certain about its safety will not result in lost ADA (see Appendix F) and is certainly a prudent response to possibly hazardous structures.

School districts should acquire the guidebook now, and assign personnel at each site to become acquainted with the methods and perform the inspections should that ever be necessary. Copies of the guidebook—enough for each school site—were sent to every school district in California in early January, 1994. To obtain additional copies, contact either DSA/ORS or OES (see the Resource page at the back of this document).

The DSA strongly recommends that all prospective inspectors be trained. Training by a structural engineer is desirable, but should that not be possible, the training program is helpful. It is designed to be used both by building professionals or by anyone who can show slides, read a script, and host a training session. The approximately 140 slides show what one should look for and illustrate examples of damages from California schools in earthquakes of the past

25 years. The script describes why the depicted damages are either dangerous or not so, and recommends actions that should be taken when similar damages are encountered. The training program can be requested from either the OES or the DSA/ORS (see the Resource page at the back of this publication).

CHAPTER 5

SHELTERING OPERATIONS

In developing the functions, staffing and training for your shelter, it's a good idea to consider the many scenarios in which you might provide sheltering:

- 1) Sheltering the students of your school and possibly other nearby schools
- 2) Sheltering students, their parents who come to the school because their children are there, and neighbors who come to the school because they know people and facilities are there
- 3) As a Red Cross shelter for the community, still wanting to maintain some control over the property, length of time the shelter is open, and other policy decisions
- 4) As a student shelter run simultaneously with a Red Cross shelter run for the community-at-large

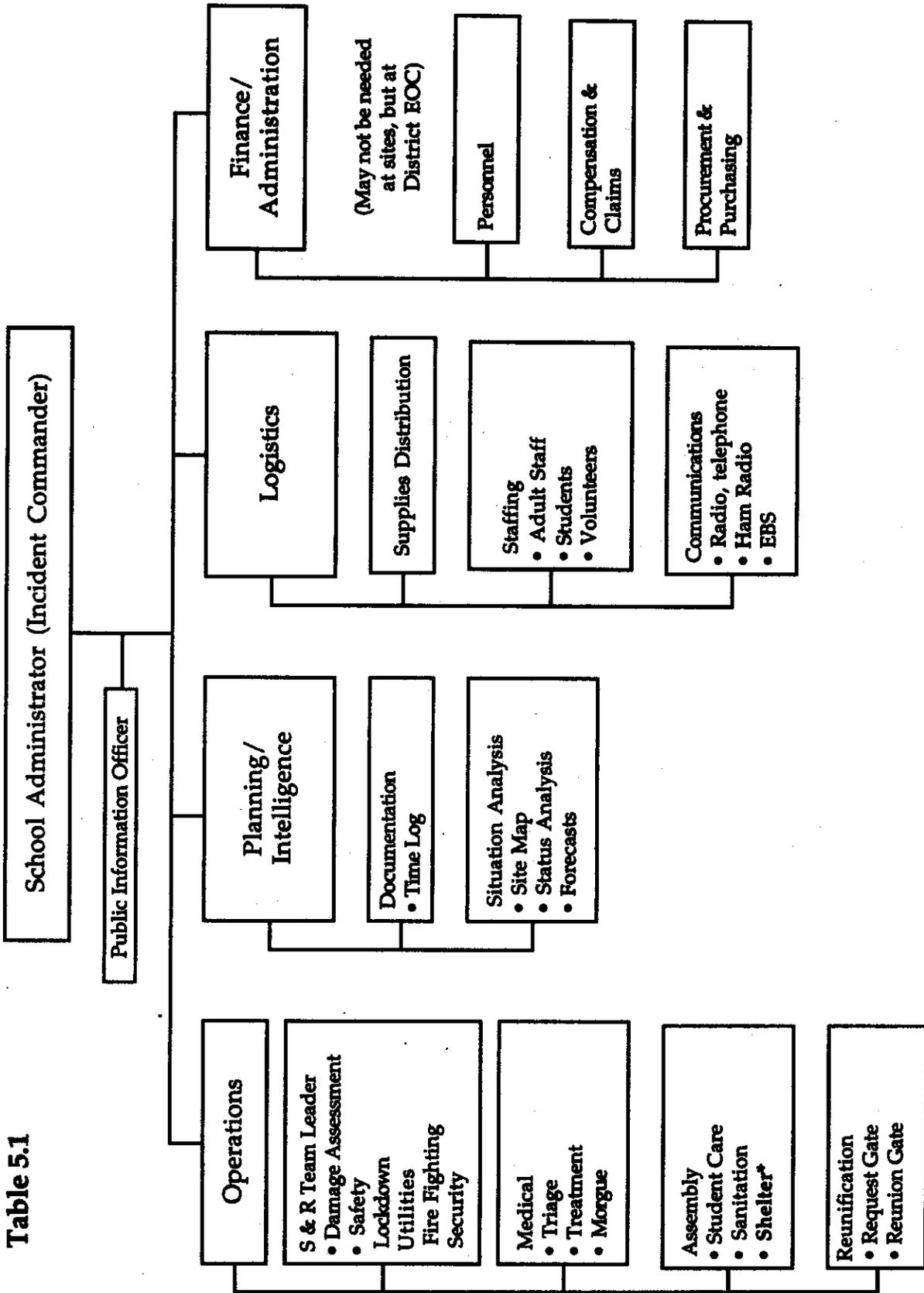
A. THE SHELTER ORGANIZATION

School Districts are considered special districts in the same way as water districts and fire districts. According to the Standardized Emergency Management System (see Chapter 2), school districts must follow certain laws and regulations to be eligible for reimbursement by the state for response-related personnel costs. Table 5.1 shows how a school site might organize its emergency response to comply with SEMS.

The SEMS regulations require a standard organizational model at the school district level and we suggest that your school site and your shelter operations also follow this model for setting up an emergency response organization. The model is based on the Incident Command System (ICS), an emergency response framework developed by fire departments to give them a common language when requesting personnel and equipment from other jurisdictions. In much the same way that a school personnel office would know that a 5th grade science teacher from a nearby district would have certain basic qualifications, emergency responders using ICS know that someone trained as a Logistics Chief has certain basic qualifications.

SCHOOL SITE EMERGENCY ORGANIZATION

Table 5.1



* See Table 5.2

1. SEMS Functions

There are 5 basic functions of SEMS:

Management: Responsible for overall policy and coordination

Planning/Intelligence: Responsible for collecting, evaluating, and disseminating information; developing the action plan in coordination with other functions; and maintaining documentation

Operations: Responsible for coordinating all operations (carrying out the mission of the organization)

Logistics: Responsible for providing facilities, services, personnel, equipment and materials

Finance/Administration: Responsible for financial activities and administrative aspects not assigned to other functions

These five components are the basic structure for any emergency response. Use them for your shelter operations and train staff in the terminology. Staff then can work interchangeably at other schools and even other districts. In addition, when you need to exchange information with the school district, local city or county emergency operations center, you will know that the Logistics Section has information on resources ordered and deployed, and that the Planning Section has information on anticipated activities for the next action period.

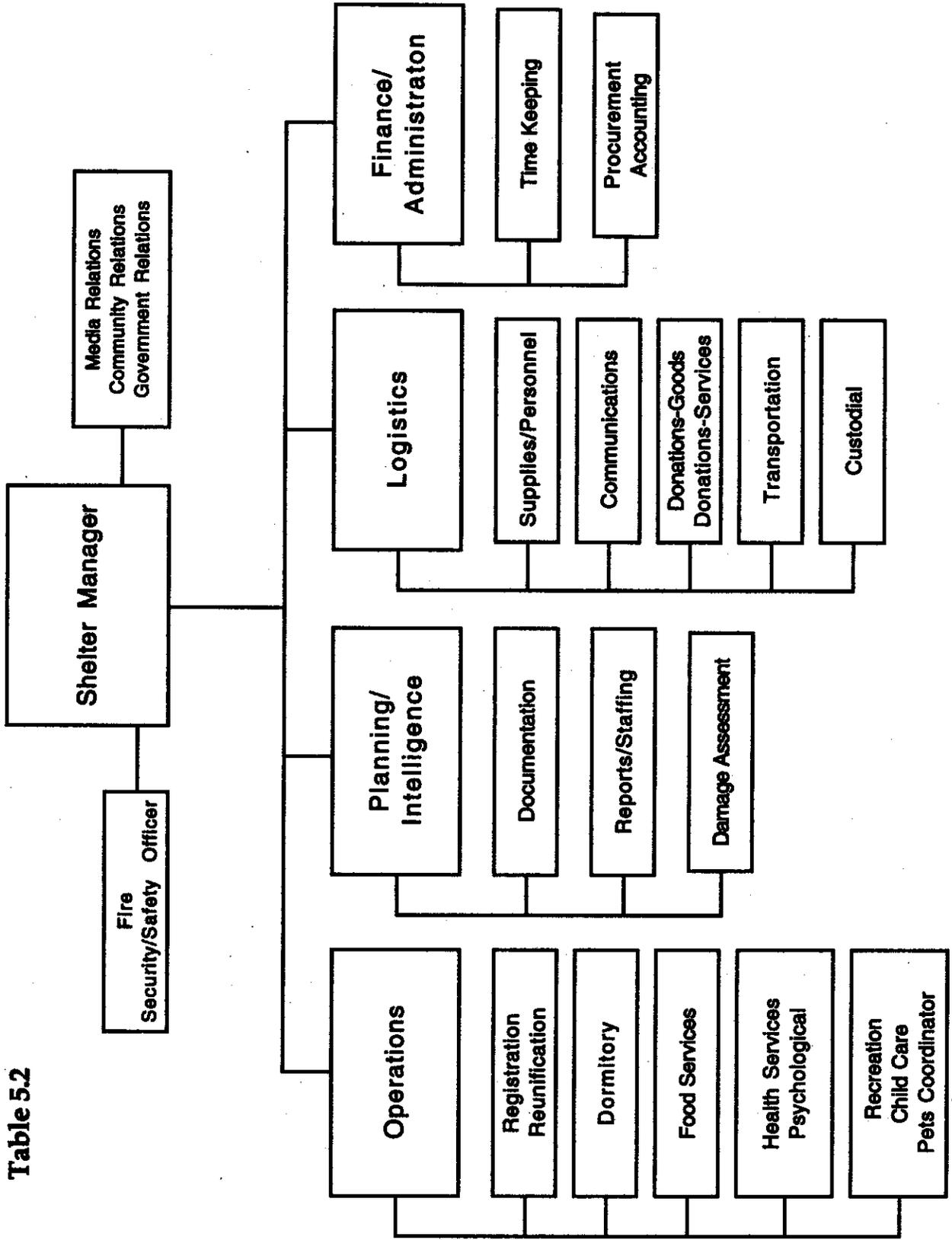
2. SEMS in the Shelter

Shelter functions should be organized according to the SEMS structure in the same way the school and district's response is organized. The SEMS structure is based on a modular organization which starts with the top, in this case the Shelter Manager, and expands as the need grows. This means that a very small shelter operation might start with only a Shelter Manager and an Operations Chief who would carry out all the functions displayed on Table 5.2.

Each box on the organization chart does not represent a person, but rather a function or task that needs to be carried out. Therefore, 2 or 3 people might carry out all the functions shown in the Table 5.2 for a very small shelter operation. In a larger shelter operation, there might be many people carrying out just one of the functions, for example, food service.

SCHOOL SHELTER ORGANIZATION (SEMS Model)

Table 5.2



When the Red Cross is operating the shelter, the school may still want a school staff person assigned certain functions to act as a liaison. For example, a liaison to food service would ensure that the food service facility and equipment were used properly and possibly to assist in menu preparation.

Table 5.3 displays each school shelter function, a brief description and the school personnel most likely to perform the function. Keep in mind that one person may perform many of the functions (for example, the Shelter Manager may also be the Community Relations and Government Liaison) and likewise one function may take more than one person (for example, the dormitory and food services functions may take several people).

If you are running a joint school/community shelter, you may want to set up a Unified Command in which both the school and the shelter operator (American Red Cross, the Salvation Army or local jurisdiction) would jointly manage and operate the shelter. In a Unified Command, there would be two Shelter Managers but the rest of the positions are filled with staff from either agency (i.e. you might have a Plans Chief from your school and an Operations Chief from the American Red Cross).

B. PRE-DISASTER PREPARATIONS

Checklists for each of the functions can be found in the Supplement at the end of the manual. These position checklists are intended for use during the disaster and therefore cover only the actions taken during the response and close down operations. However, there are many actions that schools can and should take to prepare for the eventuality of opening a shelter.

While many of the actions taken in planning and preparing for shelter operations will be performed by the administrative staff and a core planning group, for consistency, they are listed below under the five main functional branches.

1. Management

Designate a shelter planning group to develop your school's shelter plan and oversee pre-disaster actions including: obtaining needed equipment and supplies, determining and arranging for needed training.

- Designate staff for shelter functions. Remember to go three deep in planning and training to account for employees ill/on vacation and turnover.
- Ensure staff is provided training: possible topics include shelter operations, psychology of disaster victims, triage, search and rescue techniques, damage assessment, environmental hazards, and the Incident Command System.

SCHOOL SHELTER FUNCTIONS

Table 5.3

Function	Description	Frequently filled by
Management		
Shelter Manager	Coordinating, supervising and managing shelter operations.	Principal/Vice Principal (If both students and the community are sheltered, a joint command would be established with the ARC Shelter Manager and School Principal/Vice Principal)
Media Relations	Acting as a liaison to the media, preparing press releases and providing tours to media personnel.	Principal/Vice Principal, District PIO or Administrator (may be the Shelter Manager)
Community Relations	Acting as a liaison to community groups.	Principal/Vice Principal, District Administrator (may be combined with Community Relations & Gov't Liaison)
Government Liaison	Acting as a liaison to city, county, state and federal government representatives.	Principal/Vice Principal, District Administrator (may be combined with Media Relations & Gov't Liaison)
Security/Safety Officer	Enforcement of shelter rules and protection of those in shelter.	Campus police, private contractor
Fire	Ensuring safe operating conditions at the shelter. Reducing fire hazards, keeping blocked exits clear and inspection of fire extinguishers.	Facilities & maintenance
Planning/Intelligence		
Plans Chief	Responsible for gathering and analysis of all data regarding shelter operations, resources, conducting planning meetings and developing shelter action plan.	Vice Principal, Administrator
Documentation	Compilation of records relative to shelter operations (e.g. ordering, health care, numbers served, etc.). Archiving.	Librarian, Secretary, Teachers
Reports/Staffing	Develop staffing schedule and schedule of services to be provided. Generate reports summarizing shelter activities.	Librarian, Secretary, Teachers
Damage Assessment	Continuous ongoing assessment of safety of school buildings. Documentation of pre and post shelter conditions.	Facilities & maintenance

SCHOOL SHELTER FUNCTIONS

Table 5.3

Operations

Operations Chief	Responsible for direct management of shelter operations. The operations section carries out the mission of the organization which in this case is sheltering students and/or the community.	Vice Principal, Administrator
Shelter Registration	Obtaining information from those in shelter to be used to determine need for food and supplies and to respond to outside queries.	Teachers, Secretaries, PTA
Reunification	Arranging for a system to release students to the appropriate adults. (This only occurs in a school shelter for students).	Teachers, School Office Manager
Dormitory	Arranging for sleeping quarters for shelterees and obtaining, arranging and cleaning of sleeping gear and bedding.	Teachers, janitors
Food Services	Obtaining, preparing and serving food or arranging for the transportation of food prepared at other sites. Acting as a liaison to ARC to demonstrate use of equipment.	Cafeteria staff
Health Services:	Basic first aid, medical treatment and enforcement of health standards.	School nurse, first aid-trained teachers
Mental Health	Psychological first aid to disaster victims and emergency workers.	School counselor, school nurse, teachers, outside agencies
Special Needs	Assess the need for special equipment, supplies and care and coordinate with other sections to obtain.	Special needs teachers, community-based organizations
Recreation	Planning and coordinating activities to reduce tension and improve morale.	Physical education teachers/coaches Teachers
Child Care	Care and supervision of young children with emphasis on activities to assist children with expressing their feelings about the disaster.	Teachers, child care staff, PTA
Animal Coordinator	Arranging for shelter of pets at off-site locations and tracking lost pets. Arranging for care for classroom animals	Teachers, PTA

Continued...

SCHOOL SHELTER FUNCTIONS

Table 5.3

Logistics

Logistics Chief	Responsible for providing all support needs: facilities, transportation, supplies and equipment.	Vice Principal, Administrator, Controller, School Board Member
Supplies/Personnel	Basic office and service support. Ensuring availability and operability of supplies, furniture and minor equipment (pens, forms, photocopier, tables, chairs, etc.). Using the staffing pattern developed by the Planning Section, identify trained staff and call to report to duty.	Personnel, accounting staff Clerical support staff
Communications	Operation of radios, telephones and/or runners. Securing and maintaining equipment.	District communications specialist, ARES/RACES
Donations - goods	Accepting, recording and distributing goods that are donated. Making requests through Community Relations or others for goods.	Teachers, Secretaries, PTA, Cafeteria staff
Volunteer Coordinator	Organizing volunteers, requesting needed services, and deploying volunteers as requested.	Teachers, Secretaries, PTA
Transportation	Arranging for and providing the transportation of goods and people. Coordinate evacuation needs with ARC.	School transportation staff
Custodial	Cleaning, maintenance and minor repairs to shelter facility.	Maintenance staff

Finance/Administration

Finance Chief	Responsible for time reporting, administration of contracts and cost analysis data.	Vice Principal, Administrator, School Board member
Time keeping	Calculating hours worked for payroll and reimbursement. Tracking volunteer time.	Accounting or personnel staff
Procurement/Accounting	Handling financial matters: vendor contracts, rental agreements and purchasing. Assist with securing supplies. Process invoices and accounts payable and track costs.	Bookkeeping, accounting staff
Accounting	Process all invoices and accounts payable. Track all costs by appropriate responsible agency.	Bookkeeping, accounting staff

- Develop rules and a security plan for the shelter.
- Make agreements with other schools and districts for sharing personnel and equipment (mutual aid resources).
- Identify specialized technical support from outside your school/district which might be needed, for example, translators, structural engineers, and counselors
- Develop community resources and coordinate with other schools and agencies including the American Red Cross.
- Develop sample formats for notification to parents and media releases.

2. Planning/Intelligence

- Develop a reporting format to capture the current situation including injuries/deaths, building damage, persons sheltered, and the status of equipment and supplies--for communication internally and with the outside world.
- Develop staffing pattern to cover different shelter scenarios (e.g., shelter for school students only, combined Red Cross/school shelter)

3. Operations

- Prepare a facility layout and designate registration area, exits, sleeping areas, dining areas, and pet areas. Remember to have alternate sites should one building be unsafe to occupy.
- Prepare sample menus assuming refrigeration is not available.
- Ensure health notices and standards are posted.
- Develop a phone tree for staff/volunteers and a method to register volunteers and make job assignments.

4. Logistics

- Inventory food and water supplies, medical supplies, sanitary supplies (portable toilets) dormitory supplies (cots, blankets, fire fighting equipment) and develop a plan to obtain needed supplies including agreements with restaurants, grocers, and a community resource directory.
- Designate persons to fill positions in staffing pattern developed by Planning Section and keep current employee (and mutual aid personnel) information including contact phone numbers.
- Develop a method for accepting and recording donated goods and services.

- **Identify communications system and alternatives (redundancy is desirable!) for internal and external communications.**
- **Identify transportation methods including use of staff cars if necessary to evacuate students and transport needed goods and maintain current list.**

5. Finance/Administration

- **Develop systems and forms to track daily personnel time, accounts payable and receivable, accident claims and cost-to-date reports. Remember, good documentation will expedite reimbursement of disaster-related expenses.**
- **Reserve a block of purchase order numbers to designate to shelter costs.**
- **Ensure that your accounting system is designed to track separately the related to community shelters operated by outside agencies like the American Red Cross.**

CHAPTER 6

SCHOOL RESUMPTION

Once the immediate emergency period has passed, and the students and staff have been properly taken care of, the next big challenge is deciding when and how to reopen the schools for classes. Two big questions loom: 1) whether the structures, contents, and campuses are safe for human occupancy; and 2) how long the Red Cross shelter will stay open, if one has been set up in the school. For some school officials there's a third, nagging question: Is my district losing ADA every day classes aren't in session?

A. DETERMINE THE SAFETY OF YOUR BUILDINGS

If you have not completed a structural assessment of the buildings' safety, you must have that done by a licensed structural engineer. The various ways to do that are spelled out in Chapter 4. In addition, you must clean up, fix, or remove any nonstructural hazards in or around the school buildings to make the environment safe for people to be in.

B. COORDINATE WITH THE RED CROSS

If your school is being used as a community shelter, you will have to determine a) whether you can run school simultaneously with the shelter, and b) with what special arrangements. If you decide that you cannot have school in session while the shelter is in operation, you must c) reach an agreement with the Red Cross and the city on when the shelter can be closed.

While it's in operation, a Red Cross shelter meets a number of physical and psychological needs, and it provides an array of services to disaster victims: bed and board, recreation, medical, transportation, and governmental social services. Reopening a school while a community shelter is operating is complicated. The shelter will typically occupy gyms, showers, and kitchens, but sleeping space used for sheltering is unusable by the school. Provisions must be made to relocate affected student classes and activities to other space.

Schools will be in a more advantageous position with respect to Red Cross shelters if they have worked out a Memorandum of Understanding with their local Red Cross chapter before the disaster (see Chapter 3).

Not only is it difficult to accommodate students and disaster victims at the same campus, but schools in urban areas must expect that a number of chronically homeless people may move in, some of whom suffer from mental illness or drug and alcohol abuse. Their presence on campus will challenge security managers and may alarm parents. The situation could be covered by the local media and become a public relations issue.

Other provisions must be made before classes can be resumed:

- Facilities management, or building and grounds, and custodial staffs should repair damages to contents, and secure all undamaged fixtures and furnishings so that the interior rooms are safe in aftershocks. Outside areas of the school campus must also be inspected and made safe for traffic.
- Schools should consult with the Disaster Assistance Division (Public Assistance) of the state Office of Emergency Services, as well as their own attorneys, to determine how to contract for emergency repair work they can't do themselves. If appropriate procedures are not followed, reimbursement may be denied by OES and FEMA.
- The school district may need to hire special security guards to keep damaged buildings from being entered and/or looted, secure campus areas that are not safe for use, and keep shelterees separate from students, if that's necessary. The Red Cross may also contract with private security agencies.
- Site administrators should work closely with the district superintendent and the district PIO to see that all important information on school reopening is communicated effectively to parents and the community as a whole.
- All teachers and staff should be trained to recognize, and deal with, the psychological impacts of the disaster--as they are manifested by the students, colleagues, parents, and themselves. Some districts contract for the services of mental health professionals to provide quick training and some counseling in the first few days.
- Have a meeting for all school personnel before the reopening day to review all facts regarding damages to, and actions taken by, the school and district, acknowledge all who helped out during the emergency period, and encourage personnel to discuss their feelings.
- Schedule routine sessions from the first day on for weeks, if necessary, in which administrators can advise on activities, and personnel can talk about their experiences and ask questions. Do everything possible to keep communication flowing between and among administrators, teachers, and staff.

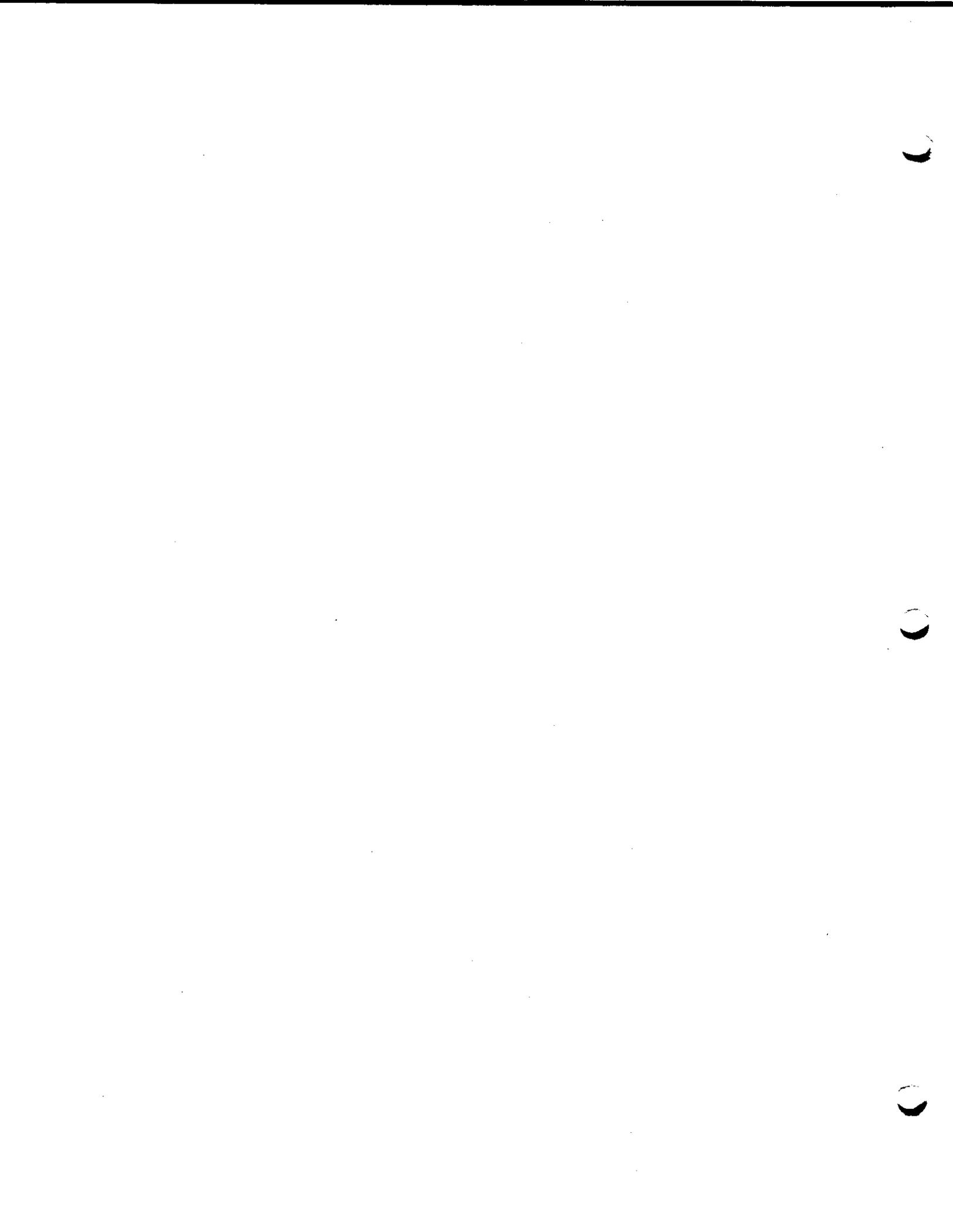
- Meet with the entire student body on the first day of school to report and discuss in similar fashion.

C. AVERAGE DAILY ATTENDANCE CREDITS

Some school administrators will be tempted to resume classes before either the structures have been found to be safe, or a workable arrangement has been arrived at with the Red Cross. The temptation arises from a fear that ADA will be lost for every day the school is not in session. However, in emergency conditions, the State Department of Education provides a way to claim Average Daily Attendance and instructional time credit for days on which schools find it necessary to close.

Two sections of the Education Code allow the Superintendent of Public Instruction to grant normal apportionment credit to districts in emergencies. Education Code Section 41422 authorizes maintenance of apportionments in instances when one or more schools must be closed because of "extraordinary conditions." Section 46392 of the Education Code provides for the crediting of average daily attendance whenever, "the average daily attendance of any school district, county office of education, or regional occupational center or program . . . has been materially decreased . . . because of fire . . . flood . . . impassable roads [and other specified circumstances]."

Thus, decisions to reopen schools and resume classes should be based on the knowledge that it is safe and feasible to do so, and not on a need to avoid losing ADA. The directions for claiming ADA credit, and the necessary forms, are in Appendix F.



CHAPTER 7

SHELTER TRAINING AND DRILLS

Plans and procedures are valuable only when accompanied by training. There will be no time to learn the necessary procedures once disaster strikes. Furthermore, if only the administrator or district emergency services coordinator is familiar with the plan, the school may not be able to respond effectively.

Implementing a shelter training program for staff, parents, and students is an essential element of school preparedness. When a disaster occurs, it is imperative that staff and students react properly. This cannot be accomplished without practice. Due to the frequent turnover of parents, students, and staff, shelter training should be conducted annually at a minimum.

In addition, school preparedness should be tested with periodic drills to ensure staff are ready to implement the plan. According to the California Department of Education (CDE), such training and drills may be conducted as a part of the staff development time provided for by the School-Based Coordinated Program. If applicable, schools may also conduct training through their school safety program, funded through their insurance joint powers authority. (See Chapter 8 for more information.)

A. TRAINING TOPICS

Disaster preparedness training for school staff should address:

- Orientation to School Site Emergency Procedures/Disaster Shelter Plan
- Staff responsibilities, before, during, and after a sheltering operation
- Staff roles as Disaster Service Workers
- Family reunification procedures
- First Aid and CPR
- Dealing with the psychological impact of disasters
- Evacuation Procedures
- Shelter Management and Operations (offered by The Red Cross)

B. SAMPLE SHELTER DRILL

Due to most school staff's unfamiliarity with shelter management and operations, the school site council, governing board, or school officials should set aside at least one full day for shelter training and a walk-through shelter exercise.

The exercise suggested here is a big step! Adapt the scenario to the current capabilities of you staff and gradually work up to the worst case. Depending on a school's current level of training and preparedness, a school may wish to start by conducting only part of the exercise. If you so choose, you may use the same drill scenario for both the training and the practice drill.

Invite as many of the key players, such as the Red Cross, Fire Department, PTA, etc. to participate in or observe the exercise. Conclude the day with an evaluation and discussion of what occurred.

Supplies Needed:

Tables, chairs
Phones or radios
Copies of instructional materials, site maps
Copies of school emergency/disaster plan
This manual
Assorted office supplies

Recommended Personnel in Attendance:

City and District Emergency Services Coordinators
Administrators
Teachers
Custodial, school nurse, and food service staff
Red Cross representatives
Fire Department representatives
PTA representatives

1. Scenario:

On _____, at 2:50 p.m., a magnitude 7.6 earthquake strikes while school is in session. Several students and one staff member are injured. The west wing of the main building has suffered a partial roof collapse and a gas leak is suspected. Area roadways are severely damaged, leaving commuters stranded. Local fire, law enforcement, and medical services are overwhelmed and can provide only a minimal response. The Red Cross is not immediately available. School staff realize that they will need to initiate student reunification procedures. Shortly before dusk, local residents begin converging on the school.

2. Conditions:

The initial evacuation, assembly, accountability, and search and rescue have been completed. All seriously injured have been taken to a nearby hospital. The district, city, and county Emergency Operations Centers (EOC) have been activated. The Red Cross is unaware of the status of your school. The Fire Department denies any access to the facility until it is properly inspected.

Reunification procedures are underway, per school plan. A press release has been aired instructing parents to pick up their children. Approximately one half of the students have already been turned over to an appropriate adult. The number of parents picking up children has decreased dramatically.

The school **HAS:** MOU and facility survey with ARC
 Simulated district and city EOCs

Does **NOT HAVE:** Campus Police
 Nurse on site
 Utilities (no power, water, gas)

3. Objectives:

- Initiate shelter set-up and operations while continuing reunification procedures.
- Coordinate shelter activation with city and county EOCs, ARC, Fire Departments.
- Ensure facility is properly inspected:
- Establish staff rotations/designate staff shelter assignments

- Conduct separate shelter operations for students and community. Using the position checklists in the Supplement, set up, at a minimum, the following shelter functions:

Registration
Security
Logistics
Communications

Food Service
Dormitory Management
Health Services

- Maintain communications with district and city/county EOCs and initiate contact with the nearest Red Cross. Report on school status, request any needed support.

C. SCHOOL EXERCISE DESIGN ASSISTANCE

For assistance with school drill/exercise development, contact the city or county Office of Emergency Services, the California Specialized Training Institute (CSTI), or the Region 9 office of the Federal Emergency Management Agency (FEMA). See Appendix A for more information.

SHELTER DRILL CHECKLIST

The following checklist suggests the major activities for each exercise objective and may be used by participants and drill evaluators. For further information and planning guidance, contact your local Red Cross or Fire Department.

OBJECTIVE #1 Initial Shelter Set-Up During Reunification Procedures

- Did shelter manager oversee or designate someone to oversee ongoing reunification procedures while he/she chose staff members to initiate shelter set-up?
- Was a initial shelter briefing and a walk-through of school facility conducted?
- Were staff members assigned duties, given the appropriate checklists, and a shift schedule established? (See the Supplement for position checklists)
- Was an accurate accountability of students maintained? (NOTE: "registration" of students may simply be a student roster, with students not yet reunited with parents marked as student shelterees.)
- Was a specific registration point set up for registration of the general public?
- Were separate areas set up for student shelterees and public shelterees? Was staff briefed on importance of supervising all students at all times?

OBJECTIVE #2 Coordinated Shelter Activation

- Were district and city EOCs notified that the school shelter would be activated?
- Did school communicate its overall status, and any initial or expected needs for supplies, staff, emergency response, etc.
- Did school make realistic requests to the EOCs for resources?
- Were district and city EOCs simulated effectively? Remember messages should be staggered (not all at once) and staff of EOCs represent each agency that would be present in a real event.

OBJECTIVE #3 Facility Assessment

- Did school officials inspect the facility and document damages caused by disaster (pre-shelter damages), assess the amount of clean-up needed, and plan how the facility should be used as a shelter?
- Was facility inspected by a California licensed engineer prior to reoccupation? (excluding entry by emergency professionals)
- Were unsafe areas adequately cordoned off?

OBJECTIVE #4 Staffing For Sustained Shelter Operations

- Were school staff informed of their duty to remain at the school and care for the students?
- Was a reasonable staff rotation schedule set up allowing some staff to return home and providing for some staff to remain at the school to set up and operate the first shelter shift.
- Were any immediate staff needs such as: nurses, cooks, maintenance personnel, etc. communicated to the EOCs?
- Were shelter volunteers effectively used to supplement shelter staff?

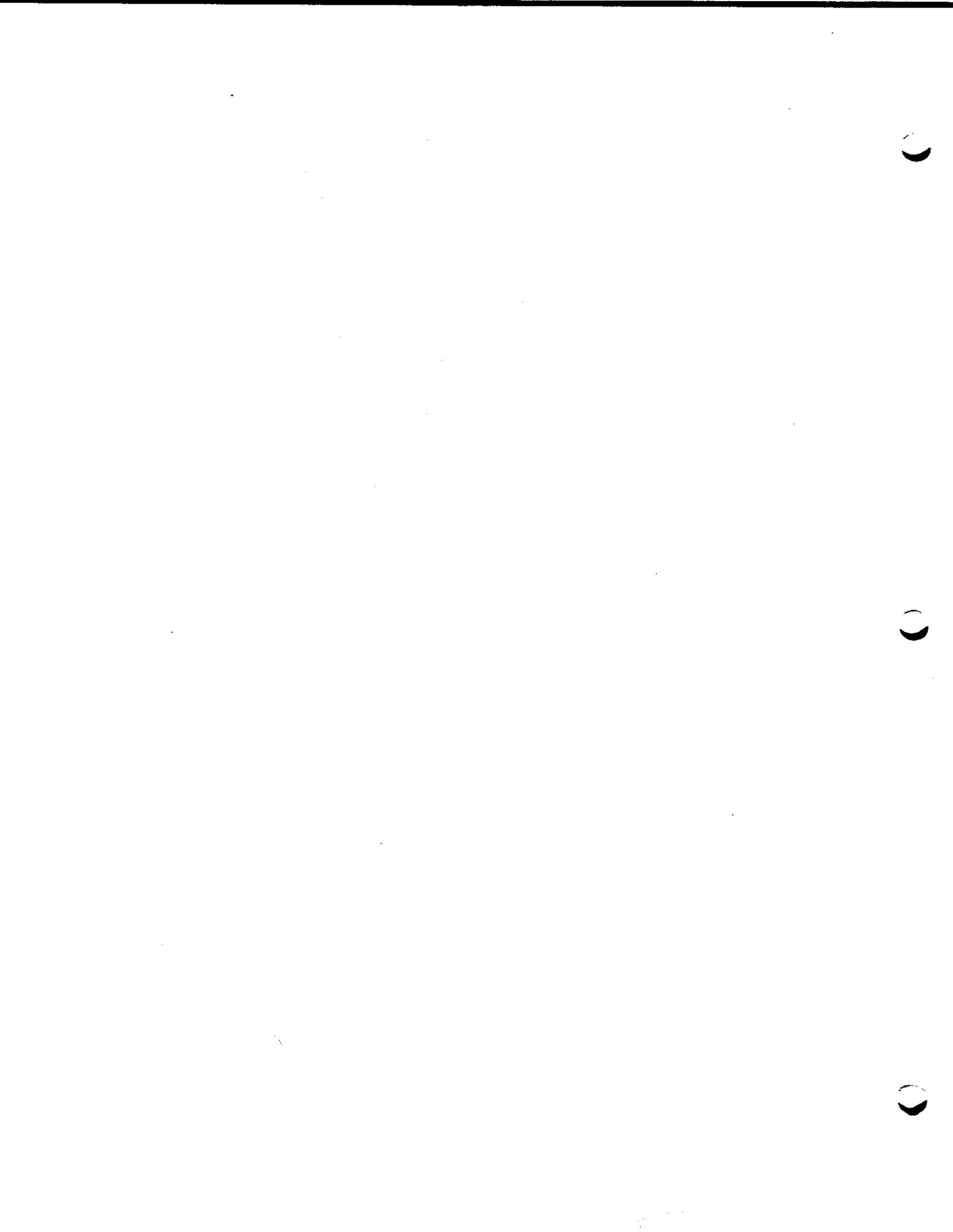
OBJECTIVE #5 Shelter Operations

- Did staff know whether there was a school disaster shelter kit, and if so, locate it?
- Were all shelter functions represented by someone? *NOTE: One person may need to represent more than one function.* Shelter function checklists are provided in the Supplement and should be used by drill participants. At a minimum, simulate the following shelter functions:
 - Registration
 - Security
 - Logistics
 - Communications
 - Food Service
 - Dormitory Management
 - Health Services
- Did assigned staff inspect their areas, plan their function, note the available resources, and inform proper contact (logistics, shelter manager, etc.) of any immediate needs?
- Did shelter staff adequately perform the duties presented in their position checklist?

- Were the separate sections staffed appropriately? Functions such as Registration, Dormitory Management, Food Service, and Health Services require different procedures for the community shelter than for the student shelter. Registration and Dormitory Management will likely require at least two staff members each, one for the public section, and the other for the student shelter area.
- Were shelter staff wearing some form of staff identification? Were the shelter areas identified by signs?
- Were staff briefed on security issues, workplace hazards, sanitation, how to identify physical and mental health problems, or any other potential problems associated with their function?

OBJECTIVE #6 Communications

- Did school continue to maintain communications with district EOC and the Red Cross? School should report its status regularly and make any requests for resources as early as possible.
- Was "radio" (may actually be a telephone for the drill) traffic conducted in a concise, professional fashion?



CHAPTER 8

FINANCIAL CONSIDERATIONS

Purchasing supplies and equipment, training school staff, conducting drills, and mitigating school/classroom hazards may require funds that are not readily available in the school budget. Schools should investigate all possible sources of funds and other resources, both within the school system and in the community. A cooperative effort between the school and the community is the most cost-effective strategy for sheltering preparedness.

A. FUNDS FOR SHELTER PREPAREDNESS AND TRAINING

Below are potential sources of funds for schools to use in stocking shelter supplies or conducting shelter training. Be creative and persistent as you solicit funds and assistance.

1. The School-Based Coordinated Program

For participating schools, the School-Based Coordinated Program (SBCP) controls most of the educational program funds allocated to the district each year. Although these funds were not specifically set aside for disaster preparedness, the intent of the 1981 act was to give individual schools more flexibility in their instructional program and the use of their staff development time. The act places the responsibility on schools to plan this time in order to meet the developmental needs of their staff and students. As one of the school's responsibilities, disaster preparedness should be included in annual staff development training.

The California Department of Education (CDE) confirmed in 1994 that schools may conduct shelter training for staff using "a portion of the eight allowable days provided for under the SBCP". According to CDE, "staff time thus devoted would be eligible for ADA reimbursement."

For use of ADA time, the School Improvement Office offers the following guidelines:

- The School Site Council (SSC) must include any proposed shelter training in its annual plan for use of staff development days.

- A budget must be prepared and approved by the SSC for all activities in the plan.
- The plan must include an evaluation step to assess the effectiveness of the activity.
- Use of these days for shelter training must be "balanced against the specified requirements for improving the school's instructional program."
- The plan must be approved and adopted by the school district governing board.
- Once the School Site Council's plan is established and approved, schools must follow the plan to qualify for reimbursement of staff time. ADA monies may also be used for training materials.

2. School Insurance Joint Powers Authorities (JPA)

The majority of schools in California have formed Joint Powers Authorities (JPA) to share the costs and risks associated with Workers' Compensation and liability insurance. JPAs, also known as school self-funding authorities, often manage school liability insurance, workplace safety programs, and Workers' Compensation for member schools.

Depending on the limitations established by a JPA, there may be two sources of funds available for disaster preparedness. The most readily available funds are those accrued in the District Safety Credit Fund. Generally, a percentage of the school's liability and Workers' Compensation premiums is paid into a safety credit fund, and held there for use by the school for safety and disaster preparedness activities. The school district safety committee or equivalent, which determines how to spend this money, might consider spending a portion of the available safety funds for shelter supplies, shelter training, and hazard mitigation.

Another potential source of JPA safety funds is surplus insurance premiums not claimed against in the previous year. School self-funding authorities (JPAs) that paid more in premiums than the amount awarded for claims develop a surplus of funds which may be reimbursed to the school districts at the end of the fiscal year. Often these reimbursed funds are deposited into the district General Fund or Administrative Fund. Therefore, districts have some latitude with this money. School officials could propose to the school governing board that this refund be spent on shelter training, supplies, and exercises.

Schools that improve their disaster preparedness by implementing hazard mitigation measures, training, and stocking supplies reduce the risk of student or staff injuries and increase the likelihood that the school will be able to provide adequate emergency care. This benefits all schools party to the JPA by reducing the chances that the JPA will have to pay for lawsuits against the school related to a disaster.

3. Your City

If a school is well prepared to shelter not only its students and staff, but also the local community, the city's response burden is much less. Approach your city manager, emergency services coordinator, or city council to determine whether city funds could be made available for school disaster preparedness. The city may be able to provide funds for school disaster supplies, shelter training, or hazard mitigation measures from the city emergency or disaster fund. If not, investigate whether a city department such as police, fire, or parks and recreation could contribute funds for disaster preparedness.

4. FEMA Hazard Mitigation Grant Program

The Federal Emergency Management Agency provides grants to various public and private agencies for hazard reduction measures in areas where a presidentially declared disaster has recently occurred. The program is managed by the Disaster Assistance Division of the Governor's Office of Emergency Services and requires the grant recipient to share the cost of the funded work. Some schools have used these funds to conduct disaster preparedness training and school hazard reduction projects. Contact the FEMA Region IX office in San Francisco or the Governor's Office of Emergency Services in Sacramento for more information on funds available to schools in your area.

5. U.S. Department of Education

The U.S. Department of Education *no longer funds* the Impact Aid Program, which was formerly available for reimbursement of specific disaster-related costs. Federal disaster aid to schools is provided by FEMA.

6. Corporate Sponsorship

Consider corporations and foundations in your area that may be willing to contribute to your school's sheltering preparedness. Several corporations in southern California provide funds to schools for a variety of educational projects, and some have contributed to schools and communities following recent disasters. Seek corporate sponsorship for stocking shelter supplies, funding school shelter training, or other preparedness projects.

Contact foundations or corporations active in your community and determine if they would be interested in funding a disaster preparedness project for your school. Pay special attention to companies sensitive to community concerns and participating in local activities such as marathons and Special Olympics. Follow

up after your initial contact with a letter to the company's marketing division or upper management explaining your project, its benefits, how you see the company contributing, and the general project parameters. If your project attracts their interest, offer to send the corporation or foundation a detailed proposal.

When presenting your program to a potential sponsor, emphasize how the company's contribution will enhance community safety and preparedness and improve the company's public image. Consider the following "selling points" when discussing your project with a potential funder.

- Disaster preparedness is a growing concern
- Schools are a high priority for your community
- The project will demonstrate that the corporation is supporting the community and provide an opportunity for positive press coverage.
- The project has the endorsement of the applicable authorities
- Corporate employees, as part of the community, will also benefit
- Corporate or foundation contributions are often tax deductible
- Finally, demonstrate a "sense of urgency" to get the program started.

Emphasize the importance of your project and the school's ability to apply any contributions to achieve the stated objectives.

B. SHELTER OPERATIONS COST RECOVERY

Once a disaster strikes, proper documentation of all sheltering costs is important for reimbursement from federal and state agencies. In addition, measures such as procuring USDA food stores through city and county EOCs and supplementing school staff with volunteers will greatly help stretch the school's dollars. Other measures can protect a school from excessive disaster-caused financial loss:

1. Establish Detailed Memoranda of Understanding

Establish a Memorandum of Understanding (MOU) with a local Red Cross chapter for the use of the school facilities as a shelter. The MOU should stipulate exactly which shelter costs are reimbursable and what costs the school will have to assume (see Chapter 3 for details). Establish MOUs with outside agencies and businesses for the provision of goods and services that may be needed to support a disaster shelter operation.

2. Document Care and Shelter Costs

Before releasing the school facility to another agency (such as the Red Cross) for shelter operations, a school representative or liaison should conduct a joint walk-through inspection with the incoming shelter manager to document

any pre-shelter damages to the facility. As the operation gets underway, a school representative should keep a running tally of all shelter costs incurred by the school: school equipment usage, food stores or supplies used, school staff overtime, and additional utility costs. Also document any goods or services provided through pre-disaster agreements whether or not payment was made. Accurate and thorough documentation will facilitate reimbursement of shelter costs once the dust has settled.

3. Apply for Reimbursement.

Schools that operated or accommodated public shelters may have several options to recover their sheltering costs.

a.) American Red Cross Reimbursement

Schools that served as public shelters may be eligible for Red Cross reimbursement for certain costs provided that the Red Cross agrees the shelter was necessary (i.e. the public could not adequately be sheltered in existing Red Cross-managed facilities). However, the Red Cross generally does not reimburse for costs it has not approved in advance.

Schools with a current MOU with a Red Cross chapter should submit a claim to the Red Cross for any public sheltering costs specified in the MOU. (Costs associated with the sheltering of students are the school's responsibility.) In addition, the Red Cross may agree to reimburse a school operating a Red Cross-approved shelter for the following:

- School food and supplies used
- Overtime for non-salaried school employees
- Damages to school facility or equipment caused by shelter operations
- Security services contracted to safeguard the shelter
- Additional utility costs associated with the shelter operation
- Costs for other resources or services necessary to support the shelter

On rare occasions, the Red Cross has reimbursed schools without a pre-disaster sheltering agreement. Schools seeking reimbursement are encouraged to follow the guidelines below:

- Consult with the Red Cross prior to opening as a public shelter
- Use a Red Cross-trained shelter manager (request one, if necessary).
- Follow any Red Cross guidance available.
- Request Red Cross approval for sheltering expenditures.

b.) State and Federal Reimbursement

For presidentially or gubernatorially declared disasters, schools may apply for government assistance for costs beyond those eligible for Red Cross reimbursement. As special districts, schools apply for disaster assistance through the emergency services coordinator of their operational area (county). Depending on a disaster's magnitude, both facility damages and certain response costs may qualify for reimbursement. Contact your county office of emergency services.

The California Department of Education (CDE) issues a standard form (J-13A, see Appendix F) for claiming Average Daily Attendance monies during times of disaster-caused reduced attendance or school closure. See Chapter 6 for details.

CHAPTER 9

PRIVATE SCHOOLS/SPECIAL PROGRAMS

Almost everything that has been said so far about public schools applies to the situation for private schools. Private schools--both religious and secular--have the same mandate as public ones to shelter their students, and may even be tapped to serve as community shelters. Private schools should therefore expect similar circumstances to those suggested for public schools, that is, they may need to shelter their students for hours or days, and the neighborhood may converge upon their campus after an earthquake. For the most part, private schools should also expect the same problems with sheltering as public schools. Among the few dissimilarities are a couple of legal details (see Chapter 2 for background), and one or two items related to structural safety (see Chapter 4). Another area of particular concern for private schools is the availability of post-disaster assistance from other public and private organizations. Each one of these situations is addressed here.

A. PRIVATE SCHOOLS

1. The Law

According to the Katz Bill (Education Code 35295), every school--private or public--with more than 50 students or one classroom must have an "earthquake emergency system". One part of that system should be the capability to shelter students after a disaster in the event that they cannot be released to a parent or guardian. This means the school must have the wherewithal to feed a large number of people; keep them warm and dry; provide sanitation facilities; and protect them from harm. The Red Cross runs only community shelters--not shelters for individual schools.

However, any appropriate private facility may be used for a community shelter, according to both the Katz Bill (Education Code 40041.5) and the California Emergency Services Act. That is to say, the campus of a private junior and senior high school in a damaged neighborhood may be the best possible location for a Red Cross community shelter. When the phone rings or the ARC van pulls up, it is not legally defensible for that private school's administrator to say, "No thanks, we're private." And if the school already has some of its own students under its care, it must arrange to shelter a mixed population.

Only through planning, training, and preparing can any of the above circumstances be accommodated. Ensure that your private school has a disaster plan, conducts drills, establishes evacuation procedures, and has procedures for providing shelter. Earthquakes and fires don't recognize whether a school campus is public or private.

2. Structural Concerns

If a private school needs to shelter its students for some period of time, it must inspect its buildings quickly to determine which ones are safe for occupancy. For this, the school needs one of the following: 1) someone on its staff, or the diocesan staff, qualified and trained to make a structural inspection, 2) a structural engineer who has signed an MOU with the school to conduct an inspection, or 3) an agreement from the city Building and Safety Department to dispatch a building inspector to the school quickly. Not only does a school need to know how these specialists can be contacted, but it must actually reach them--at a time when phone lines are down and the potential inspectors are already busy.

In the absence of a qualified inspector, administrators will be forced either to allow students back into potentially dangerous buildings, or to keep students outside in the elements, however inclement they may be. Whatever the case, the administrator--backed by the Board of Trustees--bears responsibility (and liability) for his or her decision, so every step should be taken NOW to guarantee it is an informed one.

Should the school be chosen by the Red Cross or city as a community shelter, it will also need to be inspected for safety. This is also the case when the neighborhood converges upon a private campus. A private structural engineer or a building inspector can legally perform such inspections, but--as was stated above--first they need to be reached. An established agreement with any or all of them ensures that they will do everything in their power to get to your school and conduct an inspection.

3. Cooperative Assistance

In times of disaster, neither public nor private schools should expect immediate attention from emergency responders. However, public schools may rely on the resources of at least their district, if not neighboring ones, for assistance. Private schools do not have this network, although some religious schools may expect aid from within the diocese or similar organization. In any event, it is important for all private schools to have cooperative agreements in place (see Chapter 3). Written agreements with the Red Cross, the city or county, other schools and churches, and private businesses will assist a private school in getting the necessary help.

In recent earthquakes and fires, a number of private schools that needed places for evacuation or people to help with emergency response forged hasty agreements with other diocesan facilities, neighboring public schools, and other nearby private schools or churches to provide space or personnel. In addition, many of their staff found themselves searching through the yellow pages in a desperate attempt to find businesses that could deliver needed goods or services. After the disaster, a number of the schools formalized their ad hoc arrangements by signing MOUs or LOAs with those who had come to their assistance. Such agreements can ensure that the same services will be offered routinely after the next disaster. Every private school should do this--NOW: don't wait until the disaster hits.

4. Parents

Parent commitment can be channeled into concerted involvement in pre-disaster planning, supply-storing, and training activities; similarly, parents can be a huge help after a disaster by volunteering to help out in a shelter, donating money or goods, or providing professional services. Among the parent population there may also be a structural engineer, health care professional, or contractor who could be especially helpful after an earthquake. The school should do what is necessary to identify such resources, then sign letters of agreement with them once they're found.

Parental involvement can be encouraged by establishing a parent organization to take on the challenges of preparedness and response. The Board of Trustees may want to charter such an organization and reward its participants yearly with recognition banquets, articles in the newspaper, and photo opportunities.

B. BEFORE AND AFTER-SCHOOL PROGRAMS

Before and after-school programs located on a regular school campus are operated by either the public school or by a private agency leasing space on the school campus site. These programs provide before and after-school child care for children attending the public elementary school. Many of the private programs are operated by the YMCA and YWCA. Before and after-school programs are also operated as part of a private school program.

1. The Law

If the before and after-school program is operated through the school district, all the laws that apply to any regular program also apply to it. That is, school age students on campuses are the responsibility of the district, regardless of the time. If the program is contracted out to a private organization such as the YWCA, YMCA, Boys and Girls Club or other private enterprise, the program is

required by law to be licensed by the California Department of Social Services, Community Care Licensing. The program must meet the health and safety standards of these regulations. These regulations require the program to have an emergency plan, emergency information numbers and relocation sites.

Programs that are required to follow health and safety codes for their licenses should coordinate their plans with the regular schools to make sure they are not in conflict with any activities the regular school may have planned.

2. Structural Concerns

Regardless of whether a public or private school administers the program, or the building is leased out to a private organization, it remains the school's responsibility to maintain that building in safe condition and to meet the building and fire code requirements designated for student occupation. It is also the school's responsibility to make arrangements to have school buildings inspected for safety by qualified engineers immediately following any disaster.

3. Special Considerations

Most before and after-school programs begin and end their hours before and after the regular school staff arrive and leave. If a disaster occurs in the late afternoon or early morning hours, the before and after-school program may be the only program operating on campus. In most before and after-school programs, the staffing is separate from the regular school staff. If a program is operated by a private agency, the staffing is completely separate from the elementary school staff. Staff for the program must be aware of disaster procedures and have access to supplies and communications.

Since children and staff may be at the school for several days, sheltering becomes an important issue. All schools should have a plan in effect to provide for the safety of the children and staff.

4. Cooperative Assistance

When disaster strikes, immediate attention from emergency responders should not be expected. Additionally, public school resources may not extend to private before and after-school programs on the campus. Private programs need to determine whether the school district's resources also apply to them. If they do, the private program needs to become familiar with the regular school's emergency response plan and procedures. If the private school is not included, it needs to prepare for sheltering at their site and evacuation to an alternate site, if necessary.

To maintain the safety of their sites, before and after-school programs should look to private security companies or volunteer or retired police officers for

assistance with security. Memoranda of understanding should be established before a disaster to ensure immediate service from them.

5. Parents

Parents must be made aware of the school's emergency procedures. Parents can offer a multitude of resources, but programs must actively seek them out and involve them in their emergency plans. In a disaster involving sheltering, parents can be of great help in such things as volunteer shelter assistance, providing monetary and material assistance, security, organization within the shelter, and reuniting procedures for parents picking up their children.

Because before and after-school programs begin their day early and end late, they must be creative in ways to involve parents in their school activities. Weekend picnics, evening spaghetti meal get-togethers, Sunday ice cream socials, or awards of merit for services rendered may be enough to tempt parents to come together for preparedness training.

C. CHILD CARE CENTERS

Child care centers can be on existing elementary school campuses or separate from a public school site. Normally, child care services are provided to children from ages two through five years. The need for infant centers, however, is increasing and, as a result, more child care centers are beginning to offer infant care.

Centers on public elementary school sites are usually operated by a private agency which has leased the building from the school. As is the case with before and after-school programs, the probability of the Red Cross selecting an elementary school site for a community shelter is not high. The major responsibility of a child care center in the event of a disaster is to provide shelter for its children.

1. The Law

Child care facilities must be licensed by the California Department of Social Services, Community Care Licensing. Communication and coordination with the regular school site is important, especially if the child care center is only leasing space from the school campus.

The Katz Bill requires any school facility with more than 50 students or one classroom to have an earthquake emergency system. Centers should have an effective disaster plan for staff and children. This plan should include supplies and security arrangements to provide for the children's needs, and preparations

for sheltering of students and staff. If the child care center is on a public school campus, the plan should be coordinated with the elementary school plan and should take into consideration the Child Care Center's need for access to public school buildings during the early morning or late afternoon hours when the public school may not be in session. Schools housing infants (non-ambulatory) must take special precautions for their safe evacuation as well as potential sheltering needs.

2. Structural Concerns

Buildings selected for potential sheltering of students require immediate building inspections for safety. Prior arrangements or memoranda of understanding should be established to ensure qualified personnel are immediately available to perform these inspections. If the child care center is located on a public school campus, the center should coordinate the inspection of the building with the inspection of all the school buildings.

3. Parents

The parents of preschool children, especially of infants, will be anxious to retrieve their children. Parents can be of tremendous help if they are clear about their role in the emergency process. Child care centers should instruct the parents in exactly what is expected of them and how they can contribute to the safety of their children.

Regular exercises which include all the staff and parents can help to maintain preparedness. Survey the parents to find individuals who have specific skills, such as engineers and architects for building inspection, doctors and nurses for medical assistance, bookkeepers and accountants for administration/finance. When they are included in the development of your emergency plans, parents can become an integral part of the child care center's response to disasters.

D. SPECIAL SCHOOLS

Special schools provide services for severely mentally/physically disabled, autistic, deaf and blind children. Special schools are usually located on public school sites and are operated either out of the county's Department of Education or the local school district. Staff are employed by the county or by the local school district. Special schools operated through the county are also supervised by the county, so there are no on-site supervisory personnel. In such situations it is important for special school staff to maintain communications with the school principal/safety officer.

Many of the students in special schools need additional assistance for their medical conditions. Each student's medical condition is evaluated and any

special needs identified. These needs are categorized into those that can be met by an aide, those that can be met by a teacher, and those that must be performed by a nurse. For those needs requiring nursing skills, a schedule is set up for nursing assistance. In the event the school is designated as a shelter, the school staff must be prepared to provide for the needs of these students as well as their regular student population.

1. The Law

Special schools have the same provisions for safety and emergency plans as do public schools, but special schools need to take additional measures to ensure the safety of the student population. Advance planning is a must for this population. Assistance with ambulating, special apparatus for transportation, medications, medical supervision, and special foods must all be addressed in the emergency plans. In some cases, special needs students are dependent upon staff and assistants to provide them the very basics of life.

2. Structural Concerns

The buildings in which special needs students are housed, and the furnishings inside, must be made safe in earthquakes. Non-ambulatory students require assistance; wheelchairs and gurneys require level, debris-free surfaces and ramps. If the school is severely damaged and evacuation is necessary, the designated evacuation site must be capable of providing for the special needs students.

3. Cooperative Assistance

Busing is a regular part of the services provided to the students of special schools. Buses equipped with special apparatus are provided on a daily basis. During a disaster, regular transportation may not be readily available. Alternate transportation systems should be considered in developing an emergency plan. Memoranda of understanding should be developed with companies that can provide special transportation. Ambulance companies, nearby hospitals, and rehabilitation centers can be a source of transportation. Facilities for the elderly may also have special transportation vehicles.

Some special needs students may require the assistance of a medical professional on a regular basis. Additional planning is necessary in case scheduled visits cannot be made during a disaster. Local medical clinics, doctors, and hospitals can be a source of medical expertise. Many communities have neighborhood clinics and medical offices with medical staff readily available. If one of these resources is available in your community, you should discuss the possibility of developing a memorandum of understanding for their services.

4. Parents

Parents of special needs students may not be able to pick up their children in a timely manner. Since most of the special needs students are transported to and from school, parents aren't usually involved in the pick up and delivery of their child. Since some parents may not have appropriate transportation, schools will continue to be responsible for the students.

With special needs students, it is most important to have ongoing communication with the parents. Parents need to know what the procedures are during a disaster and exactly what their role is in the procedure. This should all be done prior to a disaster. Parents should be included in any disaster training at the school.

E. COURT/PROBATION SCHOOLS

When the school is on-site at a juvenile hall facility, county-employed school teachers come there to provide instruction. When the facility is off-site, classrooms are provided away from juvenile hall. The classrooms can vary from single rooms rented from churches, to store fronts, to entire schools. The children typically attend the day center school and then return to juvenile hall in the evening.

1. The Law

Because juvenile hall is a county facility staffed by county employees, the safety of the physical plant and the well-being of the employees and children occupying the facility are the responsibility of the county Probation Department. The County Office of Education has jurisdiction over all aspects of the institutional program at the courts school facility.

2. Structural Concerns

If a disaster occurs, there are several important issues concerning isolated classrooms in private buildings. Unless it is a probation facility, the County Office of Education's responsible for ensuring the safety of the physical plant. Before an earthquake, school facilities should be structurally sound and nonstructural hazards (such as pendant lighting and bookshelves) should be properly reinforced. In addition, the school emergency plan should provide for an immediate inspection of the facilities following a disaster, to determine its safety for occupation.

3. Cooperative Assistance

Because of their isolation, it can be difficult to provide off-site classrooms with the needed supplies, transportation and support staff to meet the needs of the children. Because children using the off-site classrooms commute by public transportation, special arrangements with private transportation companies should be investigated.

Emergency supplies should be readily available to students and staff and should contain sufficient supplies for three days. If storage space is not available, which is usually the case, the school should look for space in the nearby community, churches, community centers, and libraries. Adequate staffing is another challenge with the off-site classrooms. Arrangements for additional or replacement supervisory staff should be described in the emergency plans.

If a court school happens to use an entire school site (not very likely), shelter supplies, policies and procedures can be addressed as for a regular school.



APPENDICES

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A: INFORMATION RESOURCES

1) American Red Cross

For training in shelter operations, first aid and CPR, and planning assistance in preparing for school sheltering, contact your local Red Cross chapter, the number of which is listed in your local phone book, or the state lead chapter in Los Angeles.

State Lead: 2700 Wilshire Boulevard
Los Angeles, CA 90057
(213) 739-5200

Southern Zone: 430 Madeline Drive
Pasadena, CA 91105
(818) 799-0841

Central Zone: 8928 Volunteer Drive
Sacramento, CA 95826
(916) 368-3131

**Northern Coastal
Zone:** 1550 Sutter Street
San Francisco, CA 94901
(415) 202-0600

**State Coordination
Center:** (310) 519-3165
(310) 519-3168 FAX

2) Governor's Office of Emergency Services

Additional information on shelter planning is available from the State Office of Emergency Services office closest to you.

Oakland: OES Earthquake Program
1300 Clay Street, 4th floor
Oakland, CA 94612
(510) 286-0895

Los Alamitos: OES Earthquake Program
11200 Lexington Drive, Building 283 AFRC
Los Alamitos, CA 90720-5002
(310) 795-2900

Santa Barbara: OES Earthquake Program
117 W. Micheltorena, Suite D
Santa Barbara, CA 93101
(805) 568-1207

Pasadena: OES Earthquake Program
1110 East Green Street, Suite 300
Pasadena, CA 91106
(818) 304-8383

San Diego: OES Earthquake Program
1350 Front Street, Suite 2041
San Diego, CA 92101
(619) 525-4287

3) Division of the State Architect

For information on post-earthquake inspection of your school buildings or training for safety assessment, contact the DSA, Office of Regulation Services office closest to you.

Sacramento: 400 P Street, 5th floor
Sacramento, CA 95814
(916) 445-1304
FAX (916) 323-5589

Los Angeles: 107 So. Broadway, Room 3029
Los Angeles, CA 90012
(213) 897-3995
FAX (213) 897-3159

San Diego: 15373 Innovation Drive, Suite 250
San Diego, CA 92128
(619) 674-5413
FAX (619) 674-5479

San Francisco: 301 Howard Street, Suite 400
San Francisco, CA 94105
(415) 396-9509
FAX (415) 396-9542

4) State Department of Education

For further information or instructions in claiming ADA and instructional time credit for days on which schools are forced to close, contact the California Department of Education.

Sacramento: School District Management Assistance Office
California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
(916) 327-0857

5) California Specialized Training Institute (CSTI)

For information about emergency planning, drill/exercise development, and disaster response training, contact the California Specialized Training Institute:

San Luis Obispo: California Specialized Training Institute
P.O. Box 8104
San Luis Obispo, CA 93403-8104
(805) 549-3535

6) Federal Emergency Management Agency (FEMA)

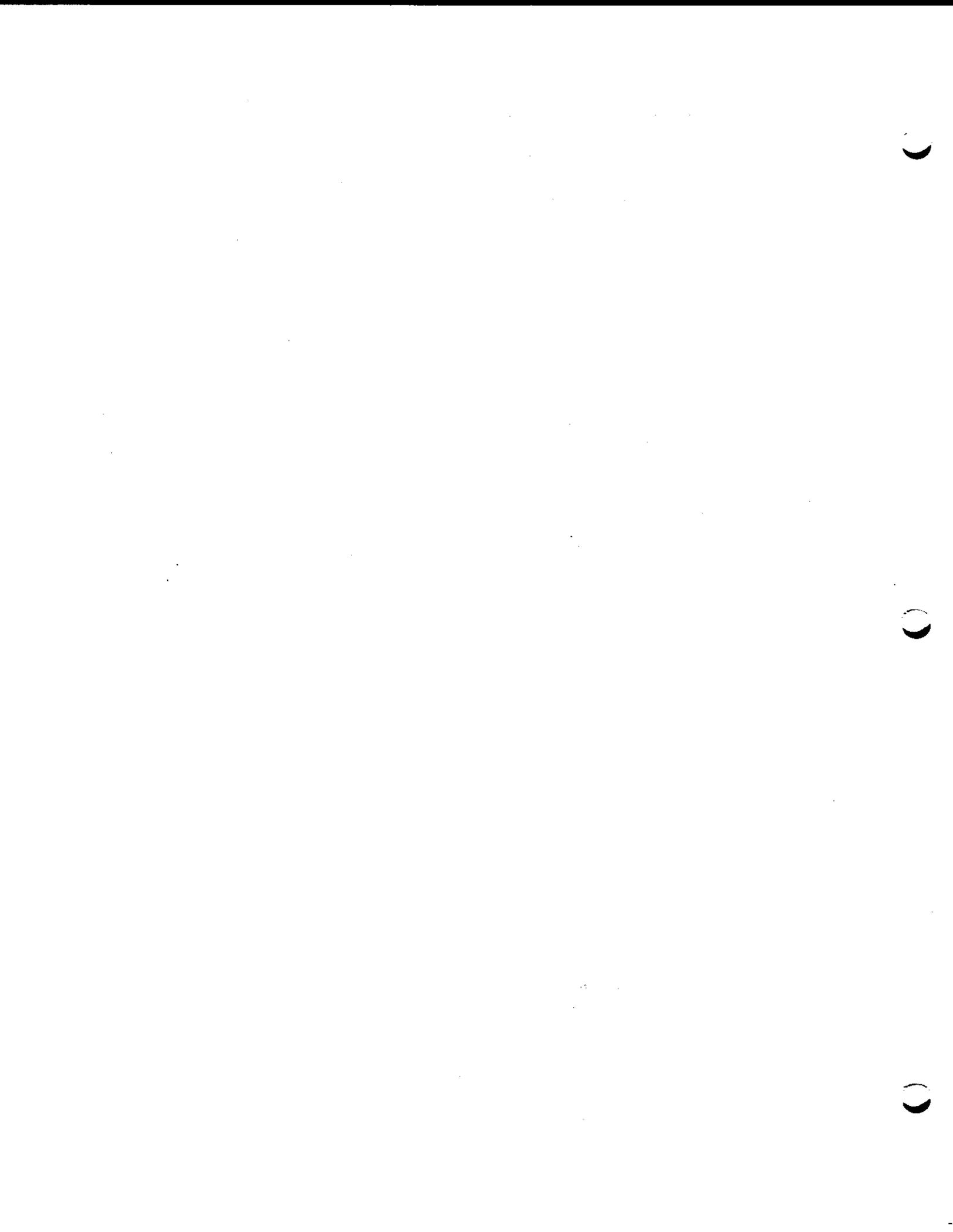
San Francisco: Region IX Office
Building 105, Presidio
San Francisco, CA 94129
(415) 923-7100

7) California State Library/Archives

For copies of laws or legislation pertaining to school disaster responsibilities, visit your local state library or contact the California State Library or the Legislative Bill Room:

Sacramento: Library and Courts Building
P.O. Box 942837
Sacramento, CA 95814
Government Publications: (916) 654-0069
Law Library: (916) 654-0185

Legislative Bill Room
State Capitol, Room B-32
(916) 445-2323



B: SHELTER SUPPLY LIST

The following list shows the contents of a kit adequate for a shelter housing 100 persons. The list is a sample adapted from the Red Cross and should be tailored to fit the needs of your school or district. A footlocker or large plastic ice chest may serve well as a container for the kit. Make a label for the kit showing when contents, such as batteries, expire. Inventory each kit annually to ensure that forms are current and supplies are in good condition.

Office Supplies

- 12 pencils
- 12 ball-point pens
- 1 package, 3x5" index cards
- 2 clipboards
- 2 paper tablets
- 1 pencil sharpener
- 1 stapler
- 1 box of staples
- 1 box of paper clips
- 1 package of carbon paper
- 1 box of thumbtacks
- 2 rolls masking tape
- 1 roll scotch tape
- 1 package rubber bands
- 1 pair scissors
- 12 file folders
- 24 file folder labels

Forms:

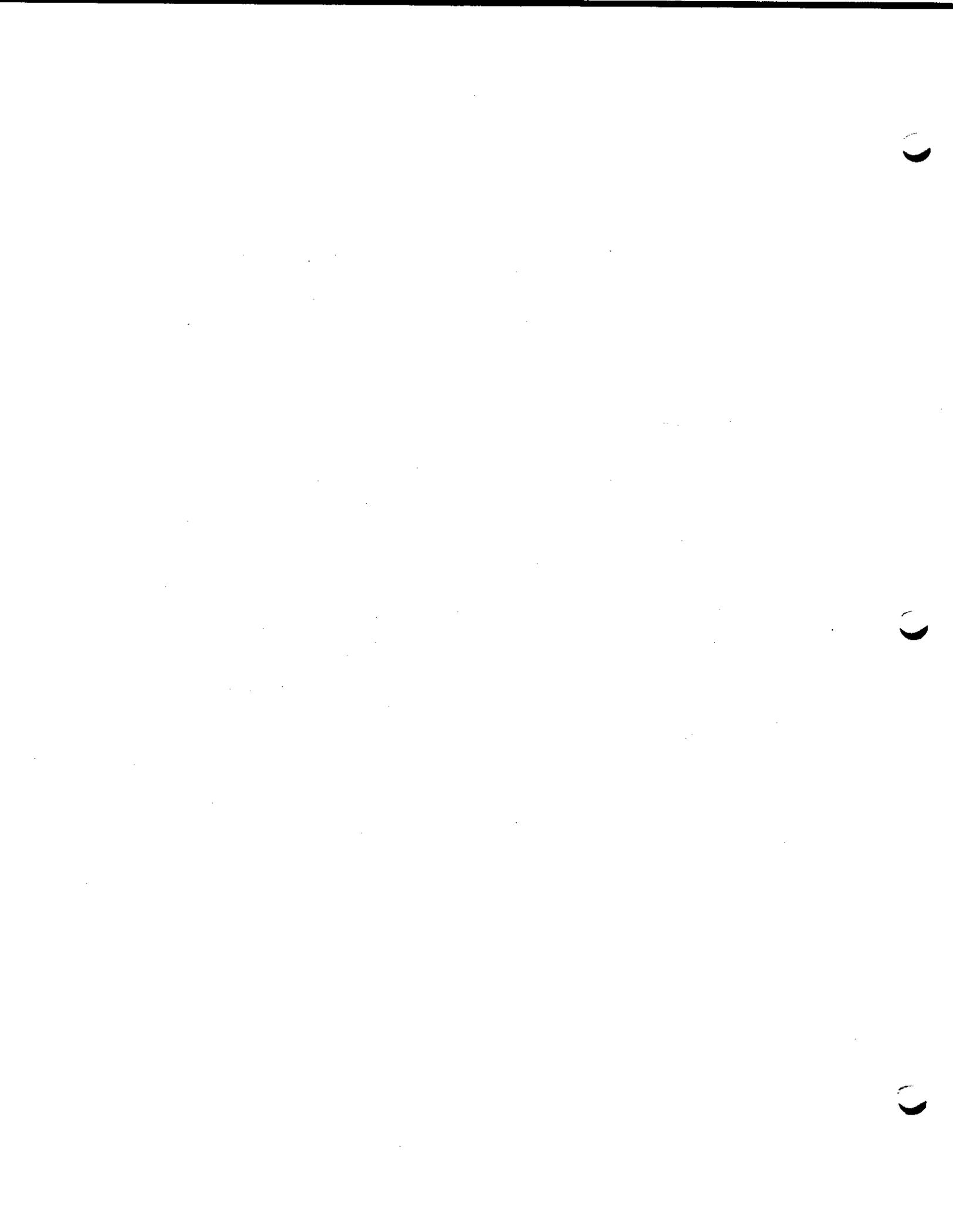
- 150 Disaster Shelter Registration forms
- 25 Disaster volunteer Registration Forms
- Shelter worker name badges

Other

- 1 box trash bags
- 1 box paper napkins
- 1 box safety pins
- 1 flashlight
- 1 electric lantern
- 2 flashlight batteries
- 1 lantern battery

Toiletries

- 1 package disposable diapers (40)
- 1 box sanitary napkins
- 2 boxes facial tissue
- 1 package antiseptic premoistened towelettes (40)
- 2 rolls toilet tissue/toilet/day



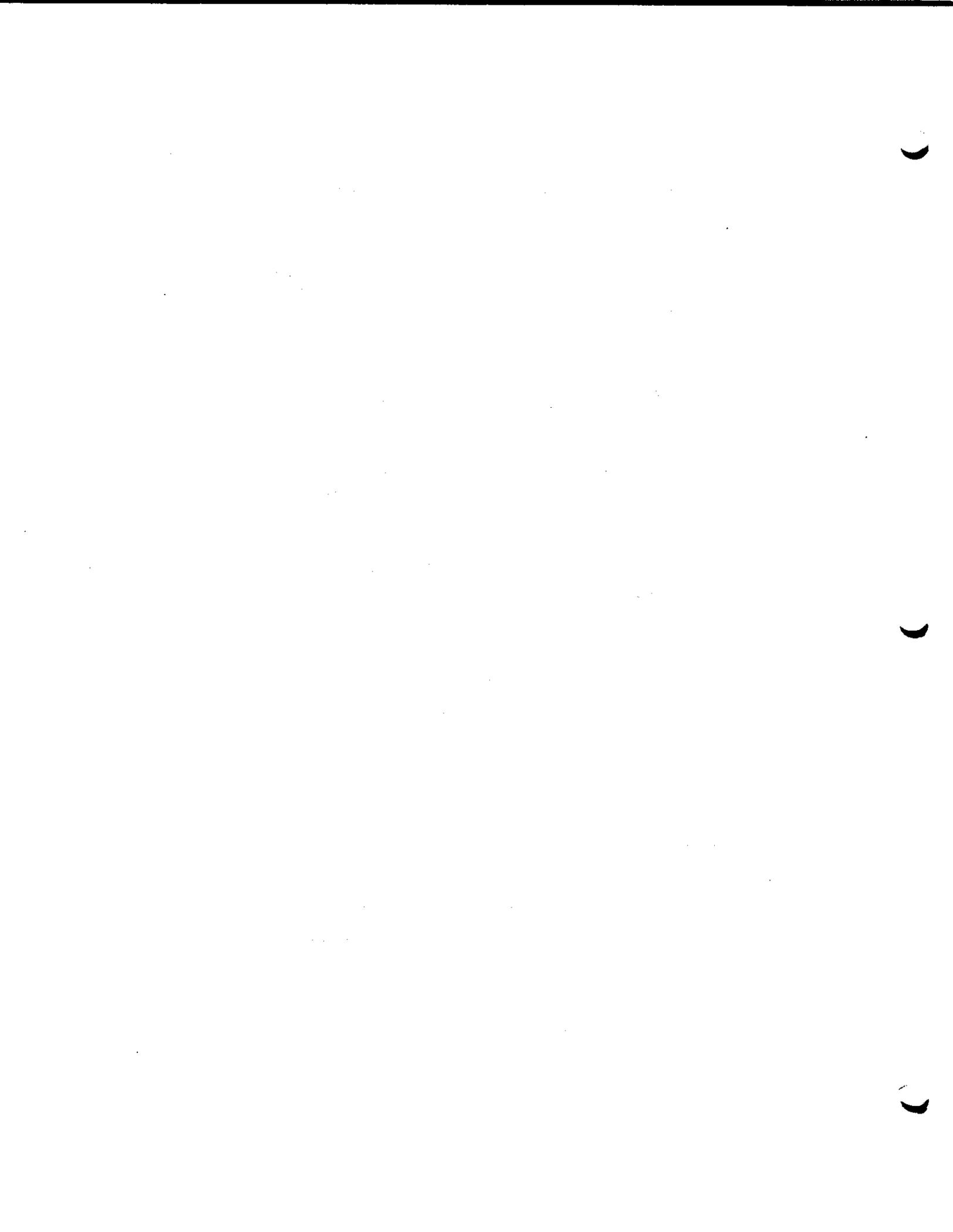
C: SHELTER LAYOUT GUIDE

Consider the following when planning for a shelter operation in your facility:

- √ Sleeping and "living areas" should allow 40 square feet per person.
- √ Space should be organized to provide adequate ventilation. Do not locate essential functions involving numbers of people near working machinery (heating units, generators, air conditioners, boilers, refrigerators, etc.) because the heat given off can affect the thirst and energy levels of shelter occupants.
- √ Locate or designate storage areas for food and other supplies being delivered to the shelter. The areas should be secure and accessible by truck.
- √ If water service is disrupted, improvised toilet facilities may have to be established. Improvised toilets may consist of an outdoor trench and should be away from the dormitory and food service areas and shielded from view.
- √ Establish separate areas for staff meetings, administrative functions, communications, and volunteer coordination.
- √ Locate medical and health services in a room or area that is well lighted and away from public view. If possible, keep medications and medical equipment in a lockable storage compartment.
- √ Ensure that garbage is stored away from food storage and occupied shelter areas. Plan for garbage removal service to be disrupted for some time.
- √ An outdoor smoking area should be designated, away from air conditioning intake vents and flammable materials.
- √ Separate sleeping areas are recommended for the elderly, ill, families with small children, and night shift workers.

General Guidelines

- 1 toilet for 40 persons, 6 for 200 and 14 for 500
- 40 square feet of sleeping space per person
- 1/2 gallon minimum drinking water per person, per day
- 5 gallons of water per person, per day for all uses
- 2500 calories per person, per day (approximately 3 and 1/2 pounds unprepared food)



D: MEMORANDA OF UNDERSTANDING

Appendix D contains the following four items:

- D-1 A simplified *Statement of Agreement* often used by schools and Red Cross chapters for disaster sheltering.
- D-2 An example of a more detailed, tailor-made memorandum that establishes a cooperative relationship between a city, school, and Red Cross chapter.
- D-3 A sample *Facility Agreement* form used by the Red Cross when a facility is needed for sheltering following a disaster and no prior agreement has been established.
- D-4 A sample *Public Facility Annual Update* form used to update a school/Red Cross shelter agreement with the most recent names and phone numbers of school points-of-contact.

D-1: STANDARD STATEMENT OF AGREEMENT



STATEMENT OF AGREEMENT FOR THE USE OF FACILITIES AS MASS CARE SHELTERS

This Agreement is made and entered into between _____ of _____ County, State of _____, and the _____ Chapter of the American National Red Cross.

RECITALS

Pursuant to the terms of federal statutes, the Red Cross provides emergency services in behalf of individuals and families who are victims of disaster. _____ is authorized to permit the Red Cross to use _____'s buildings, grounds, and equipment for mass care shelters required in the conduct of Red Cross Disaster Services activities, and wishes to cooperate with the Red cross for such purposes.

The parties hereto mutually desire to reach an understanding that will result in making the facilities of _____ available to the Red Cross. Now, therefore, it is mutually agreed between the parties as follows:

- 1. _____ agrees that, after meeting its responsibilities to pupils, parishioners, members, and clients, it will maintain the physical facilities that are appropriate for use as mass shelters, and will permit to the extent possible, and upon request by the Red Cross, the use of its physical facilities by the Red Cross as mass shelters for the victims of disasters.
2. The American Red Cross agrees that it shall exercise reasonable care in the conduct of its activities in such facilities and further agrees to replace or reimburse _____ for any foods or supplies that may be used by the Red Cross in the conduct of its relief activities in said mass shelters.
3. Notwithstanding any other agreements, the _____ Chapter of the American National Red Cross Agrees to defend, hold harmless, and indemnify the _____ against any legal liability in respect to bodily injury, death, and property damage, arising form the negligence of the said chapter during its use of the property belonging to the said _____.

Signatures to the Agreement:

D-2: DETAILED MEMORANDUM OF UNDERSTANDING

**AMENDED MEMORANDUM OF UNDERSTANDING
BETWEEN THE SANTA CLARA VALLEY
CHAPTER OF THE AMERICAN RED CROSS,
THE CITY OF SUNNYVALE AND THE SUNNYVALE SCHOOL DISTRICT**

This agreement is made and entered into between the governing board of the Sunnyvale School District, of Santa Clara County, California, hereinafter referred to as DISTRICT, the Santa Clara Valley Chapter of the American Red Cross, hereinafter referred to as RED CROSS, and the City of Sunnyvale, hereinafter referred to as CITY.

WHEREAS, CITY and the RED CROSS have, on March 20, 1986, entered into a Memorandum of Understanding, a copy of which is attached hereto as Exhibit B, and incorporated by reference herewith, which Memorandum of Understanding is intended to clarify the respective roles of the parties with regard to disaster operations; and

WHEREAS, RED CROSS and DISTRICT have entered into an agreement on April 22, 1987, a copy of which is attached hereto as Exhibit C, and incorporated by reference herewith, which agreement is intended to facilitate the use of the DISTRICT'S school facilities in the event of a disaster requiring the establishment of a mass care shelter by RED CROSS; and

WHEREAS, on October 15, 1987, CITY, DISTRICT and RED CROSS, entered into a further Memorandum of Understanding which was intended to provide, in addition to those prior agreements, which remain in force and effect, for coordination among the parties establishing disaster shelters in Sunnyvale; and

WHEREAS, it appears appropriate to amend the October 15, 1987 Memorandum of Agreement to the following:

NOW, THEREFORE, THE PARTIES HEREBY AGREE AS FOLLOWS:

- 1. CITY and RED CROSS agree to cooperate in establishing up to 8 fully-equipped emergency disaster shelter sites in Sunnyvale, capable of becoming promptly operational in event of a disaster, and providing shelter for 300 to 600 people.**
- 2. This agreement does not obligate either RED CROSS or CITY to furnish equipment or supplies themselves, but the parties anticipate the initial supplies will be provided by the CITY.**
- 3. DISTRICT agrees to allow storage of shelter supplies in large storage containers to be situated in close proximity to the kitchens and multi-purpose rooms or gymnasiums of designated schools. The DISTRICT also agrees that the placement of the storage containers may be located at the following schools: Columbia, Bishop, Lakewood, and Sunnyvale Junior High.**
- 4. RED CROSS agrees to provide training to community volunteers and designated school staff as disaster shelter managers and disaster service workers.**
- 5. DISTRICT agrees to assume liability for any injuries that might occur as a result of a fully-equipped emergency disaster storage container being located on school property. The RED CROSS will assume full liability for the storage container and the shelter operations only after the shelter has been put into operation and staffed by trained RED CROSS personnel and only for the duration of that site's operation as a RED CROSS shelter.**
- 6. DISTRICT will offer the services of school staff as identified in the Contingency Operations Plans for each of the designated schools. The parties understand and recognize that the primary responsibility of the DISTRICT is to the students, staff, and school, and secondarily to the disaster shelter operations.**

7. The parties agree that in order for either RED CROSS or CITY to utilize the emergency disaster shelter supplies, for any purpose other than in an established emergency occurring in Sunnyvale which results in the opening of the disaster shelter; that such use must be by agreement between the CITY'S Director of Emergency Services or his/her designated representative, and the RED CROSS Disaster Service Director, or his/her designatee. RED CROSS agrees that if such disaster shelter supplies are utilized by the RED CROSS to assist other jurisdictions than Sunnyvale, RED CROSS will expeditiously replace those supplies.
8. Except as described in Paragraph 7 above, only RED CROSS or CITY shall have access to the supplies, and only upon the opening of the mass disaster shelter.
9. CITY may initiate the opening of the disaster shelter site and shall have access to the materials and supplies. CITY shall assume full financial responsibility for the disaster shelter and supplies used in such event unless and until it relinquishes shelter to RED CROSS.
10. In the event that CITY initiates the opening of the disaster shelter site, and later wishes to relinquish the site to RED CROSS, a verbal request for disaster shelter sanction must be made by the CITY'S Director of Emergency Services or his/her designee, and verbal approval must be granted by the RED CROSS Disaster Service Director or his/her designee, or by the National Red Cross Job Director before financial and operational responsibility transfer is effected. Upon granting of such official sanction, the RED CROSS shall assume full liability and financial responsibility for the shelter operations from that point only.
11. RED CROSS may initiate opening of the disaster shelter without CITY'S prior approval but shall promptly notify CITY upon doing so.
12. In the event that RED CROSS initiates opening the disaster shelter, RED CROSS shall assume full liability and financial responsibility for shelter operations and supplies used

DR# _____

Facility: _____

This agreement is made and entered into between _____ and the administration of DR# _____ of the American Red Cross. In order to provide physical facilities to support personnel who are providing services to those individuals affected by the above mentioned disaster, the

_____ agrees to—
(Name of Organization/Owner/Operator)

1. Provide facilities, approximately _____ square feet, known as _____, located at _____
(If there is a common name, include here)

_____ (Street)

_____ (City) (State) (ZIP Code)

for the sum of \$ 0.00, or \$ _____ per day/week/month, effective _____ for a period of _____ days/weeks/months. (Date)

2. Provide support to access appropriate telecommunications resources. The installation, maintenance, and removal cost of radios, telephones, and related automation equipment will be borne by the American Red Cross, unless specified otherwise: _____

3. Provide support to access facility/utility resources. Indicate which party will be responsible for the cost of the following utilities.

Water: _____ Electricity: _____ Gas: _____

Furnishings: _____ Other: _____

These/other costs are further specified as: _____

Both of the above named parties agree to the following:

1. No modifications or changes will be made to the facility/ property by the Red Cross without the express written approval of the owner/operator.
2. Prior to occupancy, representatives of both parties will inspect the facility/property and will note any discrepancies on the inspection form, and/or this agreement.
3. Prior to vacating the facility, representatives of both parties will again inspect the facility/property to note any discrepancies on the release form. Normal wear and tear is considered to be the responsibility of the organization/owner/operator.
4. The facility/property will be returned to the organization/owner/operator in the same condition as it was when occupied/acquired.
5. Other provisions as follows: _____

6. Contact persons/agents for both parties are identified as follows:

Red Cross Representative:

_____ Phone: (____) _____

Organization/Owner/Operator:

_____ Phone: (____) _____

7. Notwithstanding any other agreements, the administration of DR# _____ of the American National Red Cross agrees to defend, hold harmless, and indemnify the

_____ against any legal liability in respect to bodily injury, death, and property damage arising from the negligence of the said disaster relief operation during

its use of the property belonging to the said _____
(Organization/Owner/Operator)

The American Red Cross is a tax-exempt organization and generally is not subject to federal, state, or local taxes.

Signatures to the Agreement:

(Signature Agent/Owner/Operator)

(Signature of Red Cross Representative)

(Printed/Typed Name)

(Printed/Typed Name)

(Owner/Operator)

(American Red Cross—DR#)

(Date)

(Date)

D-4: PUBLIC FACILITY ANNUAL UPDATE FORM

AMERICAN RED CROSS
EMERGENCY SHELTER
"PUBLIC FACILITY" - SCHOOLS
ANNUAL UPDATE, AGREEMENT & CONTACTS
Per Government Code Section 8698

FACILITY NAME _____

ADDRESS _____

PHONE _____

THE INFORMATION HEREIN HAS BEEN UPDATED ON (Date) _____
AS A DISASTER RELIEF FACILITY AND CONSTITUTES A RENEWAL OF THE
AGREEMENT ON RECORD.

EMERGENCY CONTACTS - WITH KEYS

1. _____
Name

Title

Work Phone/Extension

Home Address

Home Phone

3. _____
Name

Title

Work Phone/Extension

Home Address

Home Phone

2. _____
Name

Title

Work Phone/Extension

Home Address

Home Phone

4. _____
Name

Title

Work Phone/Extension

Home Address

Home Phone

SIGNATURE OF SCHOOL PRINCIPAL

TYPED ON PRINTED NAME

DATE

NAME OF RED CROSS REPRESENTATIVE

TITLE

1991/BD

F: SAMPLE SHELTER REGISTRATION FORM

SPRINGER © MOORE BUSINESS FORMS, INC. I.E.

DISASTER SHELTER REGISTRATION

Shelter Location _____

Shelter Telephone No. _____ Date of Arrival _____

Pre-disaster Address and Telephone No. _____

do, do not, authorize release of the above information concerning my whereabouts or general condition.

Signature _____

Date Left Shelter _____

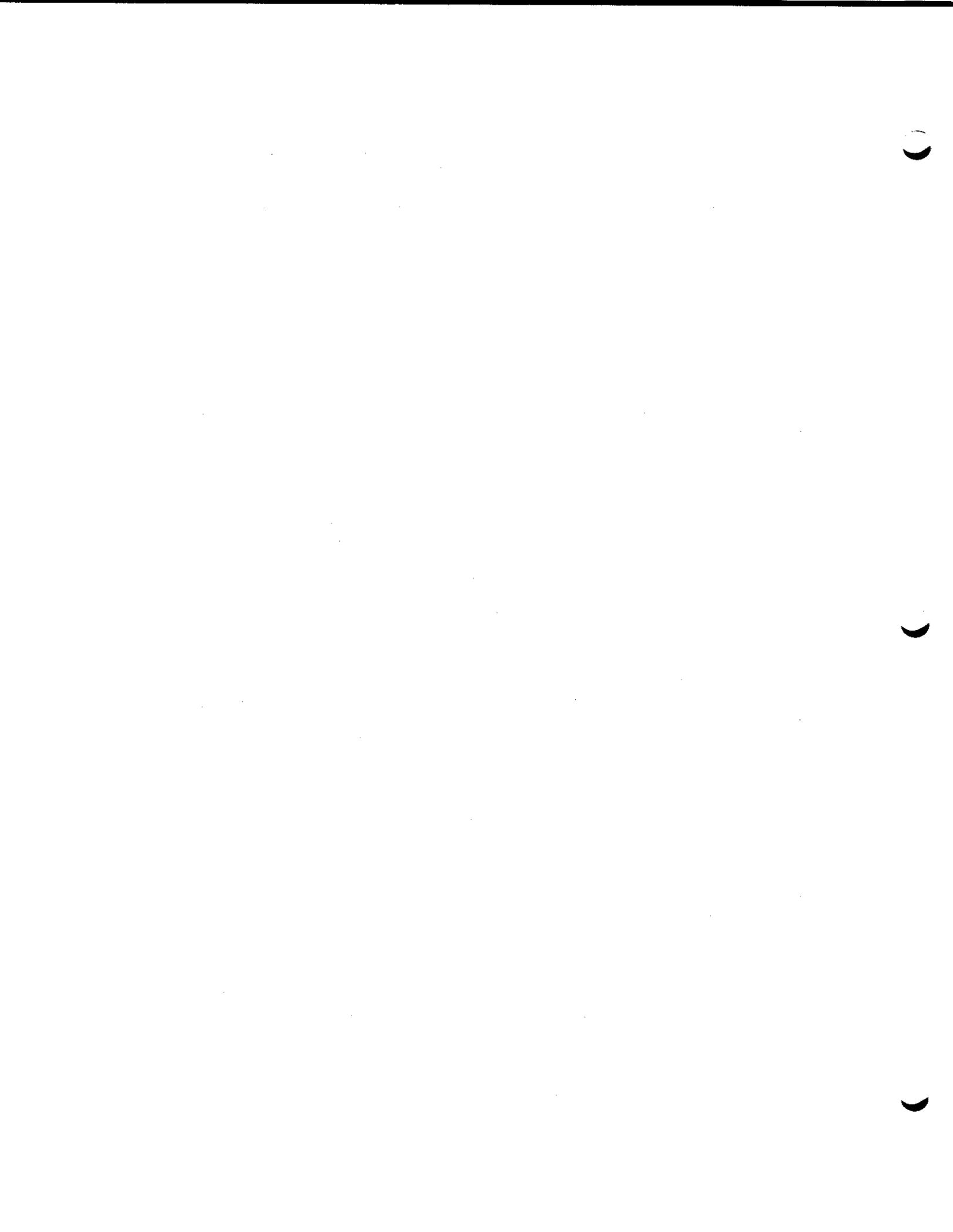
Time Left Shelter _____

Post-disaster Address and Telephone Number _____

American Red Cross

Family Last Name	Age	Medical Problem • Killed • Injured • Hospitalized	Referred to Nurse
Man			
Woman (Include Maiden Name)			
Children in Home			
Family Member not in Shelter (Location if Known)			

AMERICAN RED CROSS FORM B972 (B-79) SHELTER MASTER FILE



F: SAMPLE ADA WAIVER

California Department of Education

Form J-13A

REQUEST FOR ALLOWANCE OF ATTENDANCE
BECAUSE OF EMERGENCY CONDITIONS
Form J-13A (Rev. 4-90)

School district name: _____

County/District Code: _____

County name: _____

This form replaces the Form J-13 (Rev. 3-86) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in Education Code Section 41422.
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in Education Code Section 46392.
- When attendance records have been lost or destroyed as described in Education Code Section 46391.

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of Education Code Section 37202 (equal length of instructional time among schools within a district.)

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the Governing Board members and the County Superintendent before it can be approved by the Superintendent of Public Instruction.

The original form (with the Board members' affidavit) and two copies should be filed with the County Superintendent of Schools. If the County Superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

School District Management Assistance Office
California Department of Education
P. O. Box 944272
Sacramento, CA 94244-2720

This form consists of five preprinted pages. Pages 1 and 5 must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

SCHOOL CLOSURE

Nature of Emergency (describe):

Name of School _____
(if request covers all schools, write "all schools" on name line)

School Code (from Directory) _____

We request that apportionments be maintained, and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates) _____ because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (per EC § 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to EC § 46200, et seq.

If the school closure resulted from impassable roads caused by inclement weather, state the number of school closure days for the same weather conditions in each of the last five years:

MATERIAL DECREASE

Nature of Emergency (describe):

Name of School _____
(if request covers all schools, write "all schools" on name line)

School Code (from Directory) _____

We request the substitution of estimated days of attendance for actual days of attendance in accordance with the provisions of EC §46392. Approval of this request will authorize use of the estimated days of attendance in the computation of apportionments for the foregoing school(s) for (dates) _____ during which school attendance was materially decreased because of the described emergency.

Estimated attendance for each day: _____ students per day
Estimated daily attendance multiplied by number of days of material decrease, yields _____ days of attendance requested.

State method of determining estimated daily attendance (see bulletin):

Actual apportionable attendance (including excused absences) for days of material decrease:

<u>Date</u>	<u>Attendance</u>
-------------	-------------------

LOST OR DESTROYED ATTENDANCE RECORDS

We request the use of estimated attendance in lieu of attendance that cannot be verified because of the loss or destruction of attendance records. This request is made in accordance with Section 46391 of the Education Code. The entire period covered by the lost or destroyed records commences with _____, 19 __, up to and including _____, 19 __.

Describe circumstances and extent of records loss or destruction:

Describe how it is proposed to reconstruct attendance records or estimate attendance in the absence of records:

Name of Contact familiar with this request:

Telephone number to call for further information:

Note: These oaths may be administered by any authorized person, including those mentioned in Section 60 of the Education Code excluding school trustees and members of boards of education.

AFFIDAVIT OF GOVERNING BOARD MEMBERS

We, members constituting a majority of the governing board of the _____ school district, hereby swear (or affirm) that the foregoing statements are true and are based on official district records.

Subscribed and sworn (or affirmed) before me, this day of _____, 19__

Signed _____
Title _____
of _____ County, California

Individual responsible for preparing this form:

Name _____ Title _____ Phone _____

At least a majority of the members of the governing board shall execute this affidavit.

AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools

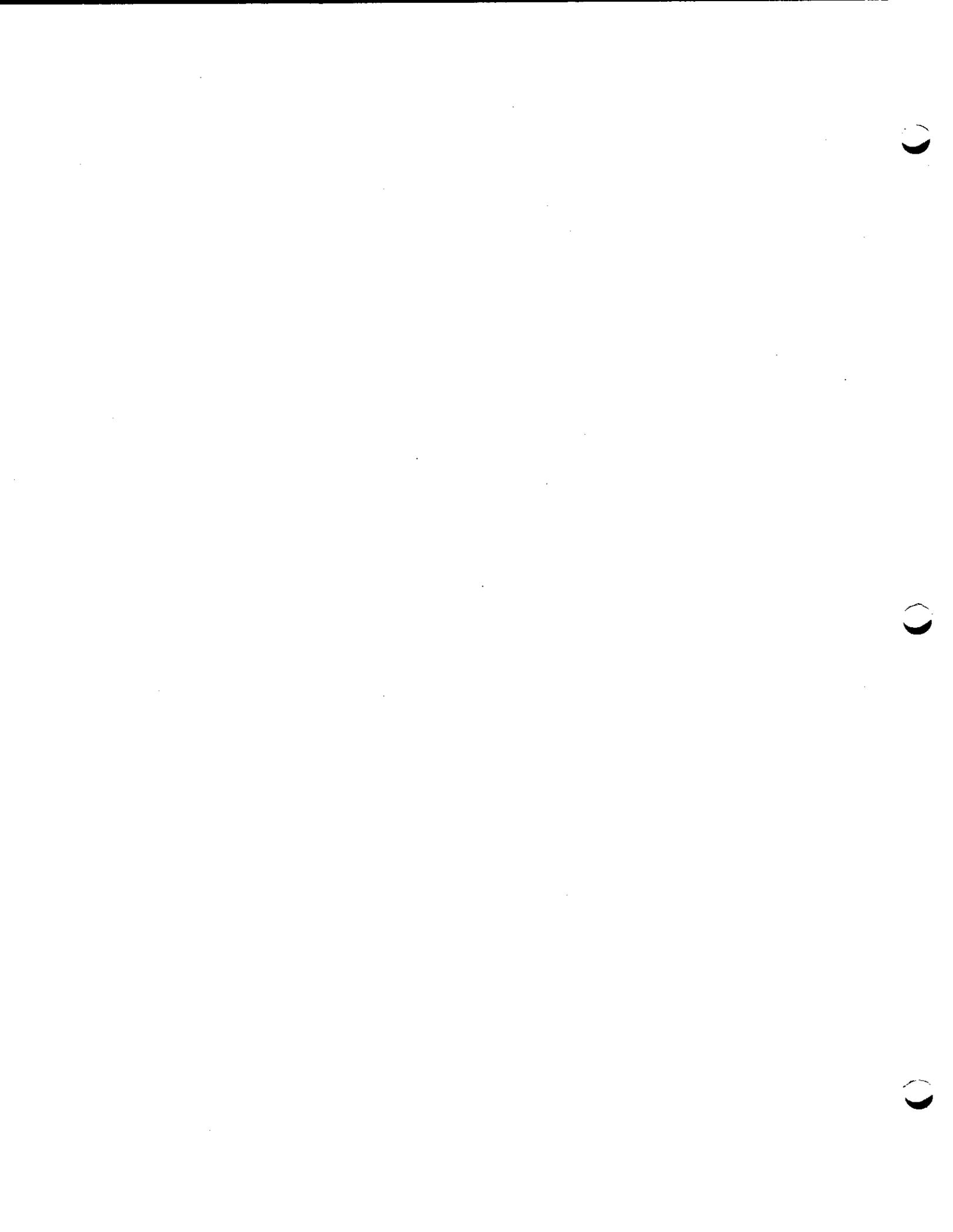
_____ date _____

Subscribed and sworn (or affirmed) before me, this _____ day of _____, 19__

Signed _____
Title _____
of _____ County, California

Individual responsible for preparing this form:

Name _____ Title _____ Phone _____



G. SAMPLE DISASTER PRESS RELEASES

1. When a school is sheltering students

"This is _____ [your name] _____, _____ [your title] _____ at _____ [your site] _____. Because of today's earthquake, school has been called off for today _____ [and any additional time] _____. However, all students of _____ school name _____ are being held there until they are picked up by an adult previously registered with the school. Please pick up your children at _____ [directions to exact place] _____, where they will be released. Please bring identification with you so that we may establish that you are one of the adults eligible to pick up the student in question."

2. When a school site has been evacuated and students have been relocated

"This is _____ [your name] _____, _____ [your title] _____ at _____ [your site] _____. Because some of our buildings were damaged in today's earthquake, and the campus was thought to be unsafe, we have relocated our students to a site away from the school campus. We will hold the students there until an adult, previously registered with the school, arrives to pick them up. Please note: we will release them only to a registered adult. The site at which the students can be picked up is [name of site] _____, at _____ [address of site] _____. To reach the site, follow these directions: _____ [give special directions] _____. Please bring identification with you so that we may establish that you are one of the adults eligible to pick up the student in question. Students will be sheltered and cared for at that site for three days or until they are picked up. Students that have not been picked up in three days will be moved to another location, which we will report at the time of their moving. Please listen for further announcements."

3. To announce the plans for school reopening when a school has been closed

"This is _____ [your name] _____, _____ [your title] _____, at _____ [your site] _____. We are planning to reopen school and resume classes on _____ [give date] _____. We have cleaned up the buildings and the campus, inspected all the buildings for safety, and taken whatever precautions necessary in order to guarantee that the facility is safe for students and staff members. Because there was some damage to _____ [name building or part of building] _____, that has been closed off until it is repaired, and classes will be held in _____ [name location] _____ until the closed area is once again safe for use. School will begin at the usual time, [give time] _____, on _____ [give date again] _____.

4. To announce school reopening when a community shelter is operating in the school

"This is _____ [your name] _____, _____ [your title] _____, at _____ [your site] _____. We are planning to reopen school and resume classes on _____ [give date] _____. The Red Cross shelter operating at the school will remain open for another week or two, but steps have been taken to assure that the shelter activities do not interfere with school business. The shelter population, which is housed entirely within _____ [name location] _____, will be kept separate from students and all class activities. The Red Cross and the school district both have security personnel on site making certain that everything runs smoothly. The school will work closely with Red Cross officials to deal quickly with any problems that arise. We will inform parents regularly of any problems and keep them apprised of the schedule for shelter closing. We wish to thank everyone for their patience and cooperation in getting the schools up and running in spite of these very difficult circumstances. School will begin at the usual time, _____ [give time] _____, on _____ [give date again] _____.

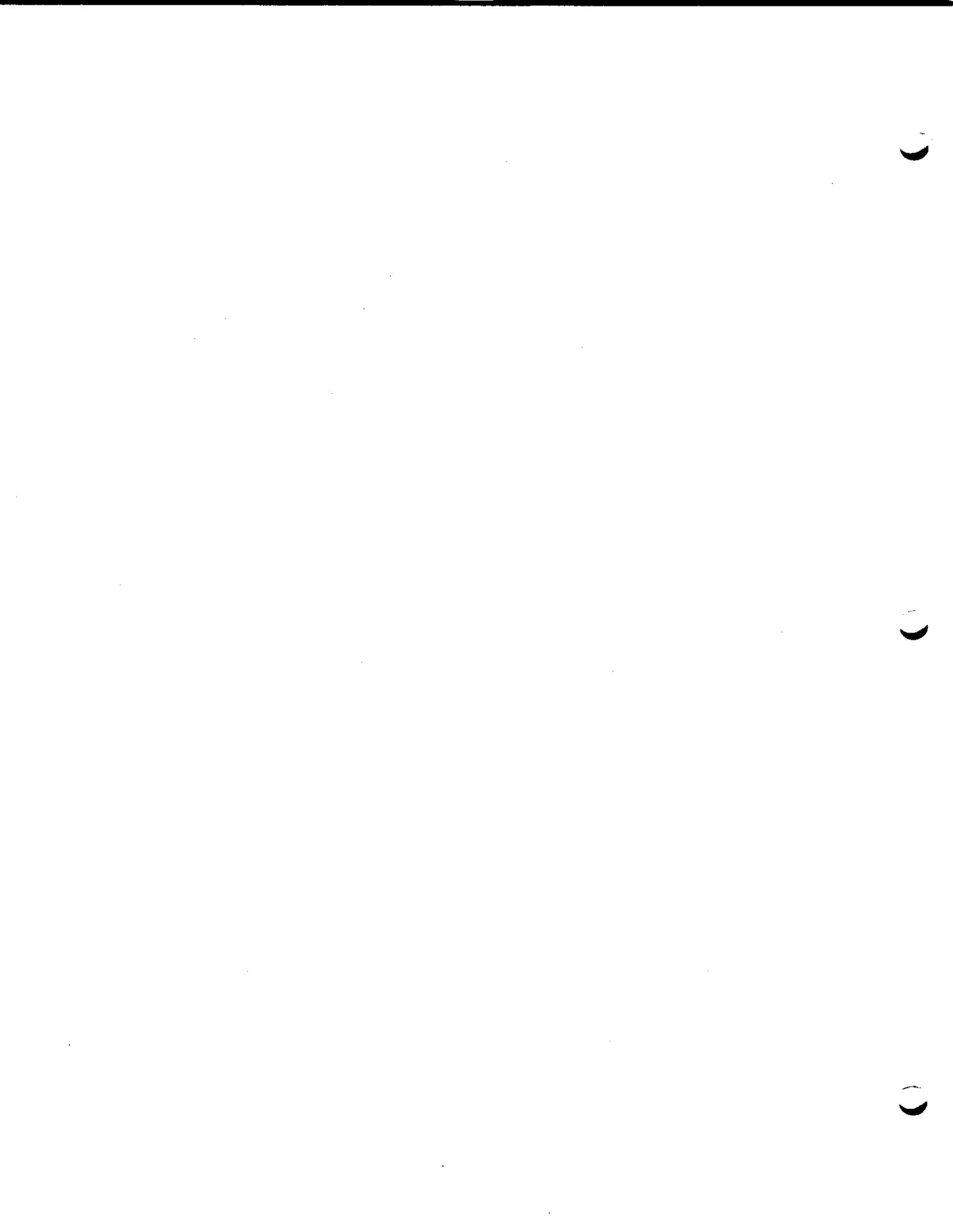
SUPPLEMENT
SHELTER FUNCTION CHECKLISTS

The function checklists in this supplement should be copied and kept in an accessible location (such as a disaster shelter kit) for use when disaster strikes. They will also prove helpful for staff practicing school shelter procedures in a drill or exercise.

Management	93
Operations	105
Planning/Intelligence	119
Logistics	127
Finance/Administration.....	139

The following sources contributed to the development of these checklists:

- The American Red Cross
- San Joaquin County MAC.Center Standard Operating Procedures*
- Governor's Office of Emergency Services, *Regional Emergency Operations Center (REOC) Standard Operating Procedures*
- Huntington Beach Fire Department, CERT Care and Shelter Program
- Newport-Mesa Unified School District Incident Command System



Section: Management

Position: Shelter Manager

Description: Responsible for initiating, supervising, and coordinating all shelter functions. Coordinates relations with local government, community agencies (such as the Red Cross), and the media. Monitors shelter safety and security.

Start-Up Actions

- If you are assigned, or first on the scene, read this checklist in its entirety.
- According to the organizational chart provided in this section (Table 5.2), assign available staff to each of the necessary shelter functions, and provide staff with the appropriate checklist(s). Note: Each staff member may fill several functions.
- Establish communications with the school district (EOC), the local city or county EOC, and the Red Cross. Inform them that the school will serve as a shelter and that you are the shelter manager. Report any immediate needs.
- Inspect the facility to ensure that all areas used for shelter operations are safe (this may require inspection by a licensed engineer). Block off unsafe areas.
- Request needed staff, equipment, and supplies from Logistics. Establish a staff shift schedule.
- Start a log documenting your activities.

Operational Duties

- Set up the shelter according to the school shelter plan, and assign arriving staff to shelter functions. Keep a roster of shelter staff and contact numbers where they can be reached.
- Schedule a planning meeting with function chiefs to plan for the next 24-48 hours. Conduct brief daily meetings on shelter management issues.
- Contact the school district (EOC), local city or county EOC, and the Red Cross at least twice daily to report shelter status, population, and needs.
- Supervise shelter staff to ensure all functions are being performed.
- Screen press releases prepared by the Media Relations Liaison and coordinate news releases with the school district.
- Maintain adequate security and inform district and local officials of any security problems.

Position: Shelter Manager

Shift Change

- Give your relief this position checklist, the Manager's Log, and a shelter organization chart. Inform district EOC of the shift change.
- Brief him/her on the current situation, the plan for the next 24 hours, meeting schedules, and staff rotations.

Closing Down

- When authorized by the school district EOC, deactivate units and direct the staff to turn in their documentation and restore the facility to its original condition.
- Contact local businesses, community agencies, and local government to close out purchase agreements and unfilled resource requests. Provide a contact number for follow-up.
- Turn over any incomplete actions to the school or district.
- Ensure all receipts, logs, reports, and other shelter documentation are collected by the Accounting or Documentation Units.
- Release staff members when their work area is clean and their documentation in order.

Section: Management

Position: Media Relations Liaison

Description: Responsible for providing public information about the shelter to local media. Acts as the spokesperson for the Shelter Manager to media and escorts media representatives when they are in the shelter. Coordinates news preparation and dissemination with the applicable authorities.

Start-Up Actions

- Check in upon arrival with the Shelter Manager and be briefed on the situation.
- Review this checklist, the shelter organization chart, situation report, shelter rules, etc.
- Start a log documenting your activities
- Request any needed supplies or equipment from Logistics.

Operational Duties

- With approval from shelter manager, inform local media of the shelter location, what people should bring (blankets)/not bring to the shelter, and student reunification procedures.
- Prepare and maintain a list of local media stations in the area. Include non-english speaking media.
- In cooperation with the school district and with Shelter Manager's approval, prepare and disseminate press releases. Keep copies of all Press Releases aired.
- Locate an area for press interviews.
- Arrange for the press to interview shelterees. Post a sign up sheet for shelterees willing to be interviewed.
- Monitor local radio and television broadcasts concerning the shelter. Call in necessary corrections and updates.

Shift Change

- Give your relief this checklist, an orientation to the shelter, copies of all press releases, and your log.
- Brief your relief on the current shelter situation, any updates to previous information released, local media contacts to expect, and when the next release should be aired.

Position: Media Relations Liaison

Closing Down

- When authorized by the Shelter Manager, notify media that shelter will be closing. Provide a district number or other contact for follow-up.**
- Turn in log and copies of press releases to Documentation unit.**
- Return work area to its original condition and return any usable supplies and equipment to Logistics.**

Section: Management

Position: Community Relations Liaison

Description: Liaison to community groups, local churches, and volunteer centers. Represents the Shelter Manager to resolve special sheltering needs or issues such as homeless using the shelter, daycare, and language translation.

Start-Up Actions

- Check in upon arrival with the Shelter Manager and be briefed on the situation.
- Review this checklist, shelter organization chart, situation report, and the shelter rules.
- Start a log documenting your activities
- Request any needed supplies or equipment from Logistics.

Operational Duties

- Meet with the Shelter Manager, Plans Chief, Logistics Chief, and Operations Chief to identify issues you need to address.
- Determine which community organizations or groups could meet any special needs of the shelter populace.
- Meet with local agencies and groups concerning shelter issues (seniors, disabled, home repair, clean-up, meals, entertainment).
- Brief the Shelter Manager and staff on assistance offered by local agencies and groups.
- Coordinate with the Government Liaison to meet any needs that local agencies cannot address.

Shift Change

- Give your relief this checklist, an orientation to the shelter, list of local agencies assisting with the shelter, and your log.
- Brief your relief on the current shelter situation, efforts underway, and upcoming meetings.

Position: Community Relations Liaison

Closing Down

- When authorized by the Shelter Manager, inform local agencies that the shelter will be closing. Provide a district number or other contact for follow-up.
- Turn in log to Documentation unit.
- Return work area to its original condition and return any usable supplies and equipment to Logistics.

Section: Management

Position: Government Relations Liaison

Description: Liaison to city, county, state, and federal government agencies. Represents the Shelter Manager to communicate special sheltering needs or issues that can't be resolved with current resources. Provides information to shelterees about governmental relief programs and services available.

Start-Up Actions

- Check in upon arrival with the Shelter Manager for briefing on the situation.
- Review this checklist, the shelter organization chart, situation report, and shelter rules.
- Start a log documenting your activities
- Request any needed supplies or equipment from Logistics.

Operational Duties

- Meet with the Shelter Manager, Plans Chief, Logistics Chief, Operations Chief, and Community Liaison to identify issues you need to address.
- Coordinate with government agencies concerning needs for assistance. Route requests to government agencies such as the Department of Social Services, Health Services, or Children's Protective Services through the local city or county EOC.
- Participate in disaster-related meetings sponsored by area government agencies and brief the Shelter Manager on government assistance and services available.
- Post notices to inform shelterees of government relief programs and disaster service centers.
- Begin planning with local city or county government how shelterees will be housed once the shelter is closed. Notify shelterees as soon as possible.

Shift Change

- Give your relief this checklist, an orientation to the shelter, and your log.
- Brief your relief on the current shelter situation, disaster relief programs, and government services available to shelterees.

Position: Government Relations Liaison

Closing Down

- When authorized by the Shelter Manager, inform area government agencies that the shelter will be closing. Provide a school district number or other contact for follow-up.
- Turn in log to Documentation unit.
- Return work area to its original condition and return any usable supplies and equipment to Logistics.

Section: Management

Position: Security/Safety Officer

Description: Oversees the safety and security of shelter occupants and staff. Monitors safety and security of facilities, enforces shelter rules, reduces hazards, and coordinates with local Law Enforcement, Fire, and Rescue personnel for assistance when necessary.

Start-Up Actions

- Check in upon arrival with the Shelter Manager for briefing on the situation.
- Review this checklist, shelter organization chart, situation report, and the shelter rules.
- Start a log documenting your activities
- Request any needed supplies or equipment from Logistics.

Operational Duties

- Regularly inspect the facility to see that all areas are safe. Repair, remove, or cordon off any hazards. Areas that are damaged may deteriorate in an aftershock. Request an inspection by a licensed structural engineer if necessary.
- When necessary, coordinates with local Law Enforcement, Fire, and Rescue personnel for assistance.
- Ensure that student shelterees are kept away from public shelterees. The school is primarily responsible for the safety of its students.
- Ensure the shelter staff or occupants are not engaging in any hazardous activities.
- During shelter staff meetings, inform staff of any hazards and ask them to report safety issues.
- Work with the Fire Monitor to establish a "patrol team" of at least two people to roam the shelter during the night.
- Provide safety information, such as location of exits and fire extinguishers, to shelter occupants

Shift Change

- Give your relief this checklist, an orientation to the shelter, and your log.
- Brief your relief about shelter hazards, security procedures, and local law enforcement contacts.

Position: Security/Safety Officer

Closing Down

- Notify local law enforcement that shelter will be closing.**
- Return any usable supplies and equipment to Logistics.**
- Turn in log to Documentation unit.**
- When authorized by the Shelter Manager, and after shelterees have left, inspect and secure the facility.**

Section: Management

Position: Fire Monitor

Description: Enforces fire safety regulations, reduces fire hazards, and keeps exits clear. Escorts local Fire Inspectors through the shelter (if necessary). Serve as a liaison with the local Fire Department and Emergency Medical Services.

Start-Up Actions

- Check in upon arrival with the Shelter Manager for briefing on the situation.
- Review this checklist, shelter organization chart, situation report, and the shelter rules.
- Start a log documenting your activities
- Request any needed supplies or equipment from Logistics.

Operational Duties

- Regularly inspect the facility to ensure exits are kept clear and unlocked. Locate all fire extinguishers.
- Advise local fire department that shelter is operating in their area.
- Put out any small fires that occur, and notify fire department ASAP. Prepare a written report of date/time of fire, injuries, apparent cause.
- Ensure that garbage, debris, or refuse does not pose a fire hazard or block doorways.
- Post "No Smoking" signs inside the facility and enforce the rules. Establish an outdoor smoking area, if feasible.
- Work with the Security/Safety Officer to establish a "patrol team" roam the shelter during the night.

Shift Change

- Give your relief this checklist, an orientation to the shelter, and your log.
- Brief your relief on shelter hazards, security procedures, and the location of fire extinguishers.

Position: Fire Monitor

Closing Down

- Return any usable supplies and equipment to Logistics.
- Turn in log to the Documentation Unit.
- When authorized by the Shelter Manager, and after shelterees have left, inspect and secure the facility.

Section: Operations

Position: Operations Chief

Description: Responsible for registration, food service, health care, dormitory management, and auxiliary services to include: recreation, child care, and pet care. The Operations Chief may perform several functions simultaneously or manage other staff performing these functions.

Start-Up Actions

- Check in upon arrival with the Shelter Manager for situation briefing.
- Review this checklist and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start an operations section log documenting operations activities.
- Check your areas for needed supplies and equipment/obtain from Logistics.

Operational Duties

- Assume the duties of all operations positions until additional staff are available (see organizational chart, Chapter 5). Utilize their position checklists to perform the duties.
- If additional staffing is needed for the Operations Section, notify Logistics. When additional staff arrive, brief them on the situation and supervise their activities.
- Attend shelter management meetings and plan Operations Section activities and staffing schedule.
- Inform the Plans Chief of operations tasks and priorities for the next 12-24 hours.
- Ensure operations staff are maintaining their respective function logs.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Operations Chief

Closing Down

- With the Shelter Manager's authorization, release operations staff no longer needed.
- When authorized by Shelter Manager, deactivate section and close out logs. Provide logs and other relevant documents to Documentation Unit for archiving.
- Ensure open actions are appropriately assigned to school personnel or outside agencies
- Return equipment and reusable supplies to Logistics Section Chief.

Section: Operations

Position: Registrar

Description: Responsible for the registration of disaster displaced people needing shelter. The registrar screens potential shelterees, records their personal information, and identifies any special needs such as for medical care, counseling, etc.

Start-Up Actions

- Check in upon arrival with the Operations Chief and receive briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, shelter rules, etc.
- Ensure that you have an adequate supply of index cards, lined paper, or registration forms (ARC 5972 or school equivalent). Request needed equipment and supplies from Logistics.
- Start a log documenting your activities.

Operational Duties

- Choose one entrance for public registration, separate from areas already in use for student-family reunification. Set up a registration table and chairs with space for at least 2 people.
- Post a *Shelter Registration Point* sign as well as a sign indicating that no weapons, drugs, alcohol, or pets are allowed in the facility. Translate important signs into the major languages of your area.
- Screen incoming shelterees and fill out a registration form for each household (or individual). Check identification to ensure that shelterees lived within the disaster area.
- Refer incoming injured, ill, or those on medication or special diets to your medical staff or school nurse, if available. Stay alert for shelterees with medical training.
- Direct media to the Media Relations Liaison, Shelter Manager, or designee
- Maintain a sign-out log for shelterees leaving temporarily.
- Be prepared to report to the Shelter Manager statistics such as: shelter population, number of children, and number of elderly.

Shift Change

- Brief incoming registrars concerning registration procedures, shelter rules, and any problems they might encounter.
- Provide incoming registrar(s) with a copy of this position checklist.

Position: Registrar

Closing Down

- When authorized by the Operations Chief, deactivate Registration and turn in activity log to Operations Chief.
- Turn in registration forms to Documentation Unit for archiving.
- Return usable equipment and supplies to Logistics.

Section: Operations

Position: Dormitory Manager

Description: The Dormitory Manager is responsible for setting up, supervising, and closing down the sleeping area. For a student *and* community shelter, the Dormitory Manager(s) needs to provide two separate sleeping areas. Students not yet reunited with their parents should be sheltered away from the public.

Start-Up Actions

- Check in upon arrival with the Operations Chief for briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, shelter rules, etc.
- Start a section log documenting your activities.
- Inspect the dormitory area(s). Move aside athletic equipment, desks, or anything that might present a hazard to shelter occupants.
- Request any needed supplies and equipment such as cots, blankets, mats, and personal hygiene kits through Logistics.

Operational Duties

- Set up the sleeping area. Each person (cot) generally should have 40-60 square feet of space (5'x8' - 6'x10'). Space cots or bedding to allow handicapped access and clear paths to all fire exits. Consider separate sections for the elderly, ill, families with small children, and night-shift workers.
- School children remaining at the school should have their own dormitory area and must be supervised by school staff at all times. *Do not leave school children unattended!* The reunification process will continue throughout shelter operations.
- Distribute any available blankets and personal hygiene supplies.
- Post sleeping area rules. Rules should include: Time for "Lights Out" or "Quiet Hours", No Alcohol, Always use the same cot, etc.
- Monitor sleeping area. Stay alert for such potential dormitory problems as: drug use or sale, unattended children, fighting, theft, or shelterees becoming ill.
- Open doors and windows of the dormitory area during the day to provide adequate ventilation.
- Ensure shelter occupants do not consume food or liquids in the dormitory area. This is a violation of Public Health code.
- Log your activities, note suspicious actions, health concerns, status of resources. Keep the Operations Chief informed of dormitory status and current capacity.
- If custodial services are not available, recruit shelterees to assist in daily dormitory clean-up.

Position: Dormitory Manager

Shift Change

- Brief incoming staff concerning shelter population, dormitory rules, school bus pick-up times, night-shift worker schedules, etc.
- Provide the incoming Dormitory Manager with a copy of this position checklist.

Closing Down

- When authorized by the Operations Chief, close the dormitory area and turn in dormitory log.
- Dismantle cots, and restore dormitory area to its original condition. Return any usable equipment or supplies to Logistics.

Section: Operations

Position: Meals Coordinator

Description: The Meals Coordinator is responsible for the planning, preparation and service of meals to shelterees and staff. Coordinate with Logistics for the supply of food and liquids and with Health Services for any special dietary needs.

Start-Up Actions

- Check in upon arrival with the Operations Chief for briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, shelter rules, etc.
- Start a section log documenting your activities.
- Coordinate with Logistics to request equipment and supplies needed. Request food that you have the facilities and staff to prepare. It may be necessary to request pre-prepared food.
- Coordinate with Logistics for staff support if needed. Recruit shelterees to assist with food preparation, cooking, serving, and clean-up.

Operational Duties

- If applicable, inspect the food preparation area at the school site. Obtain any keys necessary to access food and liquid stores. Determine if cooking equipment is still functioning and safe to use. Power and gas may be cut off, or gas may be leaking in the vicinity.
- Determine when the first meal will be needed and approximately how many people will be served (staff and shelterees). Plan meals 2-3 days in advance.
- Establish a shift schedule for food service personnel.
- Set up a dining area. A large shelter may require more than one seating to serve shelter occupants and staff. School students should eat separately from the general public.
- Post meal times in a conspicuous place. Keep meal times as consistent as possible.
- Before additional food supplies arrive, choose an entrance accessible by truck with a storage area nearby. Food should be stored in a secure area and off the ground whenever possible.
- Keep meals simple. Use perishable food first and conserve drinking water. If it is necessary to use donated food or USDA supplies, do not use food not intact in its original packaging.
- Log the number of meals served and supplies ordered. Keep receipts for food delivered.

Position: Meals Coordinator

- Do not allow food to be consumed in the dormitory area. This is a violation of Public Health code. Keep the food preparation and service areas sanitary.
- Seal all garbage in plastic bags and keep outside away from the shelter area.

Shift Change

- Brief incoming staff concerning food preparation, sanitation procedures, meal schedule, number of meals needed, available food stores, and special dietary concerns.
- Provide incoming staff with a copy of this position checklist.

Closing Down

- When authorized by the Operations Chief, close the food preparation and service areas and return them to their original condition.
- Turn in log to the Operations Chief including a meal count, receipts, and report of food stores used.

Section: Operations

Position: Health Services Coordinator (Physical)

The Health Services Coordinator is responsible for the provision of basic health care, first aid, and counseling. The Health Services Coordinator also maintains public health standards, and coordinates emergency medical response. Informs the Operations Chief or Shelter Manager when the situation requires health or medical services that the shelter staff cannot provide.

Start-Up Actions

- Check in upon arrival with the Operations Chief for briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, shelter rules, etc.
- Start a section log documenting your activities.
- Choose an area (preferably a school nurse station) that is easily accessible to the disabled and emergency medical personnel.
- Locate any existing medical supplies. These may be located in First Aid kits throughout the school, on buses, or in a disaster supplies container outside. Request necessary medical supplies and equipment (cots, tables, etc.) through Logistics.
- If necessary, work with the Communications Coordinator to secure a means to communicate (radio, phone, etc.). Establish contact with a local medical facility.

Operational Duties

- Plan how medical emergencies will be handled.
- Record all health care performed (injuries/illnesses treated, medications issues, etc.).
- Coordinate with shelter registrar to refer both shelterees with health concerns and those with medical or psychological training to the health station.
- Keep a roster of those shelterees with mental or physical health skills/training.
- Advise Meals Coordinator concerning any special dietary needs of shelterees (diabetics, elderly, etc.)
- Stay alert for anyone with a communicable disease. If necessary, prepare a separate room as a quarantine area.
- Establish a 24 hour shift rotation for the health station. This may require recruiting a shelteree to monitor the health station while staff are sleeping.
- Keep the health services area as clean as possible.

Position: Health Services Coordinator (Physical)

Shift Change

- Brief the incoming Health Services Coordinator and staff concerning available first aid/medical supplies, shelterees with injuries or health problems, and how to contact EMS.
- Provide the incoming Health Services Coordinator with a copy of this position checklist.

Closing Down

- When authorized by the Operations Chief, close medical station and turn in health care log.
- Restore area to its original condition and return usable supplies and equipment to Logistics.

Section: Operations

Position: Health Services Coordinator (Mental)

The Mental Health Coordinator provides counseling services to both shelter staff and occupants. Shelter conditions are stressful for staff, occupants, and especially children. High stress levels may contribute to a lack of patience and understanding on the part of shelter workers and hysteria or hopelessness for disaster victims.

Start-Up Actions

- Check in upon arrival with the Operations Chief for briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, and shelter rules.
- Start a section log documenting your activities.
- Secure a quiet area or room away from public view. Request additional staff needed through Logistics.

Operational Duties

- Monitor the stress conditions for staff and shelter occupants. Intervene in crisis situations when practicable.
- Coordinate with the Health Services Coordinator and Registrar(s) to identify shelterees that may need counseling.
- Monitor school student's reactions to the disaster.
- Work with the Auxiliary Services Coordinator to plan activities that will help morale.
- Track any known potential mental health problems and log interventions and counseling sessions.
- Contact local mental health agencies to provide referrals/request assistance
- Debrief shelter staff before they are released.
- If possible, provide shelterees access to local news with a television or radio. Lack of information following a disaster often contributes to rumors, hysteria, and fear.

Shift Change

- Brief incoming mental health staff concerning shelterees that need ongoing assistance, local mental health services available, and how to provide assistance to shelterees.
- Provide incoming mental health staff with a copy of this checklist.

Position: Health Services Coordinator (Mental)

Closing Down

- When authorized by the Operations Chief, deactivate section and turn in log to the Operations Chief.
- Refer shelterees that need ongoing care to County Mental Health Services or other local agencies.

Section: Operations

Position: Auxiliary Services Coordinator

The Auxiliary Services Coordinator organizes and supervises activities for shelterees to help reduce stress and improve morale. Recreational activities are especially important for students still being cared for at the school site. Example activities include: sports tournaments, birthday parties, entertainment, and religious services. The Auxiliary Services Coordinator is also responsible for child and pet care.

Start-Up Actions

- Check in upon arrival with the Operations Chief for briefing on the situation.
- Review this checklist and any other available information including the shelter organization chart, situation report, shelter rules, etc.
- Start a section log documenting your activities.
- Determine what areas are available for athletics, entertainment, child care, and pet care. Coordinate with Logistics for needed supplies and equipment.
- Recruit staff support from shelterees or request staff through Logistics.

Operational Duties - Recreation

- Organize activities for shelterees. Contact local churches, PTA members, or other community groups that may be willing to sponsor an activity.
- If the shelter is to be open for some time, establish a check-out system for any available books or recreational equipment.
- Place a suggestion box out for shelterees to suggest activities.
- Supervise all group recreation. A school staff member must supervise any activities involving school children.

Operational Duties - Child Care

- Select a safe area away from the general public. Remove any hazardous furniture, equipment, or other items from the child care area.
- Request supplies such as diapers, infant formula, snacks, blankets, toys, and coloring books, through Logistics.
- If necessary, request that the Community Relations Liaison contact local child care agencies, churches, PTA members, etc. for staff assistance.
- Maintain a roster with the name and age of each child under your care as well as the name and signature of the parent or guardian. Also note the time child arrived and when the child will be picked up.

Position: Auxiliary Services Coordinator

Operational Duties - Pet Care

- Select a fenced-in area outside and away from the shelter
- Post a notice that pet owners are responsible to care for and restrain their animals. *Do not handle unfriendly animals!*
- Contact the local SPCA, Animal Control, and nearby kennels for assistance in boarding and caring for animals.
- If possible, ensure shelterees restrain their pets on leashes.

Shift Change

- Brief your relief concerning: *Recreation* - activities planned and equipment available; *Child Care* - schedule, the number of children in attendance, and supplies such as infant formula or diapers; *Pet Care* - pet food supplies and local assistance available.
- Provide him/her with a copy of this position checklist.

Closing Down

- When authorized by the Operations Chief, deactivate section, return equipment to its original location and any usable supplies to Logistics.
- Turn in activity log to Operations Chief and restore areas to their original condition.

Section: Planning/Intelligence

Position: Plans Chief

Description: Responsible for the collection and evaluation of all information regarding shelter operations, conducting planning meetings and developing the shelter action plan. Gathers information needed to report on the current situation as well as information needed to develop reports on shelter requirements projected for a time period normally 36-72 hours. Oversees development of Demobilization plan.

Start-Up Actions

- Check in on arrival with Shelter Manager for briefing on the situation
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start a section log documenting activities.
- Check your area for needed supplies and equipment/obtain from Logistics.

Operational Duties

- Assume the duties of Documentation, Reports/Staffing and Damage Assessment Units. Utilize their position checklists to perform the duties.
- Set a schedule for section chief and shift change briefings. Facilitate briefings at the request of the Shelter Manager.
- If additional staffing needed for Planning Section, notify Logistics. When additional staff arrive, provide briefing on situation and supervision.
- Prepare an action plan for the Shelter Manager. Obtain information from the other section chiefs and develop a plan for the next 12 to 24 hour period outlining actions which need to be taken by section (i.e. develop shelter rules, contact media to request food donations, etc.)
- Prepare advance planning reports using information gathered to forecast projected needs for shelter and potential closing.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Plans Chief

Closing Down

- Authorize release of Planning Section personnel when no longer needed
- When authorized by Shelter Manager, deactivate section and close out logs. Provide logs and other relevant documents to Documentation Unit.
- Ensure that open actions are appropriately assigned to school personnel or outside agencies.
- Ensure Documentation Unit has stored all necessary data for archives and for After Action Report.
- Return equipment and reusable supplies to Logistics Chief.

Section: Planning/Intelligence

Position: Documentation Unit Coordinator

Description: Responsible for recording and storing documentation generated from and related to the shelter operation. Assists the Plans Chief in developing the Action Plan. Maintains logs of all incoming and outgoing messages. Assist other sections with organizing and setting up files and reports and provide copying service.

Start-Up Actions

- Check in on arrival with Plans Section Chief for briefing on situation
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start a section log documenting activities
- Check your area for needed supplies and equipment/obtain from Logistics
Ensure supplies include school directory and phone books, message forms, sample action plans.

Operational Duties

- Meet with Plans Chief to determine materials which will be maintained for official records. Records will include documentation of all data about the shelter operation, (numbers sheltered, meals served, etc.).
- Set up a system for archiving all documents and notify shelter staff of system, types of documents required and location to bring documents (this may be as simple as labeling a box "Archives" and placing at main office).
- Distribute internal written messages within shelter operations. Collect and store all messages.
- Attend planning meetings and assist with development, preparation and distribution of action plans.
- Assist with copying and distribution of documents developed by other sections (i.e. shelter rules, procedures and general notices, etc.).
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Documentation Unit Coordinator

Closing Down

- When authorized by Shelter Manager, deactivate Documentation Unit and close out logs.
- Store all necessary data for archives and for After Action Report. Notify Plans Chief of location and contents of archives and other records stored.
- Complete all required forms and reports.
- Return equipment and reusable supplies to Logistics Section Chief.

Section: Planning/Intelligence

Position: Reports/Staffing

Description: Responsible for developing the shelter action plan, developing reports on shelter summarizing shelter activities and advance plans (requirements projected for a time period normally 36-72 hours). Develops the Shelter Demobilization plan.

Start-Up Actions

- Check in on arrival with Plans Chief for briefing on situation
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start a section log documenting activities
- Check your area for needed supplies and equipment/obtain from Logistics

Operational Duties

- Meet with Plans Chief to determine types of reports to be generated, information sources for reports and timetable of reports. Reports might include: Attendance & Meals Served, Status of Supplies/Staff Schedules, Action Plans, Advance Plans and Demobilization Plans.
- Notify shelter staff in Plans and other sections regarding the type of information needed, the format for presentation and time information is due.
- Meet with other sections to determine staffing needs and develop staffing plan for immediate (1-3 days) and long term needs.
- Attend planning meetings and develop action plans based on information gathered at meetings.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Reports/Staffing

Closing Down

- When authorized by Plans Chief, deactivate Reports/Staffing Unit and close out logs.
- Provide all documents for archives to the Documentation Unit. Notify Plans Chief of location and contents of records stored.
- Complete are required forms and reports.
- Return equipment and reusable supplies to Logistics Section Chief.

Section: Planning/Intelligence

Position: Damage Assessment

Description: Responsible for arranging for ongoing assessment of safety of buildings and documentation of pre and post shelter conditions for reimbursement purposes.

Start-Up Actions

- Check in on arrival with Plans Chief for briefing on situation.
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start a section log documenting activities.
- Check your area for needed supplies and equipment/obtain from Logistics.

Operational Duties

- Meet with Plans Chief to determine types damage assessment teams needed (structural engineer or building inspector).
- Coordinate with logistics (who will coordinate with School District Logistics Section) to notify Division of State Architect or Structural Engineer or Building Inspector (per pre arranged agreement) personnel as needed.
- Ensure that blueprints and facility maps are available for damage inspections.
- Prepare map displays to show areas/buildings with limited or no access and green tagged buildings. Update displays as the situation warrants (if aftershocks occur and additional inspections are made).
- In coordination with School District Damage Assessment Unit, assist in documentation of damage from disaster. In addition, note pre-shelter condition of facility and document damage incurred by use as shelter.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Damage Assessment

Closing Down

- When authorized by Plans Chief, deactivate Damage Assessment Unit and close out logs.**
- Provide all documents for archives to the Documentation Unit. Notify Plans Chief of location and contents of records stored.**
- Complete all required forms and reports.**
- Return equipment and reusable supplies to Logistics Section Chief.**

Section: Logistics

Position: Logistics Chief

Description: Responsible for the ordering, receiving, storing, distributing and tracking of all available shelter equipment and supplies. Coordinates with Shelter Manager and Unit Chiefs to request additional personnel needed and ensure incoming personnel are assigned appropriately.

Start-Up Actions

- Check in upon arrival with the Shelter Manager for briefing on situation.
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Investigate what supplies and equipment are currently available in the facility. Use the Shelter Organization chart to identify resources that may be needed for each function.
- Start a section log documenting activities

Operational Duties

- Assume the duties of Supplies/Personnel, Communications, Donations/Goods, Donations/Supplies, and Transportation until additional staff are available. Utilize the position checklists to perform the respective duties.
- Coordinate with the Unit Chiefs, Shelter Manager, and staff to compile a list of needed supplies, staff, and equipment. Determine priority items and begin requesting these first.
- Investigate what resources are available through the school district, local community, businesses, city or county EOCs, Red Cross, etc.).
- Request the needed resources and staff and record contacts in your log. Work with the Donations Coordinator to obtain donated goods and services when possible.
- Receive, log, store, and distribute incoming supplies and equipment and keep all receipts. Inform the Shelter Manager when additional staff will arrive.
- If Disbursing Orders or district emergency funds are available, work with the Finance Section to approve payment for goods and services needed. Turn in receipts daily to the Finance/Administration Unit.
- Work with the Shelter Manager and Unit Chiefs to place new staff appropriately and ensure all Unit Chiefs establish a similar staff shift schedule.
- Keep the Shelter Manager informed about resources and staffing needs, pending requests, shortfalls, etc.

Position: Logistics Chief

Shift Change

- Provide your relief with this position checklist, an orientation to the shelter, and copies of your log.
- Brief your relief on supplies, equipment available, current and potential resources, pending orders, anticipated staffing or other needs, payment procedures, etc.

Closing Down

- When authorized by the Shelter Manager, close Logistics Section. Collect all remaining, usable supplies and equipment and turn them over to school district (or return to source, if borrowed).
- Notify local vendors, agencies, or groups that were providing personnel, goods, or services that the shelter will be closing. Close any active accounts.
- Ensure Logistics staff return their work areas to their original condition and turn in completed logs to the Documentation Unit.
- Turn in all remaining receipts to Finance and your log to Documentation Unit.

Section: Logistics

Position: Supplies/Personnel Coordinator

Description: Responsible for ordering, recording and distributing shelter equipment and supplies. Requests and assigns personnel to staff shelter functions as needed. He/she coordinates requests for personnel, equipment, supplies, and services with the Logistics Chief and staff liaisons.

Start-Up Actions

- Check in upon arrival with Logistics Chief for briefing on situation.
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Locate a phone or other means to communicate and an area to receive/store ordered or donated goods. If necessary, work with the Logistics Chief to obtain additional staff.
- Start a log documenting your activities.

Operational Duties

- Identify personnel, equipment, supplies, and services that will be needed for the shelter.
- Identify potential sources of goods, services, and personnel in the local community.
- Work with the Volunteer/Donations Coordinator to request donation of needed items before they are purchased or otherwise obtained.
- In cooperation with the Logistics Chief and the Volunteer/Donations Coordinator, solicit personnel from local sources to staff shelter functions. Inform district EOC or city EOC of staff needs.
- Assist the Logistics Chief in assigning staff where needed. Provide new staff with a copy of their position checklist.
- Record, distribute, and store all goods received. Maintain inventory of surplus goods in storage.

Shift Change

- Provide your relief with this position checklist, an orientation to the shelter, and your log.
- Brief your relief on the situation, anticipated deliveries, staff shift schedules, and expected actions on his/her shift.

Position: Supplies/Personnel Coordinator

Closing Down

- When authorized by the Logistics Chief, contact local providers, thank them for their assistance and inform them that the shelter will be closing.
- Inventory remaining goods and report this to Logistics Chief.
- Arrange to have surplus goods returned, stored, donated to other agencies (food banks, homeless shelters, etc.), or otherwise disposed of.
- Turn in log to Documentation Unit.

Section: Logistics

Position: Communications Coordinator

Description: Responsible for establishing and maintaining the necessary communications between the shelter and school district, local EOCs, Fire and Rescue, Law Enforcement, the Red Cross, etc.

Start-Up Actions

- Check in upon arrival with the Logistics Chief for briefing on the situation.
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Identify all possible means of communication and determine which are functional. This may include phones, faxes, cellular phones, bus radios, walkie talkies, etc. If none are available, alert the Logistics Chief immediately.
- Start a log documenting your activities, including date, time, and subject of all communications.

Operational Duties

- If the school uses a flag system for helicopter fly-overs, place the appropriate flag in an open area on the ground near the school.
- Ensure Shelter Manager, Logistics, and Health Services have priority for access to available communications equipment.
- If phone service is available, and there are shelterees that may require medical attention, consider contacting the local 911 switchboard to establish a priority line for the shelter.
- Set up shelter information bulletin board near the Registrar's table. Post messages received for shelterees and shelter rules and information.
- If no communications equipment is available, select staff or volunteers to serve as message couriers.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as your log.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Communications Coordinator

Closing Down

- When authorized by the Logistics Chief, alert ongoing contacts that shelter will be closing and provide a district contact number for follow-up.
- Return usable equipment and supplies to the Logistics Chief.
- Complete log and turn in to Documentation Unit.

Section: Logistics

Position: Volunteer/Donations Coordinator

Description: Responsible for requesting and assigning volunteer personnel to staff shelter functions as needed. Solicits, records and distributes donated goods. Coordinates requests for personnel, equipment, supplies, and services with the Logistics Chief and Community Relations Liaison.

Start-Up Actions

- Check in upon arrival with Logistics Chief for briefing on situation.
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Locate a phone or other means to communicate and an area to receive/store donated goods. If necessary, work with the Logistics Chief to obtain additional staff.
- Start a log documenting your activities.

Operational Duties

- Identify personnel, equipment, supplies, and services that will be needed for the shelter.
- On an ongoing basis, work with the Community Relations Liaison to identify potential sources of goods, services, and volunteers in the local community.
- Work with the Logistics Chief to request donation of needed items before they are purchased or otherwise obtained.
- In cooperation with the Logistics Chief, solicit volunteers from local sources to staff shelter functions. If possible, register volunteers as Disaster Service Workers with the local disaster council. Provide them with a copy of their position checklist.
- Record, distribute, and store donated goods received. Maintain inventory of surplus goods in storage.

Shift Change

- Provide your relief with this position checklist, an orientation to the shelter, and your log.
- Brief your relief on the situation, anticipated donations, meeting schedules, and expected actions on his/her shift.

Position: Volunteer/Donations Coordinator

Closing Down

- When authorized by the Logistics Chief, contact local providers, thank them for their donations and inform them that the shelter will be closing.
- Inventory remaining goods and report this to Logistics Chief.
- Arrange to have surplus goods returned, stored, donated to other agencies (food banks, homeless shelters, etc.), or otherwise disposed of.
- Turn in log to Documentation Unit.

Section: Logistics

Position: Transportation Coordinator

Description: Responsible for the transportation of equipment, supplies, and staff as needed for shelter operations. Works with the Logistics Chief and Volunteer/Donations Coordinator.

Start-Up Actions

- Check in upon arrival with the Logistics Chief for briefing on the situation.
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, and shelter rules.
- Identify what transportation resources are available (school and commercial busses, district fleet vehicles, personal cars, other).
- Start a log documenting your activities.

Operational Duties

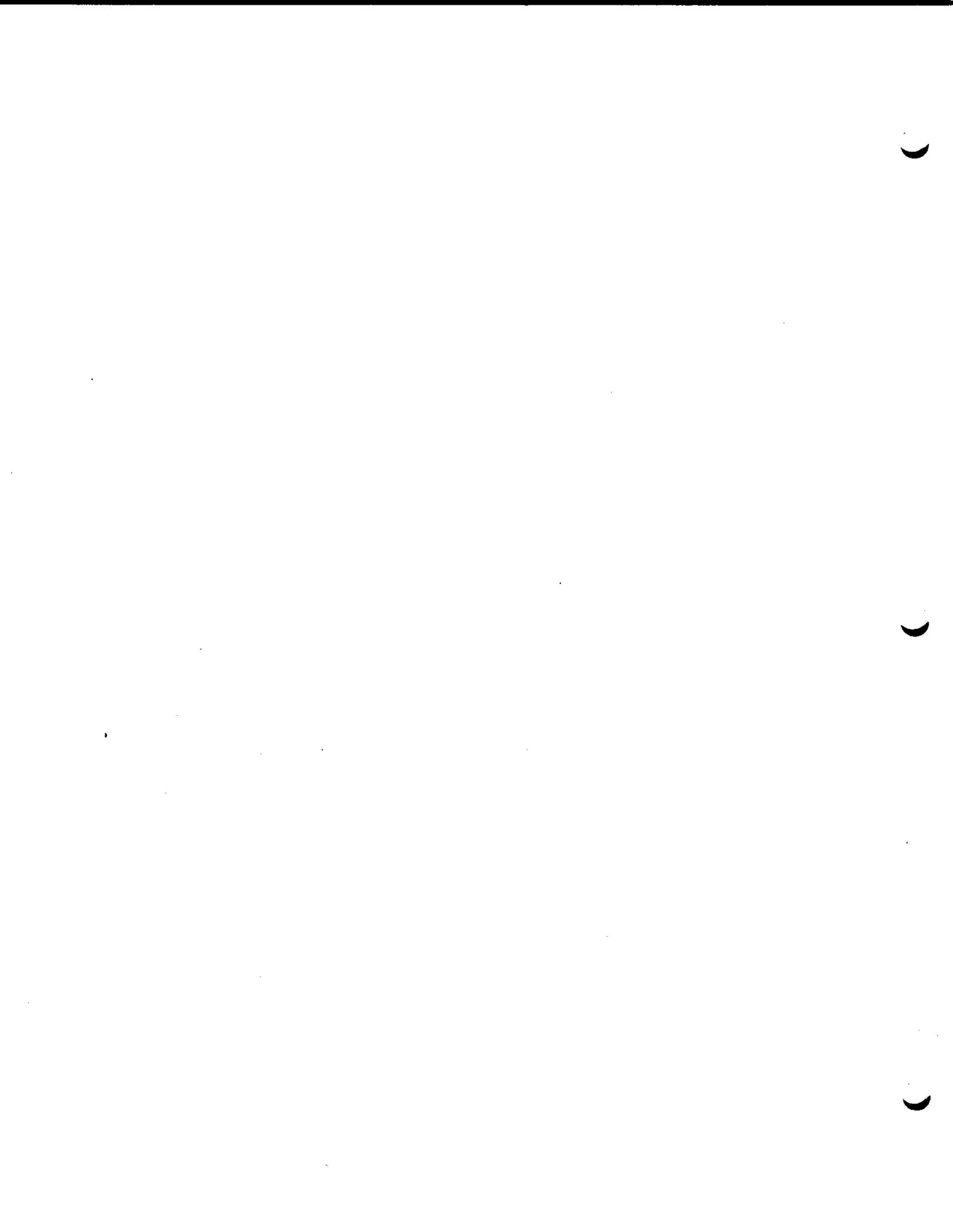
- Choose an area for staff and shelter occupant parking
- If applicable, coordinate with other local schools for busses to pick up and drop off students (of families living in the shelter) that attend other schools.
- Identify school evacuation routes and plan how an evacuation of the shelter would be carried out should the school become unsafe for any reason.
- Ensure emergency vehicles can adequately access the facility.
- When necessary, work with the Logistics Chief and Volunteer/Donations Coordinator to arrange for the transportation of staff, volunteers, supplies, and equipment.
- Record all transportation of personnel and goods to and from the shelter in your log.

Shift Change

- Provide your relief with this position checklist, an orientation to the shelter, and your log.
- Brief your relief on the situation, shelter layout, systems operation, and expected actions on his/her shift.

Closing Down

- When authorized by the Logistics Chief, make any final transportation arrangements necessary and return vehicles to their original location.
- Complete log and turn in to Documentation Unit. Turn in any receipts for fuel, etc.



Section: Logistics

Position: Custodial Services

Description: Responsible for maintaining an orderly, safe, and sanitary environment in the shelter. Operates facility systems including lighting, heating and air conditioning, emergency generators, etc. Monitor's the condition of the school facilities and repairs hazards, to the extent possible.

Start-Up Actions

- Check in upon arrival with the Logistics Chief for briefing on the situation
- Review this checklist in its entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Start a log documenting your activities.

Operational Duties

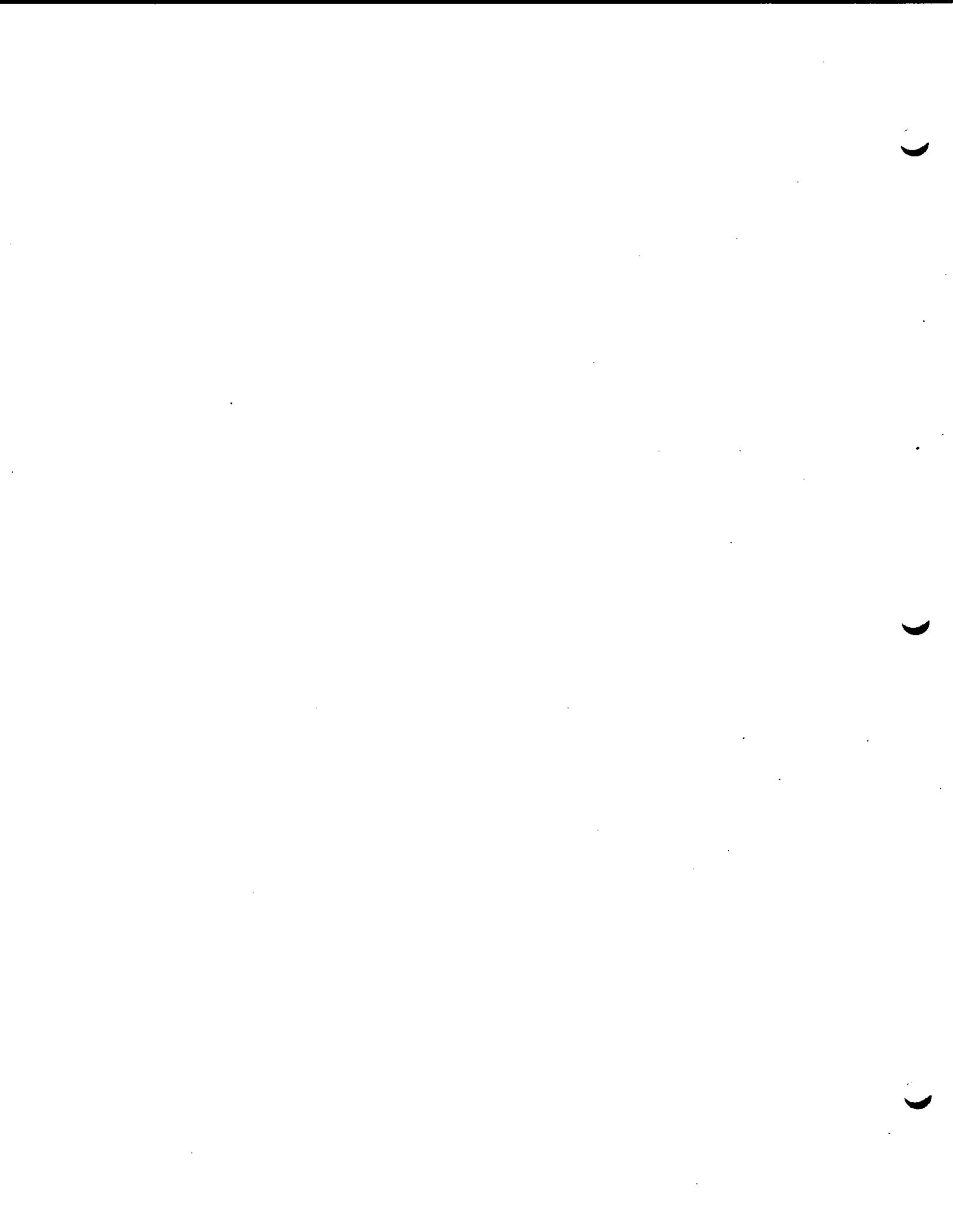
- Identify what facility systems are in operation. If the facility is damaged, check for potential hazards before operating lights, generators, ventilation systems, etc. Notify Logistics Chief if water service is disrupted or unsafe.
- Operate and monitor facility systems, repair as necessary
- Clean and maintain school facilities daily.
- Monitor damaged areas and ensure hazards are repaired or cordoned off.
- When necessary, assist shelter staff gain entry to locked areas (food storage, restrooms, showers, utility closets, etc.)

Shift Change

- Provide your relief with this position checklist, an orientation to the shelter, and your log.
- Brief your relief on the situation, shelter layout, systems operation, and expected actions on his/her shift.

Closing Down

- When authorized by the Logistics Chief, assist shelter staff with final clean-up and Security personnel with facility close down.
- Return usable equipment and supplies to the Logistics Chief.
- Complete log and turn in to Documentation Unit.



Section: Finance/Administration

Position: Finance/Administration Chief

Description: Responsible for all financial tracking, procurement and cost analysis related to the shelter operations. Maintains financial records, tracks and records staff hours, processes purchase orders and worker's compensation claims and provides administrative support to Shelter Operations.

Start-Up Actions

- Check in on arrival with Shelter Manager for briefing on situation.
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Check your area for needed supplies and equipment/obtain from Logistics.
- Start a section log documenting activities.

Operational Duties

- Meet with Shelter Manager to determine process for authorizing expenditures, recording and tracking. Determine pre existing MOUs and agreements for goods/services.
- Assume duties of Timekeeping and Procurement/Accounting Units until these positions are filled. Utilize their position checklists to perform the duties.
- Maintain contact with headquarters Finance Section (ARC or School District as necessary).
- Attend planning meetings and develop action plans based on information gathered at meetings.
- Assure that federal, state, and any other applicable procedures (including school district and ARC) are followed for tracking costs. Prepare disaster reimbursement claims following appropriate procedures.
- Oversee completion of reports detailing expenditures, analyzing costs and projecting costs of shelter operations.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Finance/Administration Chief

Closing Down

- When authorized by Shelter Manager, deactivate Finance/ Administration Section and close out logs.
- Provide all documents for archives to the Documentation Unit.
- Complete all required forms and reports.
- Return equipment and reusable supplies to Logistics Section Chief.

Section: Finance/Administration

Position: Time Keeping Unit

Description: Responsible for tracking of paid staff and volunteer hours, developing time reporting forms and training shelter staff on time reporting. Responsible for collecting information for Workers Compensation claims and maintaining data on illnesses/injuries of shelter personnel.

Start-Up Actions

- Check in on arrival with Finance/Administration Chief for briefing on situation.
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Check your area for needed supplies and equipment/obtain from Logistics.
- Start a section log documenting activities.

Operational Duties

- Meet with Finance/Administration Chief to determine process for tracking regular and overtime of shelter staff and travel expenses.
- If tracking time and travel costs for more than one agency, or more than one reimbursing party (i.e. ARC and FEMA), develop time sheets/travel claims or use appropriate existing forms. Track overtime separately.
- On a daily basis collect and compile all time sheets. Prepare a report of all staff and volunteer time reported. Supply report to Finance Chief and Procurement Unit Chief.
- Train shelter staff on completion of time and travel forms.
- Coordinate with Security/Safety Officer on handling of Workers Compensation claims and tracking of shelter related illnesses and injuries.
- Ensure that all injury and Workers Compensation forms are completed. Track injuries/illnesses incurred by staff and volunteers in carrying out shelter operations.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Time Keeping Unit

Closing Down

- When authorized by Plans Chief, deactivate Reports/Staffing Unit and close out logs.**
- Provide all documents for archives to the Documentation Unit. Notify Plans Chief of location and contents of records stored.**
- Complete all required forms and reports.**
- Return equipment and reusable supplies to Logistics Section Chief.**

Section: Finance/Administration

Position: Procurement/Accounting Unit

Description: Responsible for procurement and cost analysis related to the shelter operations. Maintains financial records, processes purchase orders and manages all financial agreements including vendor contracts and leases. Works closely with Logistics Section to procure needed equipment and supplies.

Start-Up Actions

- Check in on arrival with Plans Chief for briefing on situation
- Review this checklist in entirety and any other available information including a shelter organization chart, situation reports, shelter rules, etc.
- Check your area for needed supplies and equipment/obtain from Logistics
- Start a section log documenting activities

Operational Duties

- Meet with Finance/Administration Chief to determine process for authorizing expenditures, recording and tracking. Determine pre existing MOUs and agreements for goods/services.
- If not previously done, determine a block of Purchase Orders for necessary purchases. Notify Logistics Section of the process for procuring needed equipment and supplies.
- If not previously done, develop financial tracking system including accounts payable. Ensure system meets standards of all potential reimbursement agencies (including ARC, city or county and FEMA).
- Complete necessary forms to procure needed equipment and supplies. Process all invoices and designate billing codes.
- Set-up and monitor vendor contracts and agreements.
- Complete reports detailing expenses to date and projected expenses.
- Ensure section logs are completed and maintained.

Shift Change

- Provide your relief with this position checklist, an orientation and briefing on the situation as well as all logs.
- Brief your relief on meeting/briefing schedules and expected actions on his/her shift.

Position: Procurement/Accounting Unit

Closing Down

- When authorized by Finance/Administration Chief, deactivate Procurement/Accounting Unit and close out logs.
- Provide all documents for archives to the Documentation Unit.
- Complete all required forms and reports.
- Return equipment and reusable supplies to Logistics Section Chief.



