
PROGRAM BASICS

What is the K-PREP Program?

Created in 1991, the K-PREP Program, Kitsap Practices Responsible Emergency Preparedness, is a three-prong approach to community preparedness. At Kitsap County Emergency Management, we feel the hazard that would most affect and disrupt the entire emergency response system would be an earthquake. Since the Puget Sound area is earthquake country, we are preparing for a major earthquake. If prepared to manage the earthquake, theoretically, we could then manage any emergency/disaster that could affect our community.

Initially, the K-PREP program focused on organizing and preparing our schools. A standardized plan was initiated throughout Kitsap County school districts, organizing into response teams called “The Circle of 9”. Throughout the county, we have instilled confidence in our students, faculty, and parents that the schools can and will take care of our children in the event of a disaster. In 1993, the program extended into the community, teaching our neighborhoods the importance of being self sufficient in the event of a disaster. By organizing our neighborhoods into a similar response team structure, and teaching our citizens how to be prepared, we indirectly strengthen our school program by adding neighborhood

resources and support to the schools within the neighborhoods. In 1994 the third prong of K-PREP was launched into the business community and government offices. Businesses everywhere are starting to prepare! They too are forming Employee Response Teams!

With each disaster or incident that schools have faced, there has been one obvious lesson learned; Police and Fire Departments, Schools, and Emergency Management need to be able to work together when an unusual event happens on a school campus. In order to create a more efficient working relationship with first response agencies, the Circle of 9 program has been modified to more closely resemble the Incident Command System, also known as ICS. ICS is an organizational framework designed to manage any event, small to large. It is a system that has been used by Police and Fire departments for several years. We are moving to ICS in an effort to create seamless transition and cooperation when help does arrive.

This training offers an outstanding opportunity to improve our program, clarify responsibilities and create or enhance relationships between schools, police, and fire departments, emergency management, and community.



You have been assigned to one of the following teams and your role is to provide the function you are being trained for. Listed below is a list of the School teams:

School Teams

- Incident Command
- Light Search and Rescue
- Disaster First Aid
- Support and Security
- Student/Staff Supervision
- Fire and Utilities
- Parent and Student Reunion
- Damage Assessment
- Counseling Support

Document Credits

The original model utilized for Kitsap County school preparedness is a combination of the Burbank Unified School District, (Burbank, California) emergency preparedness program developed by Darryl Forbes of Burbank Fire Department and Kathy Nelson, parent/educator and the School Earthquake Program presented by the Federal Emergency Management Agency (FEMA).

In cooperation with Lori Collins, Fire Public Educator, formerly with the Bremerton Fire Department, Phyllis Mann, Director, Kitsap County Emergency Management, Tony Bennett, Seattle Fire Department and a host of loaned executives, volunteers and subject matter experts, the Kitsap County School Preparedness Program was developed in 1991.

Today the success of the K-PREP School Program is due to the following individuals through their hard work, dedication to the schools of Kitsap County and gracious organizations that give each of them time to assist Kitsap County in preparing!

Instructors – 2010

Phyllis Mann, KCDEM
Susan May, KCDEM
Mike Gordon, KCDEM
Tony Bennett, Seattle Fire Department
Laura Jull, Harrison Medical Center
Cynthia Jose, Warner Engineering
Merrilee Johnson, Central Kitsap School Dist.
Pam Keyes, Bainbridge Island School Dist.
John Szymanski, KCDEM
Lisa Kirkemo, KCDEM Reservist
Kristin Schutte, Olympic Education Service District
Rob Law, Central Kitsap Fire & Rescue

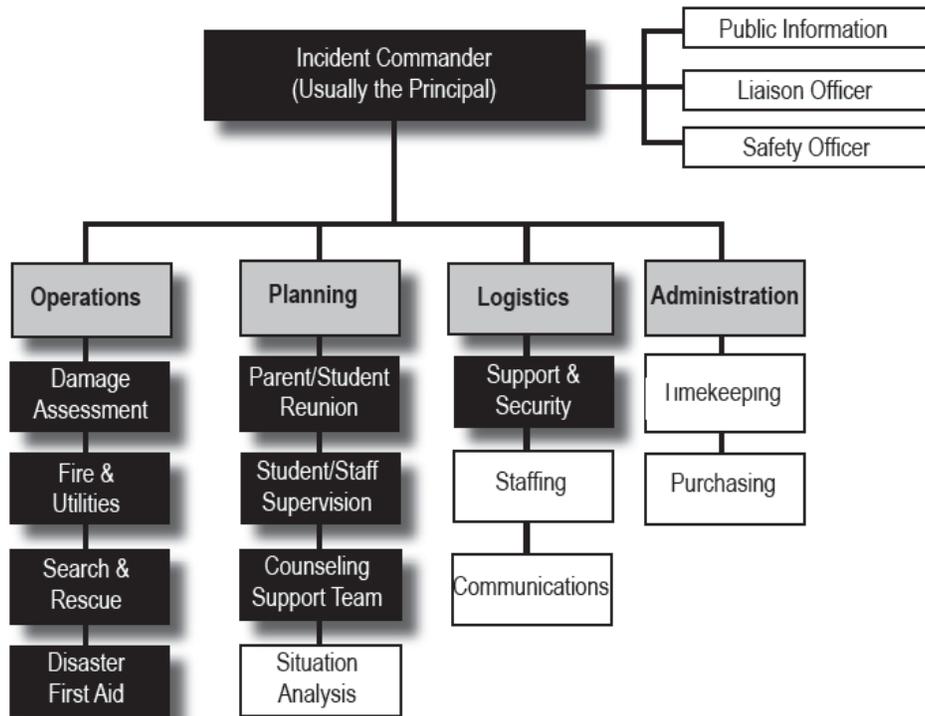
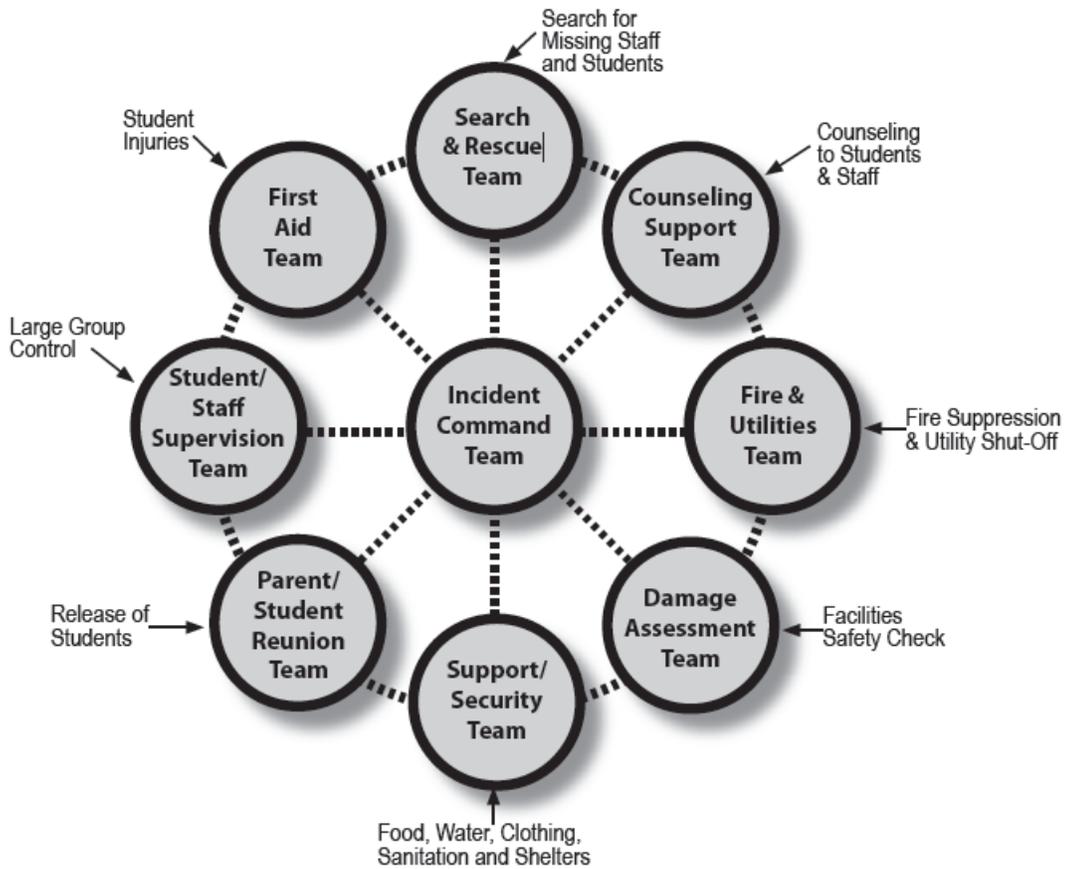
School District Representatives

Marco DiCicco, Bremerton School District
Pam Keyes, Bainbridge Island Schools
Dave Colombini, SK School District
Aaron Levell, NK School District
Patti Woolf, CK School District

The K-PREP Program is a function of Kitsap County Department of Emergency Management.

The K-PREP Program is sponsored by:
Kitsap County Commissioners
Mayors of the cities of: Bainbridge Island, Bremerton, Port Orchard and Poulsbo
Kitsap County Fire Chiefs Association
Kitsap County Fire Commissioners
Superintendent of Schools for:
Bainbridge Island, Bremerton, Central, North, and South Kitsap School Districts
American Red Cross

Circle of 9 and How It Fits the Incident Command System “Model”



It is important to have an overall picture of how the nine teams function together in a disaster that would affect a whole community. Following is a fictional account of one such emergency.

The Big Picture - Earthquake!

It is 10:30 on a Tuesday morning in February. Outside of Hilldale Elementary School the wind is driving the rain almost horizontally as it collects in puddles and turns the playground into a sea of mud. In Room 5 Miss Olsen is reading a story to her kindergarten class. Suddenly, a rumbling noise begins and grows louder, the ground begins to shake, pictures fall off the wall and children begin screaming and crying. Miss Olsen yells, “Earthquake!” and 25 children scurry under tables, cover their heads and hang on to the table legs just as they had practiced many times before. The fire alarm goes off and the lights begin to flicker.

The area has just experienced a 6.0 earthquake. When the shaking stops, Miss Olsen calmly reassures her students and takes stock of the damage. No one is hurt. Just that year the school had been reinforced to resist earthquakes and all the bookcases and computers were bolted and braced to the walls. Neighboring “buddy” teachers check on each other and the teachers remind the students that there will probably be after shocks. The children quickly put on their coats and follow their teacher to the designated assembly area outside.

In the office, Principal Miller and the office staff grab the handheld radios from their chargers. They evacuate and head for the designated assembly area. On the way out Principal Miller notices that a parking lot power pole is down with wires on the ground. He makes a radio call to the custodian to turn off the power. Mr. Green, the custodian doesn’t answer. It is fortunate that the school emergency plan provides for such a problem. Extra keys to the utility room and the electrical panel have been made. They are stored in the principal’s office and also outside in the locked emergency hut for easy access by the Fire & Utilities team. Principal Miller immediately unlocks the emergency hut so the logistics team can prepare to deploy the safety equipment to the response teams.

At the assembly site, teachers are busy taking roll call and accounting for all students. It is noted that the teacher and students from Room 7 are missing. This

information is sent to Incident Command Post where the Planning team is coordinating the information for the response teams. This information will be given to the Search and Rescue team. Once the Damage Assessment team determines the building is safe, the Search and Rescue team will go in to look for the missing students. In the mean time, the response team members are handing their students off to their “buddy” teachers on the Student Staff Supervision team. The response teams are forming at the supplies container and Principal Miller is setting up the Command Post on site. His assistant is distributing handheld radios to each of the team leaders.

One of the support joints in the covered play area has buckled and looks too dangerous to use for shelter. Because of the weather, it is imperative that shelters be set-up as soon as possible. The Support and Security team is busy attaching large plastic tarps to the top of the chain link fence and attaching the other side to poles anchored in the ground. Teachers lead the students under the shelters. The Damage Assessment team gets their safety equipment (hard hats, gloves, etc.) from Logistics and is the first team to be deployed, checking the outside of the structure first and looking for fires or other hazards. A small fire is burning in the library. Immediately the Damage Assessment leader calls for the Fire and Utilities team on the radio, giving them the location of the fire. The Fire and Utilities team has shut off the power and is now removing their fire extinguishers from the emergency storage shed and is on the way to put out the fire, following in the path of the Damage Assessment team. The Damage Assessment team proceeds further into the building, sending reports to the Command Post via radio. A janitor’s cart has fallen over in the hallway and several chemicals have spilled and are mixing together on the floor. The Damage Assessment team cordons off the area with hazard tape and proceeds. Several rooms have scattered glass from broken windows and light fixtures. Ceiling tiles

are hanging down exposing wiring. The Damage Assessment team records damage on a map and relays the information to the Command Post. They make their way to Room 7 and find the door is jammed shut with people trapped inside. The Command Post is notified via radio. Principal Miller requests the Search and Rescue team go in via the route cleared by the Damage Assessment team. Using pry bars, they open the door. A falling light fixture has injured several students and some are hysterical. Search & Rescue radios the Command Post and requests assistance from the First Aid team. The First Aid team gathers their first aid kits, dons their hard hats and gloves and proceeds to Room 7 where they do a quick triage of victims and begin to treat the injured. Two children are put on stretchers and carried out; the third is treated on scene and walks out with the rest of the group.

The Fire & Utilities Team has successfully extinguished the fire in the library and reports back to the Command Post.

At the Command Post, Principal Miller and Staff are busy recording damage information. Calls on his cell phone to 911 do not go through. All circuits are busy. The children have been sheltered and the Damage Assessment team has finished its preliminary assessment. Although there is widespread damage to most classrooms, the 4 portables look fine. The Vice Principal escorts some of the smaller children to the portables. The Damage Assessment team proceeds to check the gymnasium and the other wing of the main building. The building looks structurally sound. Several rooms at the north end of the building with less broken glass and damage are determined to be safe for use. The rest of the students are led into the building. The Public Information Officer calls the school's district office via radio to report damage, injuries, etc. District office personnel will relay the information to the County Emergency Operations Center.

Upon inspection, it is found that the main water pipe to the school has ruptured and the water must be shut off. The Fire & Utilities team make the necessary shut off. With no water, sanitary facilities must be built. The Support & Security team gets busy putting plastic bags in all the toilets and setting up a disposal area away from the building. They will take turns staffing

the toilet facility, helping students, and disposing of waste.

Because the school keeps food and water in the storage hut, they are able to set up a feeding area in the gym. Individual student packs that each student has brought from home are gathered and taken to the gym. Blankets from the Supply Container are brought in for use as needed and flashlights are distributed. From the looks of the roadway outside, many trees and power poles with lines are down. The pavement appears to be cracked. It will be a while before emergency crews will get to the school to help.

Frantic parents are beginning to arrive. The Parent/Student Reunion team has already set up an entry point to the school. They are busy checking identification and escorting children from the assembly area to their parents. For non-parents who show up, the team is checking authorization forms to see if students may be released. Neighbors are coming in offering to help. They are being sent to the Logistics group to be logged in and given assignments.

Neighbors are bringing food and blankets. The Logistics team sets up a receiving area for donated goods. Clothing from the lost and found bin is brought from the office for children whose clothes are damaged or wet. The team is setting out mats, blankets, etc. for a sleeping area in the gym. Food is being prepared for the childrens' next meal. Water barrels are being set-up.

The Documentation Staff is keeping a log of all events as they occur. Principal Miller continues to monitor the battery powered am/fm radio trying to obtain outside information.

The children are getting restless and want their parents. Some are crying. The Student Staff Supervision team opens their kits and distributes games and organizes group activities. Those team members trained in disaster psychological issues are offering support as needed.

Hilldale Elementary was prepared. Teachers and staff were pre-assigned to an Emergency Response Team. Emergency radios and equipment were purchased and stored, but more importantly, the staff of Hilldale Elementary were aware that, "Help Can't Wait".

WELCOME TO K-PREP!

First Things First

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

If the disaster occurs during school time, the child stays at school until the parent or a trusted friend picks up the child. This means the school staff will need to stay at school until the students have been picked up by parents or a designated friend/relative. You can only do this if you are prepared at home!

Each Staff Member Needs:

- To prepare their family and home for an emergency
- A 3-5 day emergency supply kit for their home
- To assemble a car kit with food, prescription medication, extra clothes and water
- To develop a plan to reunite with their family
- To organize their neighborhood so that if they are at school, staff have the peace of mind that someone is checking on their family and their house



It is important that each staff member has an emergency preparedness plan for their home and family

Drop, Cover, Hold, and Evacuate

Earthquake Procedures in the Classroom/Office

At the first indication of ground movement, students/staff should “DROP” to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

Students/staff should seek protective COVER under or near desks, tables, or chairs in a kneeling or sitting position.



HOLD onto the table/chair legs to prevent it from moving away from you during the quake. Cover your face with your arms as you hold on to the table. This will protect your eyes from dust

and falling debris.

Student/staff should remain in the drop position until ground movement ends. Be prepared to drop, cover and hold during after shocks.

After the shaking stops, keep students under the desk while the teacher quickly checks for damage, checks with their buddy teacher, clears a path to the door and checks to see if the door opens. When the teacher is ready to evacuate the students, have the students get out from under the desks and check for injuries. Safely evacuate the building with the teacher leading the way. Move to a safe, open area, away from power lines/overhead hazards.

Procedures in Other Parts Of The Building

At the first indication of ground movement, students/staff should drop to the ground. Take cover under any available desk, table or bench. If in a hallway, they should drop, sit against an inside wall and cover the back of the neck with their hands.

Students/Staff should remain in the drop position until ground movement ends. Be prepared to drop, cover and hold during aftershocks.

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

Earthquake Procedures While Outside

At first indication of ground movement, move away from overhead hazards such as power lines, trees and buildings. Drop to the ground, curl up in a ball and cover the back of the neck with hands. Stay there until the shaking stops. Be aware of aftershocks. Do not re-enter your building until it is declared safe. Evacuate to the assembly area.

While in a vehicle you should pull over to the side of the road and stop. Stay in the car. If you are on a bridge, overpass, or under power lines continue on until you are away from the overhead dangers. Wait until the ground movement stops and check for injuries. There may be hazardous driving conditions following the earthquake. If you have to leave your car, pull it off the road, leave a note in the car saying who you are, and where you are going. Take your emergency car kit with you.

“Triangle of Life” Sends The Wrong Message

“Recently, the American Red Cross, along with other organizations involved in disaster preparedness education, became aware of information circulating via the internet and e-mail that contradicts currently accepted standard advice for staying as safe as possible during an earthquake.

“The recommendations being circulated are inaccurate for application in the United States and are inconsistent with information developed through earthquake research.

“Research has shown that most injuries in U.S. earthquakes occur when people inside buildings attempt to move to a different location inside the building or try to leave. Consistent with the experts, the Red

Cross strongly advises against moving (that is, attempting to escape) during the shaking of an earthquake. The more movement and the longer the distance that a person tries to go, the more likely they are to become injured by falling or flying debris, or by tripping, falling, or getting cut by damaged floors, walls, and items in the path of escape.

“Earthquake experts further suggest quickly seeking a place of safety, such as under a sturdy table or desk, and moving as short a distance as possible to that place of safety. Because the research continues to demonstrate that – in the U.S. – “Drop, Cover and Hold On!” works, the American Red Cross continues to back this recommendation. It is the most reliable and easiest method to teach people, including children.

Introduction

Statistics have proven that those who have prepared for an emergency have a better chance of surviving the event. If an event occurs during school hours, are you and your school prepared to take care of the students and staff? The K-PREP training is designed to help schools plan for any emergency or disaster that could affect the community.

Responsibilities of All Staff

Before the event:

1. Identify members on each response team
2. Send representatives from each team to K-PREP training
3. Assign buddy teachers
4. Identify Response Team leaders
5. Develop a school plan (who, what, when, where, why, and how) with procedures and responsibilities for team members
6. Review the checklists and job descriptions with staff
7. Assemble the supplies needed to support the team's responsibilities
8. Train staff, students, and parents to the plan
9. Practice the plan

Immediately after the imminent threat subsides (e.g. ground stops shaking for earthquakes) every teacher/staff will:

1. Determine the extent of any injuries
2. Assess the ability of all to evacuate
3. Determine need to evacuate and call for medical assistance for any trapped/injured students or staff
4. Check on your pre-established next room buddy teacher
5. Evacuate classroom using assigned evacuation route or if needed, use alternative route (take coats)
6. Lead class to assembly area, and find assigned class location
7. Take roll call - identify missing students - report class status to Command Post
8. Assemble teams - buddy teachers and Student Staff Supervision team relieve emergency response team members
9. Identify team runner for the Command Post - two way communications are a must
10. Follow team check list - document activities

Equipment for all classrooms

1. Classroom emergency kit
2. Class roll

Emergency Organization Plan

Incident Command Team (ICT)

During the Disaster:

1. Declare an emergency.
2. Implement plan, coordinate operations, and activate response teams (as needed).
3. Keep log of communications, decisions, and actions.
4. Establish communications with District Emergency Operations Center. Let them know: how, what, who, why, when, where.
5. Account for all students and staff.
6. Assess situation and request needed resources.
7. Control all internal communications.
8. Approve & release press statements or other external communications.
9. Post current status information; update regularly.
10. Determine when emergency operations cease.

After the Disaster:

1. Prepare a report to Superintendent on disaster operations.
2. Assess need for Critical Stress Debriefing of staff and students.
3. Account for all expenditures and activities.

Damage Assessment Team

Responsibilities

1. Check evacuation routes for safety. Advise alternate routes, if necessary.
2. Check student assembly areas for gas/water pipe ruptures, downed power lines, etc.
3. Inspect all school buildings for damage. Report structural problems, cracks in walls, damage to classrooms, science labs, and other areas to the Command Post.
4. Cordon off dangerous areas with barrier tape/danger signs.
5. Inspect after each aftershock - report to the Command Post.

First Aid Team

Responsibilities

1. Triage all victims. Green = OK, yellow = delayed, red = immediate, black = dead
2. Administer first aid.
3. Record information about injuries and first aid administered.
4. Determine need for medical assistance.
5. Assure availability of necessary first aid supplies and equipment.

Forms

1. Notice of First Aid Care
2. Medical Treatment Victim Log
3. Medical Treatment Team

Fire and Utility Team

Responsibilities

Fire:

1. Confirm reported fires existence and location.
2. Carry out small fire suppression actions.
3. Immediately report discovery of larger fires to Team Leader.
4. Assist in evacuation or Search & Rescue activity if needed.
5. If necessary, secure and post area with “Danger” placard following suppression of small fires.

Utilities:

1. Check utilities according to pre-assigned area of responsibility.
2. Take whatever action is necessary to minimize danger and further damage.
3. Assess what services are still available: water, electricity, telephone, sewer lines, heating/ventilation system, bathrooms, etc.
4. Report assessment to Command Post.
5. Survey extent of apparent structural and site damage then report to Command Post.

Forms:

- Utilities damage & shut-off survey checklist (school to provide format)
- Detailed Safety Assessment Evaluation Form (school to provide format)
- Resource needs assessment (school to provide format)
- “Danger” Placards (school to provide format)

Search and Rescue Team

Responsibilities

1. Assign specific areas to each team.
2. Follow an orderly, pre-established sweep pattern.
3. Check each classroom, office, storage room, auditorium, bathroom, outdoor area, etc.
4. Check each area 3 ways: Visually, Vocally, and Physically.
5. Report location of victims to First Aid Team as soon as feasible.
6. Record location of victims on checklist.
7. Look for obvious problems as you go: Structural Damage, Hazardous Materials Spills, Fires. Record nature and location of observed problems on checklist.
8. Report imminent danger to Search & Rescue Team Leader when feasible.
9. Mark areas searched upon completion to avoid duplication/oversight.
10. ALWAYS STAY WITH YOUR TEAM PARTNER.

Forms:

- Victim located message (school to develop)
- Imminent danger location message (school to develop)
- Fixed Equipment Checklist
- Detailed Safety Assessment Evaluation Form
- Search & Rescue Teams
- Observed problem(s) checklist (school to develop separate form if desired)

Parent/Student Reunion Team

Responsibilities

1. Establish request and release points at access locations.
2. As soon as parents arrive, begin to process release of students to their parents or other authorized guardian.
3. Check student disaster release form to assure adult is authorized to take student.
4. Ask to see identification of person wishing to take student. Obtain signature of person taking student. Be sure to confirm that each student recognizes the adult as a legitimate, authorized adult.

Forms

1. Disaster Release Form
2. Student Release Form
3. Class Rosters

Support/Security Team

Responsibilities

1. Immediately following evacuation, lock or cordon off perimeter gates and grounds that are unsafe.
2. Station team members at obvious school access points to direct parents, fire, rescue, police, medical aid personnel, etc. to appropriate area.
3. Be prepared to receive neighbors who wish to volunteer; provide them with a job description.
4. Set up sanitation facilities.
5. Monitor sanitation & properly care for waste until it can be disposed of.
6. Gather all food/water supplies for distribution as needed.
7. Set up areas for sheltering/sleeping/eating.

Forms

1. Actions Log
2. Disaster Release Form
3. Student Release Form
4. Student Accounting Form

Student/Staff Supervision Team

Responsibilities

Immediately after the imminent threat subsides (e.g., ground stops shaking for earthquakes) every teacher/staff will:

1. Determine as well as possible the extent of any injuries.
2. Assess the ability of all to evacuate.
3. Determine need to evacuate and call for medical assistance for any trapped/injured students/staff .
4. Check your pre-established next-room teacher/buddy.
5. Evacuate classroom using assigned evacuation route or, if needed, use alternate route
6. Lead class to assembly area, find assigned class location.
7. Take roll and report class status to Command Post. Account for ALL students then report missing students/staff to Command Post. Buddy teacher to respond to Command Post with both roll call sheets.
8. Stay with class and buddy class to supervise, inform, play with, and reassure students throughout the duration of the emergency.

Counseling Support Team

Responsibilities

1. Diagramming the incident and developing a counseling support response plan.
2. Determining if additional assistance is needed beyond the school team (district/OESD).
3. The team lead contacts the district/OESD to activate additional team members.
4. Team members meet with administration to prepare for faculty meeting (facts surrounding the incident, plan for counseling services, and classroom announcement to read to the students).
5. Team members review with faculty the counseling support plan, distribute information on what teachers can do in the classroom along with the signs and symptoms handout.
6. Team members prepare materials for counseling support services.
7. Responds to student and faculty needs by; providing the needed level of counseling support response to a critical incident, helping students and faculty cope and understand their reactions to a critical incident, recognizing signs and symptoms of traumatic stress, and maintaining/re-establishing a safe and supportive learning environment.
8. Team Lead (or designee) monitors sign in/out sheet and at the end of the day provides a copy to attendance.
9. Prepares for faculty meeting at the end of the day (or response) to provide an update of services provided, get feedback and to allow staff to share reactions.
10. The Team Lead (unless OESD responds) keeps track of all activities/services provided and reports the summary to administration.
11. Determines with administration if a parent meeting is needed. If yes, works with administration on agenda and facilitates the counseling related components of the meeting.
12. Debriefs the de-briefers (evaluates the response, establishes a follow up plan and determines if additional counseling support is needed for the next day or two.

Forms and Handouts

Sign in and out sheet

Resource List

Signs and symptoms and classroom activity sheet for teachers

Cycle of Grief handout

Classroom and Counseling support dialogue sheet

Response summary form

Minimum School Emergency Equipment List

The following supplies are recommended as the minimum supplies necessary to create an emergency kit for schools. Actual supply item quantities needed will depend on school size. This list will help you put together a basic emergency supply kit for your school.

- Map of school grounds
- First Aid Supply Kit
- Radios
- Supply of Water and Food
- Hard Hats
- Leather Gloves
- Fire Extinguishers
- Safety Vests
- Axe
- Extra Batteries
- Flashlights
- Crowbars
- Barrier Tape
- Goggles
- Clipboards
- Pens
- Dust Masks
- Duct Tape
- Rope
- Saw
- Two Way Radio
- Bullhorn
- Tarps and other shelter supplies
- Buckets
- Personal Sanitation Items
- Plastic Bags/Trash Bags
- Games, Books, Cards
- Various forms and handouts (Types of forms needed are discussed during team training sessions)

Radio Use

Portable radios will make communication efficient. Noise and radio waves make words sound different and garbled. Some simple procedures will enhance your radio communications.

- Become familiar with the radio. Be sure the frequency select switch is set to the correct number before you leave the command center.
- Keep your communication short and to the point. Think about what you want to say before keying the mike to avoid rambling.
- Emergency operations require communications between all of the teams and the radio traffic must be kept to a minimum to allow air time for everyone.
- Listen to the radio before keying the mike to be sure you're not overriding another communication. The radio will only pick up the nearest and strongest transmission.
- Hold the radio about 4-6 inches from your mouth and angle the radio slightly away from you while speaking so the flow of air from your mouth is not impacting directly onto the microphone.
- Don't shout, but don't be timid either. Annunciate your words and speak louder than normal conversation.
- Avoid wording that sounds the same as other words, or use words where the meaning is very clear. Instead of "no" and "yes", use "negative" and "affirmative".
- Key the microphone a second before speaking. If you key and start speaking in the same instant, the first part of your transmission will be lost.
- When you begin a communication, say both the name of the team or designator of the person you're contacting and your team or designator. For example, "First Aid, this is Student/Staff Supervision", or "Incident Command to First Aid". If you have a short message, you may transmit the message right after your salutation, but don't assume the message has been received until you receive an acknowledgment.
- The message should be acknowledged in some way to ensure the transmitting party the message was received correctly. For example, Fire & Utilities has reported to the Incident Command Team they have found a small fire in Classroom 234. The Incident Command Team would respond, "Received, fire in Room 234 and you are extinguishing".
- Keep the EOC updated on progress. If you've reported you'll be extinguishing a fire, report when the fire is out.