

Oak Park High School Emergency Procedures Handbook

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Emergency Procedures - Important General Reminders

- Read this guide. Emergency preparedness and injury prevention begins with an awareness of appropriate actions to be taken during an emergency.
- Take all drills seriously. Explain to students that while the likelihood of an emergency incident is low, by “rehearsing” response steps, we are more likely to make the safest decisions in a real life situation when there may not be time to think through options.
- Practice the "drop, cover, and hold" maneuver twice a semester with your third period class.
- Create a visible wall space for the posting of maps, evacuation routes and emergency procedures. Space near the primary exit door is preferred. Include the name and classroom of your staff emergency “buddies”. If emergency checklists or other essential items are stored elsewhere in your classroom, post the location of that information on the wall with the other emergency information to direct a substitute teacher to the item(s).
- Briefly review emergency procedures and the evacuation route with each class at the beginning of each semester. Provide them with the name of your emergency “buddy(s)”.
- Check with your students early in the 1st semester to see if any of them are certified in First-Aid and/or CPR .
- Be flexible and use common sense; complex solutions won't normally work in emergency situations.

Incident Command Leadership

Overall Command:	Mr. Buchanan
Incident Commander:	Mr. Meskis
2 nd in Command:	Mr. Martin

Evacuation Assembly Areas

The primary assembly area when building evacuation is required shall be the Football Field. Throughout this document the Football Field is therefore listed as the Evacuation Assembly Area; however, should the Incident Commander determine that assembly should not take place on the Football Field, s/he will designate one of the following alternate areas and all references to the Football Field shall refer to that location.

1. Primary - Football Field
2. 1st Alternate - Baseball
3. 2nd Alternate - Tennis Courts

See Football Field Line Up Map on Following Page

(Revision Note – The map is a separate document. Update it. Print it as a PDF. Save the PDF as a JPG and paste it on following page.)

Football Field Assembly Map

Emergency Procedures

It is important that emergency responses be planned, logical and easily implemented in order to be most effective during actual emergency situations. Practice drills provide an opportunity to review procedures and discuss the key elements of each specific response. Staff should use each drill as an opportunity to reinforce the key elements of each response. In an actual emergency, staff and students will then be prepared to take the correct immediate actions after which more detailed instructions can be followed from notes and checklists.

Fire Emergency/General Evacuation

1. Notification - The fire alarm will be sounded to indicate a Fire Emergency.
2. Primary Initial Goal - To evacuate all buildings as quickly and safely as possible.
3. Procedures
 - a. Teachers are to have students leave books etc. in class and walk together to the Football Field following the evacuation route designated for their classroom.
 - b. Teachers are to take their class rosters with them to the Football Field.
 - c. Prior to leaving, teachers are to quickly ensure that adjacent rooms, hallways and bathrooms are all evacuated before locking their classroom doors and escorting students to the Football Field.
 - d. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students
 - e. In the event that building evacuation is necessary during nutrition, lunch, before school or after school, all staff and students are to be directed to the Football Field where they are to gather by 3rd period class. Administration will bring 3rd period attendance lists to the Football Field.
 - f. ALL personnel and students are REQUIRED to report to the Football Field during ALL drills.
 - g. Anytime that personnel leave school during the regular school day they are to notify the school office manager that they will be off campus.
 - h. The end of drills will be indicated by an "All Clear" announcement.

Lockdown

1. Notification - The school PA system will be used to announce a school lock down.
2. Primary Initial Goal - To secure all staff and students inside locked buildings as quickly and safely as possible to protect against an intruder.
3. Procedures
 - a. Students and personnel who are not inside of classrooms should immediately proceed to the nearest indoor space to seek shelter.
 - b. Teachers are to immediately lock all doors.
 - c. Students are to sit on the floor facing away from doors and windows.
 - d. Turn off all indoor lights to make it more difficult to see inside of buildings from outside.
 - e. Keep students quiet, calm and engaged.
 - f. Administrators will sweep the campus looking for students, known visitors and personnel that may be locked out of classrooms and move them inside.
 - g. Should you see a suspect, do not confront them.
 - h. Do not open the door for anyone. Administrators will have a key to let themselves in.
 - i. In the event of a lockdown during nutrition, lunch, before school or after school, all staff and students are to immediately proceed to the nearest indoor space. Teachers and staff should immediately utilize their keys to engage the door locks; however, they should remain at the door allowing students and staff to enter for as long as they deem it safe after which time they should close the door and follow the above procedures.
 - j. An administrator will give the "All Clear" signal.

Earthquake

1. Notification - Notification is self-evident and will be experienced by everyone at school simultaneously.
2. Primary Initial Goal - To protect all staff and students from risks of injury associated with earthquakes. Such risk is posed by such things as items falling from walls and shelves, furniture moving and tipping over, overhead lighting fixtures and ceiling materials falling, broken glass etc.
3. Procedures –
 - a. If inside, all students and staff are to seek shelter using the "drop, cover and hold" maneuver for protection. (See detailed description below.)
 - b. Teachers are to immediately remind students take cover and not wait to see if it will be a "big one". Time is of the essence.
 - c. Once the shaking has ended, check for injured individuals. Injured who are capable of moving to the evacuation area without further injury should be assisted in doing so. Any injured who cannot be moved without risking further injury shall remain inside the building unless remaining inside poses a greater threat to their safety; in which case they should be moved outside of the building but not to the evacuation area.
 - d. Once everyone is accounted for in each class, teachers are to determine the safest way to exit the building and move to the Football Field.
 - e. Before leaving the building, teachers are to check hallways, bathrooms and other rooms to ensure that nobody is left behind.
 - f. Walk to the Football Field by way of the designated evacuation route unless doing so poses additional risk; in which case, each teacher should use their best judgement to find the safest route to the Football Field. Special attention should be paid to stay away from the edges of buildings from which roofing material or other roof top equipment may fall.

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- g. Upon reaching the Football Field, each class is to line up in its designated location and teachers are to take roll and report any missing students.

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Drop, Cover, Hold

From the Federal Emergency Management Agency (FEMA)

<http://www.ready.gov/earthquakes>

The “Drop, Cover and Hold On” procedure is to be practiced with students during the annual Great Shakeout typically held in October each year.

During an Earthquake - Minimize your movements to a few steps to a nearby safe place and if you are indoors, stay there until the shaking has stopped and you are sure exiting is safe.

When Indoors:

- DROP to the ground; take COVER by getting under a sturdy table or other piece of furniture; and HOLD ON until the shaking stops. If there isn't a table or desk near you, cover your face and head with your arms and crouch in an inside corner of the building.
- Stay away from glass, windows, outside doors and walls, and anything that could fall, such as lighting fixtures, mounted TV's, Smartboard projectors or furniture.
- Do not use a doorway except if you know it is a strongly supported, load-bearing doorway and it is close to you. Many inside doorways are lightly constructed and do not offer protection..
- Stay inside until the shaking stops and it is safe to go outside. Do not exit a building during the shaking. Research has shown that most injuries occur when people inside buildings attempt to move to a different location inside the building or try to leave.
- DO NOT use the elevators.
- Be aware that the electricity may go out or the sprinkler systems or fire alarms may turn on.

When Outdoors:

- Stay there.
- Move away from buildings, streetlights, and utility wires.
- Once in the open, stay there until the shaking stops. The greatest danger exists directly outside buildings, at exits and alongside exterior walls. Many of the 120 fatalities from the 1933 Long Beach earthquake occurred when people ran outside of buildings only to be killed by falling debris from collapsing walls. Ground movement during an earthquake is seldom the direct cause of death or injury. Most earthquake-related casualties result from collapsing walls, flying glass, and falling objects.

Buddy Staff Assignments

Know who is in your area that you would want checking on you during the “lock and leave” phase of evacuation.

1	C-1 Paulson	C-2 Fels				
2	C-4 Amerikaner	C-4 Peluce				
3	College Career Center-Hawkins	Student Store-Iwanoff				
4	C-11 Bolyog	C-10 Van Slooten				
5	G-4 Meyer	G-6 Herberg	G-5 Rohlfis-Legget			
6	G-3 K. Smith	G-2 Kinberg	G-1 Hall			
7	Oonk	Shiney	Fullmer	Sands	H-13 Custodio	
8	H-14 Gross	H-11 Oswaks	H-15 Johnson	H-16 Villapando	H-12 Deck	
9	H-10 Willis	H-9 Fowler				
10	H-6 Bowman	H-7 Enoch	H-8 Schultheis	H-9 Hankins		
11	H-5 Bovard	H-4 Boone	H-1 Anderson	H-2 Hung	H-3 Miller	
12	E-2 Litten	E-1 Sloan	E-4 E.Chevalier	H-2 Stutz	E-5 Labnow	
13	R-17 Peters	R-16 Pryor	R-16b Walker-Sean			
14	F-2 Kawakatsu	F-1 Parmar				
15	F-3 Galbreath	F-4 Warren	F-5 Dakin			
16	F-8 Jones	F-6 Lory				
17	G-8 Creason	G-7 Appell				
18	Gym Billingsley	Gym Pettit	Gym Shaw	Gym Atkins		
19	B-2 Borquez	B-1 Cissell	B-3 T.Chevalier	B-4 Pasqua/Hunt		
20	i-3 Winkler	i-4 Gorji				
21	i-6 Barnett	i-5 Micek/Mach	i-7 Brat			
22	i-1 Midiri	i-2 Lac				
23	Admin Rauch	Admin Ramirez	Admin Cohen	Admin Paulson	Admin Sterling	
24	C-8 Lovejoy	C-9 Blum/Fullmer				
25	Klemcki	Schmidt	Crouse	St. John		
26	Fleishman	Sigel	Rowbotham	Tattersall		
27	Campus Aid Tamddorn	Campus Aid Gentile	Campus Aid Chavez & Chavez	Campus Aid Al	Campus Aid Falk	Campus Aid Pollen
28	Custodian Tabor	Custodian Primo	Custodian Serafin	Custodian Oscar		
29	Admin Buchanan	Admin Martin	Admin Meskis			
30	Admin McLelland	Admin Svoboda	Admin Fries	Admin Heeney		

Roles of Teachers and Other Instructional Staff

1. Protect yourself during times of potential injury.
2. Keep students calm and protected.
3. If evacuating the building, do not leave your room until you:
 - a. Know the route that you will take with your students to the Football Field.
 - b. Check with your assigned buddy(s) and determine their ability to carry out their responsibilities.
 - c. Determine whether there are any injured students or staff within your buddy group who will not be moved. If so:
 - i. Decide which staff member will stay with the injured (Caretaker) and which will lead (Leader) all other students to the Football Field.
 - ii. The Caretaker shall
 1. Gather available first aid equipment and supplies to provide aid to the injured.
 2. Provide care only to the level of your training:
 3. Only move the injured if they are in danger of greater injury if they remain in place.
 - iii. The Leader shall
 1. Write down the names and general condition of any students and staff being left behind.
 2. Know which students were absent in each of the classes you are escorting to the Football Field.
 3. Gather remaining emergency equipment, student attendance lists for classes being supervised and keys.
 4. Lead students to the Football Field by the predetermined route, ensuring that no students (other than known injured students who cannot be moved) remain behind.
 5. Do not lock outer and inner doors. (For which emergencies? All? Any concern re: personal items left behind?)
 6. **Upon reaching the Football Field:**
 - a. Have students assemble in your designated classroom meeting location.
 - b. Immediately report injured students and staff who remained behind to the Command Center.
 - c. Take attendance carefully once assembled. On the attendance list, clearly write "Absent" or "Missing" as appropriate.
 - d. If students are missing, ask the following questions of others and look around to confirm that they are actually missing because tremendous energy and effort will be put into finding missing students.
 - i. Are they lined up in the wrong place? Have any students seen them since you left the classroom? Did anyone see them leave? Where is their sibling? Where is their boy/girlfriend?
 - e. Report missing students to the Student Attendance Station.
7. Upon notice from the Incident Commander, report to your team assignment and be ready to go.

Registrar, Attendance and Health Clerk (or others assigned as needed)

1. Protect yourself during times of potential injury; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
 - a. First Aid blue kits sent to First Aid Station.
 - b. Alpha Line markers (grocery bags)
 - c. Current daily attendance and signout sheet.
 - d. Medication logs and medications.
 - e. Enrollment / Emergency Info cards in box on counter.
3. Establish contact with Assistant Principal to report any problems or needs for the setting up of the First Aid Center and student checkout procedures (to be done later).
4. Start treatment of injured (document in log).

Checklist for Counselors (or replacement for Counselor)

1. Protect yourself during danger time; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
 - a. All keys, communications, backup tapes, and procedure lists needed for the duration.
 - b. Locate first aid kits.
3. Get to the Football Field
4. In the absence of Command Personnel, be prepared to evaluate the necessity to move to an alternate Evacuation Assembly Area.
5. As teachers and classes arrive at the Football Field, remind them that:
 - a. Their first priority is to report to the Command Center any persons left behind for search and rescue to attend to (assuming an earthquake or other injury causing event).
 - b. Their second priority is to line up in their designated location, take roll and report any missing students to the Command Center. Emphasize that accuracy rather than speed is critical when taking roll.
 - c. Their third priority is to go to the emergency post to which they are assigned, if directed.
6. If a decision is made to dismiss students to their parents and therefore to reconfigure each class alphabetically:
 - a. Get the alpha signs for lines (in Snack Shack building)
 - b. Assign a student or the teacher at the front of each line to hold up the sign at the proper location (see Alpha Dismissal Line Up map for assembly).
 - c. It is your job to get the initial organization of this area done.
 - d. If students want to leave we ask them to stay seated and assist others to remain calm until we can do an orderly checkout based on their emergency cards. If we see some leaving against directions we want to encourage them to stay to assist, but insist on getting names so that we can note their leaving on a master list that can be used later to give information to parents who may be looking for students. We do not physically detain students.
 - e. Check with the other counselor and teachers to begin to free up people to assist with keeping parents out of the student area until we can begin a check out process. If we can get some lines started that parallel the student lines parents can see that students are fine and may wait out the process. We also want to free up teachers to assist with the checkout procedure under the direction of the principal and registrar.

Student Evacuation Area Supervisors

After completing responsibilities as classroom teacher (above)

1. Keep students and staff calm by insisting that procedures be followed.
2. Line up as trained in alpha order.
3. Sit quietly once alpha order is determined.
4. Help each other remain calm so directions can be followed.
5. Accuracy of accounting is more important than speed.
6. Check staff list to determine if staff are missing and report to Counselor who will contact the Emergency Command Center. Many staff have other assignments, so the student accounting will have to be done slowly by those available.
7. Counselor should have alpha lists if they are not available with teachers.

COMMAND TEAM

- **Personnel:** Buchanan, Martin and Meskis
- **Location:**
 - **Football Stadium:**
 - **Baseball Field:**
 - **Tennis Courts and parking area in front of courts.**
- **Duties:** Coordination of all activities and communications.
- **Objectives:** Have a full picture of the situation (get accurate and current status reports from all stations); coordinate and direct all emergency plans and procedures; direct resources appropriately.
- **Responsibilities:** Handle all communications; make student-release decisions. See checklist. (What checklist? Who has it? How does it get to the Football Field?)
- **Remember:** Disseminate vital information quickly; make command decisions; don't assume anything; utilize runners if communications break down; be succinct and specific in your communications; set up a system for contacting families; designate a helicopter landing site for supplies with a 50 ft. clearance area.

Checklist for Incident Commander

During Drill or Incident

1. Protect yourself during danger time; then check on buddy safety
2. Get emergency procedures list, equipment, and supplies; review before moving out.
 - A. All keys, communications and backpacks needed for the duration.
 - B. Keys for Search and Rescue teams.
 - C. Walkie Talkie and District Communication Radio.
3. Lock office outer doors to prevent that entrance to school. Who?
4. Establish Incident Command Center with Office and Admin. Staff
 - A. Check on Progress of student evacuation. If decision is made to go to assemble all students in ALPHA order or move to another location of students make contact with all teams. Collect and redistribute walkie-talkies* to teams that need them.
 - B. Communications established with key personnel
 - 1) Custodian* (checking utilities and building integrity)
 - 2) Search and Rescue teams 1-3* (send when buildings safe)
 - 3) First Aid Treatment area
 - 4) Counselors and Teachers (establishing student assembly area)
 - 5) Perimeter Security (blocking driveways and issuing info)
5. Start accounting for adult personnel and make reassignments as needed.
6. Establish communications with District Office when they call on channel one of district radio

7. Evaluate damage and injury reports as they come in to determine next steps. Have the attendance clerk begin the reconciliation of students reported as missing with the absence list, sign-out list, first aid list. (Who/where/how are these other lists being created and maintained?)
8. Begin checkout of students to parents or emergency contacts on the emergency Checkout cards. What are "emergency Checkout cards"? Where are they kept? How will they get to the field? Are pens kept with them? How are these students tracked?

Checklist for 2nd in Command

1. Protect yourself during danger time; then check on buddy safety.
2. Get emergency procedures, equipment, and supplies; review before moving out.
 - A. All keys, communications (district radio and OPHS walkie-talkie), backup tapes, and emergency backpacks needed for the duration.
 - B. Stretcher and wheelchair.
3. Check on the establishment of First Aid center and student attendance records (to be used later).
4. Get radio from command center so that you can check in and report any problems. Make sure you know how to use the radio properly before you leave the command center. Do battery check. Stay off the radio unless you are reporting in or reporting a problem.
5. Check with Counselors that student evacuation is proceeding as planned.
6. Go to and check that Search and Rescue is proceeding as planned.
7. Communicate with Principal on progress with above.

SEARCH AND RESCUE TEAM

Personnel: (Underlined individual is the team's leader.)

TEAM ONE: Leggett and Creason, with triage and first aid by Smith.

(G-building, Library, H-Buildings, R- 16 and 17)

TEAM TWO: Kinberg, Shaw, and Pasqua, with triage and first aid by Shaw.

(Administration, F and E-building and R-1-6 bungalows)

TEAM THREE: T. Chevalier, Petit, and Barnett with triage and first aid by Pettit.

(C-building, Gymnasium, Cafeteria and Pavilion)

- **Location:** Equipment in shed to the south of library and behind restroom buildings – see map. S/R assignments are on maps in this set of procedures and in the S/R barrels.
- **Duties:** Perform light search and rescue, possibly triage, and low level first aid functions during emergency.
- **Objectives: Find and assist, don't become victims!**
 - Report conditions encountered - Are there victims? How many? Where are they located? Are there fires? Are there any gas or water leaks? Are there electrical problems? Is there damage to any of the buildings? How much? Are there any urgent search and rescue needs? Do not use names of students over the radio – ID by location if still in a room or by ID# if known.
 - Locate victims - Identify where rescue operations are required; use safe search methods; perform life-saving measures if necessary.
 - Removal of victims - Remove un-trapped victims first; remove trapped victims only after un-trapped have been removed and only if removing them will not create further injury.

Responsibilities:

- Safety - your own, your team's, your victims'; use the "buddy system."
- Pre-assigned search area - be familiar with it (know where it is!), where are the exits, utilities, fire extinguishers? Know what is stored inside of buildings and containers.
- Know your rescue equipment - practice using it; keep it up-to-date.
- **Remember:**
 - Wheel or carry S/R and F/A supplies with you.
 - Have a first aid triage person with your team if possible. Use triage and F/A training on victims.
 - Do a quick "exterior survey" of each building before entry. Confirm that building has been cleared for search and rescue – don't become a victim.
 - Do not attempt a heavy search and rescue -high chance of injury to team members.
 - Use radio to call for assistance, otherwise
 - Try to become familiar with safe building entry, interior search, victim removal, and lifting procedures.

SEARCH AND RESCUE SWEEPS

- Start by responding to known victim locations based on reports sent to the command center and relayed to your team.
- Do not use names of students over the radio – ID by location if still in a room or by ID# if known.
- Teams begin conducting light search and rescue sweeps of designated areas for those rooms not covered during response to known victims.
- Each door that is entered is marked with slash (/) to indicate that the S/R team has entered the door and then is red (X) when the search is completed and the room is secure. Entry and exit are always through the same door after the two-person team sweeps along both walls, crossing in the middle. Third team member does the recording and triage if trained. Call for transport or additional first aid as needed.
- Each room needs to be searched (even interior rooms) in this manner, and each that is completed is marked off on the search map.
- Head custodian and his team control utilities and direct fire fighting operations.

DO NOT ATTEMPT UNTIL BUILDINGS ARE DETERMINED TO BE SAFE FOR ENTRY!

Custodian and Shop Teacher are doing check of utilities and integrity of buildings,
check with command center.

FIRST AID TEAM

- **Personnel:** Smith, Pettit, Shaw, Billingsley (bring materials and report to Reunion Team), Pasqua (K. Paulson if needed – also on Utilities Team).
- **Location:** Great Lawn.
- **Supplies:** Brought from health office by attendance clerk, and brought from disaster shed in rolling yellow bin.
- **Duties:** Set up treatment area; provide comfort measures; treat injuries through triage and creative first aid. Monitor and respond to radio calls from Search and Rescue teams with information, by sending supplies, or sending stretchers with students to transport victims (Ask for students to be assigned to you by counselors who will be supervising the assembly area. Prepare patients for off-site transportation.)
- **Communicate:** To the degree possible, communicate in person with the incident command about victims who need additional care or who may be deceased. Do not use names of students or staff over the radio – ID by location if still in a room or by ID# if known.
- **Remember:** Implement triage system; use creative first-aid; maintain up-to-date emergency cards.

FIRE CONTROL/UTILITY SHUTOFF TEAM

- **Personnel:** Tabor, K. Paulson and backup designee Primo.
- **Location:** Near room C-11 by the main gas and electrical shut-off valves. **Irrigation Combo #3210.**
- **Duties:** Controls utilities, conducts fire control efforts, and assists with supply distribution.
- **Objectives:** Examine all utilities during initial "exterior survey"; know locations of all shut-offs before the disaster; control hazardous spills and fires.
- **Responsibilities:** Safety first - your own, your team's, your victims'; conduct an "exterior survey" before fighting fires; know what is stored inside of buildings and containers; know your personal limitations; use appropriate control techniques; be cognizant of the locations of all fire extinguishers.
- **Remember:** Turn off the gas only if you smell gas, suspect a leak or there is a known fire on campus. Keep appropriate tools handy. Download electrical systems gradually; mark all breakers before the disaster; hot water heaters should be strapped down; flammables should be stored in metal cabinets bolted to wall studs.

Security and Traffic Control Team

- **Personnel:** Jenny Tamaddon, Jane Chavez, Daryl Falk
- **Duties:**
 - Protect yourself during danger time; then check on buddy safety.
 - Take keys for cars to be moved to block entrances so that only emergency vehicles are permitted into front access road or faculty lot, one stays with cars to move them for emergency vehicles.
 - Cones from parking lot traffic control can be used as alert in front of vehicles.
 - Move car to block entrance so that only emergency vehicles can enter if you move your car. (can you back on to a curb to let them by and not be blocked by others?)
 - Stand by car to show your presence and to identify you as someone that can give information. Keep calm and encourage calm by reassuring parents that students are safe and being cared for. Checkout of students will begin when everyone is accounted for and it can be done in an orderly manner.

REUNION TEAM

- **Personnel:** Debbie Rauch (A-F), Mike Van Slooten (G-L), Pat Ramirez (M-R), and Karen Cohen (S-Z).
- **Location:** Gate by snack shack on football field.
- **Duties:** Coordination of student release and reuniting of parents with their children.
- **Objectives:** Provide access for parents to pick up their children in an orderly fashion; produce an official log of students who leave campus with a parent or guardian.
- **Responsibilities:** Keep things organized; ensure the safe and orderly reunion of students with their parent or guardian; maintain an accurate logbook of activity (comings and goings).
- **Remember:** Parents should be directed to line up on Kanan rd. for reunion; student runners can retrieve students from the *assembly area*; don't restrain students from leaving, but do account for them if they decide to go; officially log all students out; bring updated student schedules and a folding card table.