

**Emergency Response Plan / Guidelines / Handbook**

***For Teachers***

**Introduction to Our Plan**

Natural disasters, such as earthquakes, floods and man-made disasters, which can result from chemical accidents, falling aircraft, fires, explosions, etc., are potential hazards for which we must be prepared. We must also prepare for a man-made crisis, which can come in the form of weapons on campus, bomb threats, active shooters and hostile intruders on campus.

**Objective**

***The objective of this School Emergency Plan is to provide the maximum practicable protection for our students and school personnel in the event of a natural catastrophe or other human generated crisis.***

To meet this objective, we will instruct and prepare students and staff in the appropriate and safe procedures to follow in the event of a campus crisis through staff in-service training and student drills. The occurrence of a crisis will require prompt response from all personnel as they perform their specific assignments from this plan.

**Our Priorities**

Since no two emergencies will be the same in nature, scope, or magnitude, it is necessary for the school plan to be basic, flexible and subject to modification as the need arises. Modification will be at the discretion of the Incident Commander. However, in any emergency, the following priorities shall apply

1. Protection of Life
2. Prevention of Injury
3. Protection of Property
4. Preparation of the Campus for Extended Stay or Evacuation

**Substituting at El Monte Union High School District**

Welcome Aboard!

As a teacher for the El Monte Union High School District, the safety & welfare of our students and staff are our highest priority. Therefore, we have put together this handbook so that you can become familiar with our preparedness efforts and know your role and responsibility in a real emergency.

One of the greatest dangers to students and staff in an emergency is mass panic. In times of stress, students will look to you as an authority figure for leadership and safety. We can help our students and ourselves to endure any emergency by remembering to remain calm and size up the situation.

Safety Resources Available to You

Each Classroom will contain, at a minimum, the following items;

* A Red Emergency Backpack with a first aid kit, clipboard, pencil, Teacher Handbook, Student Roster, disposable mask, disposable gloves and emergency evacuation map and evacuate to the assembly area as noted on the Map in your Handbook.
* An Emergency Lockdown kit in a yellow 5-gallon bucket is for use during extended Lockdown situations. The kit contains food, water and items to set up a temporary bathroom facility.

Buddy Teacher System

Upon arrival at your school, if you are a substitute teacher, take a few seconds to check in briefly with the teacher in the classroom to the left/right or adjacent work area. Inform them that you will be substituting and will be their "Buddy Teacher" and vice-versa in case of a real emergency.

***Remember...*** Keep Calm, Don't Panic and follow all the instructions of your principal, site administrator or Incident Commander and stay with your Buddy Teacher.

**Public Employee Disaster Service Worker Status**

As school District employees, all staff members are considered *"Disaster Service Workers".*

**School Staff need to be aware that they are designated as disaster service workers in the event of a disaster or emergency and cannot leave campus without approval of their supervisor.**

California Government Code, Chapter 8, Section 3100 states: "...all public employees are hereby declared to be disaster service workers subject to disaster service activities as may be assigned to them by their superiors or by law." In accordance with these provisions, all staff members are considered *"Disaster Service Workers"* during emergencies and must remain on site to carry out assigned responsibilities.

**Incident Command System Utilizing SEMS & NIMS**

Our Plan delineates responsibilities of all El Monte Union High School District employees and is organized according to the Standardized Emergency Management System or (SEMS). Site staff personnel designated to carry out specific emergency responsibilities are expected to understand the policies, procedures and system. Ongoing training and exercises will be provided. Below is a diagram with the basic parts of an Incident Command Post.

“COMMAND STAFF”

PLANNING

LOGISTICS

OPERATIONS

FINANCE

Liaison Officer

PIO

Safety Officer

Incident Commander

An Organizational Chart depicting the Incident Command Structure for the campus can be found in Appendix 1.

We will also be using the National Incident Management System (NIMS) in conjunction with our (SEMS), which also incorporates the private sector, non-government organizations, and tribal governments.

NIMS establishes the National Mutual Aid and Resource Management System, a national resource data base, and seeks to establish interoperable communications between agencies. In addition to standardizing terminology and procedures, it promotes development of multi-jurisdictional, statewide and interstate regional mechanisms for coordinating incident management and obtaining assistance during large-scale or complex incidents.

**Buddy Teacher Procedures**

When an incident takes place, each teacher should conduct a classroom status check. The teacher should check with their buddy teacher to determine each other's health status, need for assistance with any injuries, need to stay with injured students, etc. Injured students should not be left alone.

If necessary, one buddy teacher will evacuate both classrooms. Students should exit *without* the teacher leading them. During drills, teachers must emphasize that students learn proper evacuation procedures and routes. Teacher should stay in the classroom with any injured student(s). Do not lock the door.

*If buddy teachers are available for evacuation*, one leads and the other brings up the rear, checking briefly to make sure that both classrooms are empty and closing doors.

Once in assembly area, buddy classrooms line up next to each other for student accounting. All teachers are to fill out the written *Student Accounting Forms* to be delivered to the Command Post. Missing and/or injured students are to be immediately reported to the Incident Command

Post.

Each classroom emergency backpack should contain your class roster.

*Immediately* following student accounting, one member of each buddy team checks in at the Command Post.

In emergency situations that do not involve evacuation, it may be necessary to move all students from one buddy's classroom into the other. One of the teachers is then available for assignment.

**Responses to Specific Emergencies**

What you do in the first ten minutes will make a major difference in reducing the panic of your students. Above all else, remain calm. **Use these ten minutes to perform your assigned tasks and attempt a return to normalcy.**

It is important during an emergency that all school personnel conduct themselves in a professional manner and demonstrate through their actions that degree of expertise, which promotes confidence.

**REMEMBER THESE 7 KEY POINTS:**

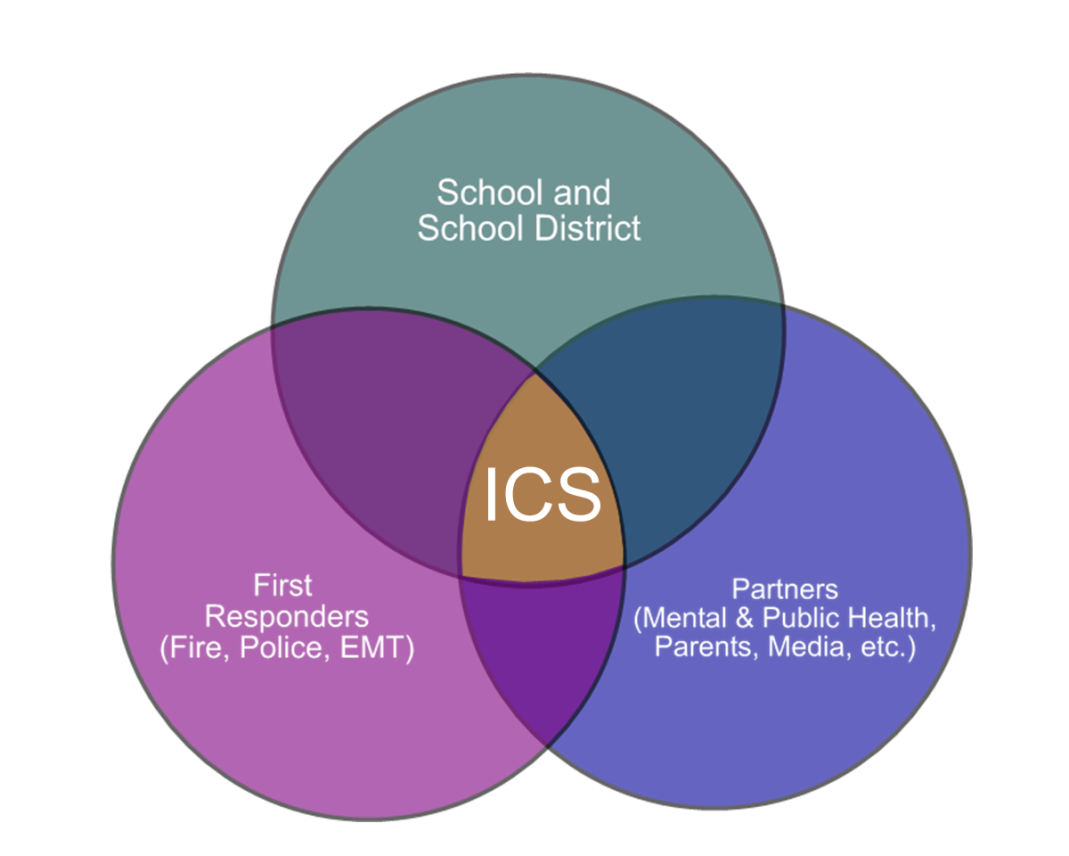
1. Teachers are to remain with their students at all times during an emergency until relieved by administration.
2. Do not release students until authorized to do so by administration.
3. Faculty and staff are first responsible for the students under their care.
4. As difficult as it is, personnel should not abandon their post to go check on their own children who may also be students on the campus. Remember that another adult has responsibility for your children and they are doing their job. If you hear that your child has a serious injury, ask your administrator to relieve you from your post.
5. Faculty and staff are much like civil emergency personnel during an emergency.
6. Police and fire crews must remain on the job even though they may have a crisis within their homes. Faculty and staff are charged with the emergency care of children during a crisis and should remain on their assigned post until relieved of all responsibilities.
7. If you become aware of a serious crisis at your home, you may ask your administrator to relieve you from your duties.
8. It is the responsibility of all faculty and staff to report all rumors and observations regarding information, which might lead to a campus emergency.
9. Such reports should be immediately reported to the Principal and/or AP. Faculty and staff are not to make final assessments as to the validity of the rumor or observation and its potential to evolve into a campus emergency.
10. Teach students to understand that jokes and false reports regarding weapons, bomb threats or threats of injury to others are not acceptable under any circumstances and will be taken seriously.
11. In case of an extended stay on campus, maintain an extra supply of personal prescription medication with you at all times.

**Remember**...

You are a vital

link in the District's

Incident Command System



|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SUMMARY OF IMMEDIATE RESPONSE ACTIONS** | | | | |
| **Action** | **Purpose** | **If Inside** | **If Outside** | **Other Measures** |
| **Duck, Cover &**  **Hold On**  **(Earthquakes)** | To protect students and staff from flying or falling debris. | Teachers will instruct students to duck under their desks and cover their heads with their arms and hands. | If outside, teachers will instruct students to drop to the ground, place their heads between their knees, and cover their heads with their arms and hands. | Teachers and students should move away from windows. |
| **Shelter in Place** | To keep students indoors as protection from airborne contaminants. Includes shutdown of HVAC systems and allows free movement of students w/in bldg. | Teachers will keep students in the classroom until further instructions are given. | Students will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings. | Teachers are responsible for securing individual classrooms. The Security/Utilities team will shut down the HVAC system, close and lock doors & windows, etc. |
| **Lock Down** | To protect students and staff from threat of violence or gunfire | Teaches will instruct students to lie on the floor behind desks, lock & barricade doors, close shades or blinds  Shut off all electronics. Remain quite. . | Students will proceed to their classrooms if it is safe to do so. If not, teaches or staff will direct students into nearby classrooms or school buildings | Teachers and students will remain in the classroom or secured area until given further instructions by Principal or police. Front entrance is to be locked. |
| **Evacuate Building** | To protect students and staff if it is unsafe to remain in bldg. Principal will initiate fire alarm. | Principal will initiate fire alarm, and teaches will initiate evacuation of students from room in orderly, calm and controlled manner. | Teacher and students will report to evacuation staging area. Teacher will take roll call and report to incident commander. | Teaches will instruct students to evacuate, assemble in their assigned Assembly Area, and take student roster. |
| **Off-Site Evacuation** | To protect students and staff when it is unsafe to remain on campus. | Teachers will lead students from staging area to off campus site evacuation location. | Principal will determine the safest method of evacuation (e.g., use of school buses or walking) | Teaches will instruct  Based on information received from Principal or Incident Commander |

***Remember...***

The Principal or Incident Commander will notify you verbally or with the Fire Alarm Bell through the Public Address (PA) system of any of the above Emergencies that require immediate action by all staff.

**Response Actions to Specific Types of Disasters or Emergencies**

|  |  |
| --- | --- |
| **Type of Disaster or Emergency** | **Typical Immediate Responses\*** |
| Aircraft Crash | Duck and Cover; Evacuation or Shelter-In-Place |
| Air Quality | Shelter-In-Place |
| Anthrax | Containment of powdery substances; Evacuation |
| Biological/Chemical Threat Outdoors | Shelter-In-Place |
| Biological/Chemical Threat Indoors | Evacuation |
| Bomb Threat | Evacuation |
| Earthquake | Duck, Cover and Hold On; Evacuation (once shaking stops) |
| Fire | Evacuation |
| Flood | Evacuation, if safe to do so |
| Hazardous Materials Incident Outdoors | Shelter-In-Place |
| Homeland Security Code Red | To be determined by Incident Commander |
| Medical Emergency | To be determined by Incident Commander |
| Nuclear Attack | Shelter-In-Place |
| Riot/Civil Disorder | Lockdown / Barricade |
| Severe Windstorm | Shelter-In-Place |
| Suspicious Mail Package | Shelter-In-Place |
| Suspicious Person on Campus | Lockdown / Barricade |
| Threat of Violence | Lockdown / Barricade |
| Utility Failure | Evacuation |
|  |  |

\* Each response depends on the individual facts. The Incident Commander may choose alternative responses that he/she determines to be safer for students and staff.

**Earthquake Procedures**

In the Classroom or Office

* At the first indication of ground movement you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.
* You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.
* You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.
* You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER, and HOLD during aftershocks.
* After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards. Students can hold books and backpacks overhead for added protection in areas where falling debris is evident.
* You can leave the classroom door open or closed, but not locked, and the search and rescue teams will mark and close the doors when they have determined that all students and yourself have been accounted for and evacuated to the assembly area.

In Other Parts of the Building

* At the first indication of ground movement, you should **DROP** to the ground.
* Take **COVER** under any available desk, table, or bench and HOLD on. If in a hallway, drop with your back up against the wall and cover the back of the neck with your hands.
* After ground movement ends, check for injuries and safely evacuate the building.
* Move to a safe, open area, away from power lines and other overhead hazards.

While Outside

* At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. **DROP** to the ground and **COVER** the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.
* If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to home.

While in a Vehicle or School Bus

* Pull over to the side of the road and stop. Put on your parking brake.
* If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers.
* Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris.
* The Incident Commander will contact you regarding your status with the students and the vehicle.
* When safe to do so, return back as soon as possible.

*Make SURE your students know the four rules for building evacuation:*

1. *Don't Talk!*
2. *Don't Push!*
3. *Don't Run!*
4. *Don't Turn Back!*

*Students should know that if there is an earthquake when they are outside of a classroom (during break, lunch or elsewhere), they should exit with the nearest class and* ***NOT GO Back Inside their classroom or a building.*** *If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.*

**Shelter-in-Place or Lock Out Procedures**

In the event that hazardous materials are released, either accidentally or intentionally into the atmosphere near the school, you will be asked to "Shelter-In-Place or Lock Out". Shelter-In-Place is implemented when there is a need to isolate students and staff from the outdoor environment, and includes the shutdown of classroom and/or building HVAC systems. During Shelter-In-Place, no one should be exposed to the outside air.

T**he difference between Shelter-In-Place, Lock Out and Lock Down: Shelter-In-Place involves the shutdown of the HVAC systems, windows are closed and when possible place a towel and/or piece of clothing at the bottom of the door; Lock Out allows for the free movement of students within their classroom, doors are locked, lights on and instruction can continue; Lock Down is when there is an intruder on campus and a danger to all. The doors will be locked; lights off; students and staff will be away from the windows and hiding.**

* The Principal will make an announcement on the Public Address (PA) system with instructions to "Shelter-In-Place or Lock Out". If the PA system is not available, the principal will use the other means of communication, i.e., sending messengers to deliver instructions.

If Inside

* Teachers will keep students in the classroom until further instructions are given from the Principal or current Incident Commander.
* Teachers are responsible to secure individual classrooms by closing and locking doors and windows, shutting down the classroom HVAC system, sealing any obvious gaps under doors, windows and vents with wet towels, duct tape, aluminum foil, or plastic wrap, if available. Turn off any source of ignition.

If Outside

* Students and Staff will proceed to their classrooms if it is safe to do so. If not, teachers or staff will direct students into nearby classrooms or school buildings (e.g., Cafeteria, library, and gymnasium). Teachers should consider the location and proximity of the identified hazard and, if necessary, proceed to an alternative indoor location.

*Stay put and wait for further instructions or until the "All Clear" has been indicated from your Principal, Incident Commander or Law Enforcement and that it is safe to resume all normal activities.*

**Examples of Shelter-In-Place Situations:**

* Aircraft Crash
* Air Quality Alerts - Unhealthful Air
* Biological / Chemical Threats
* Auto or tanker truck accident
* Local industrial accident
* Railcar accident
* Nuclear Attack
* Severe Windstorm
* Suspicious Mail Package

**Lockdown Procedures**

This action is taken when the threat of violence or gunfire is identified or directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. During Lock Down, students are to remain in the classrooms or designated locations at all times.

The difference between Shelter-In-Place and Lock Down is that the former involves shut down of the HVAC systems, and allows for the free movement of students within the building.

* The Principal will make an announcement on the Public Address (PA) system to "Lockdown", indicating an emergency situation for all staff and students. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers to deliver instructions.

If Inside

* Teachers will instruct students to lie on the floor, behind their desks or if optional, move students in small groups to separate sections of the classroom and behind physical barriers (if possible) and keep low to the ground. Stay away from all doors and windows.
* Barricade doors with chairs, desks, bookcases

Shut off all electronics including lights

Remind students to remain silent. No talking. Listen for teachers’ instructions.

* Never open the door or window to anyone, unless you are absolutely positive who it is. Teacher will stand next to door with fire extinguisher or other hand held self-defense weapon, ready to engage intruder (if applicable).
* Keep students inside classroom regardless of lunch or recess until the Principal, Incident Commander or a Law Enforcement official tells you that the situation has been resolved.
* Each classroom contains an Emergency Lockdown kit for use during extended lockdown situations. The kit is in a yellow 5-gallon bucket and contains food, water and items to set up a temporary bathroom facility.

If Outside

* Immediately teachers or staff are to direct students into nearby classrooms or school buildings (e.g. cafeteria, library and gymnasium). Or, seek shelter if not close to a classroom or building. If shelter is not available, injured students lie flat on the ground immediately.
* Children in the restrooms should be instructed to stay there until directed by law enforcement or a PA announcement signals the situation has been resolved.

**Examples of Lockdown Situations:**

* Active Shooter / Intruder
* Bomb Threat - *Only Initially* - Then Law Enforcement

may evacuate building-by-building and work area.

* Riot or Civil Disorder
* Suspicious Person on Campus
* Threat of Violence

**Evacuating the Building: Onsite Procedures**

This action is taken after the decision is made that it is unsafe to remain in the building.

* The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., sending messengers.

*"Your Attention Please”. We need to institute an evacuation of all buildings. Teachers are to take their students and emergency backpacks to the assembly area and report to their designated locations for roll call. Do not lock the classroom when students have exited the room."*

* If the PA system is not available, the Principal will use other means of communication, i.e., Text, email, sending messengers.
* The fire alarm will be initiated.
* You can leave the classroom door open or closed, but not locked, when leaving the classroom. Search and rescue teams will verify that all students and teachers have been accounted for and evacuated to the assembly area. They will mark the outside of the doors based on their findings.
* Once assembled, teachers and students will stay in place until further instructions are given.

**Examples of On-Site Evacuation Situations:**

* Aircraft Crash - Building Damage/No toxic releases
* Earthquake - Building Damaged or compromised
* Fires, Floods, or Utility Failures

**Offsite Evacuation Procedures**

This action is taken after a decision is made that it is unsafe to remain on the campus, and evacuation to an off-site assembly area is required.

* The Principal will make the following announcement on the PA system. If the PA system is not available, the Principal will use other means of communication, i.e., text, email messages or sending messengers.

*"Your Attention Please”. We need to institute an Off-Site evacuation of all buildings. Teachers are to take their students and emergency backpacks to the Off-Site assembly area and report to their designated area. Students are to remain with their teachers. Do not lock the classroom.*

* The Principal or Incident Commander will determine the safest method for evacuating the campus. This may include the use of school buses or simply walking to the designated off-site location.
* The off-site evacuation and assembly area map can be found in the emergency backpack.
* Teachers will secure the student roster when leaving the building and take attendance once the class is assembled in a pre-designated safe location.
* Once assembled off-site, teachers and students will stay in place until the Principal / Incident Commander gives further instructions.
* In the event clearance is received from appropriate agencies, the Principal / Incident Commander may authorize students and staff to return to the classrooms or release staff and students at the off-site location, if return back to the school is not possible.

**Examples of Off-Site Evacuation Situations:**

* Bomb Threat - Determined by Law Enforcement
* Hazardous Materials Incident - Explosive hazard or

"BLEVE" for pressurized tanks involved in fire.

* Fire or Flood Threat

**Fire Procedures**

* Do not panic. Remain calm and listen to instructions.
* Do not open hot doors. Before opening any door, touch it near the top to see if it is hot. If it is hot, do not open the door! - Oxygen feeds fires.

During Class

* When the fire evacuation signal is given, have students form a single line outside the classroom (form a double line for large classes).
* If the students are in PE class, the teacher or supervising adult, stops play and has students walk quietly to the assembly area.
* Students in PE or classrooms other than their own must remain with that class until both teachers give the students permission to rejoin his/her class.
* Check to see that all students are out of the classroom. Take your roll book, student attendance cards, pen and pencils. Close but DO NOT LOCK the door.
* Use pre-planned evacuation routes if safe to do so; otherwise use the safest route.
* Have students walk QUIETLY single file to the assembly area. Teachers should walk the rear of the line.

During Lunch

* Have students WALK to the assigned place on the yard where they meet their next period teacher.
* Have students wait in orderly and silent lines for their teacher, or other supervising adult, to conduct them to their proper assembly area.

Once in the assembly area, do not leave until instructed to do so. Teachers should immediately take roll, document absent, and or missing students on class attendance sheet. Turn attendance sheet in to the Student/Staff Accounting Team or send via a runner.

**Flood Procedures**

* Keep students indoors until it is determined to be safe.
* The principal will be listening to the Radio for up to date information and will initiate Shelter-In-Place or Evacuation actions.
* Prepare to evacuate students.
* Evacuate students to pre-designated Assembly Area if an evacuation is ordered.
* Take roll and document absent and/or missing students on class attendance sheet.
* Prepare to release students to the Student Release Team. Note: Do not release any students until you have completed the Student Roster. Prepare to release individual students according to the student release procedures.

Important Information to Know!

* **Flood Watch & Flash Flood Watch**

Flooding or flash flooding is possible in your area.

* **Flood Warning**

Flooding is imminent; if advised to evacuate, do so immediately

* **Flash Flood Warning**

A flash flood is imminent; seek higher ground on foot immediately.

* **Urban & Small Stream Flood Advisory**

An alert issued when heavy rain will cause flooding of streets and low-lying places in urban areas. Also used if small rural or urban streams are expected to reach or exceed their banks. Some Damage to homes or roads could occur.

**Appendix 1: Incident Command Organizational Chart**

**Appendix 2: Buddy Teacher System Roster**

Note: Teachers assigned to lead or have staff assignments should be paired with teachers assigned to the student assembly area. In an emergency, when directed to evacuate to the assembly area, all teachers will take emergency items and move their classes to the assembly area. Teachers assigned to lead or have staff assignments will then "hand off" responsibility of their class to their Buddy Teacher and report to their emergency assignment.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Responsibility for Supervising Remaining Students** | | **Responsibility for Assuming**  **Emergency Tasks** | | **Emergency Task** |
| **Room #** | **Teacher** | **Room #** | **Teacher** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

Buddy System Teacher Roster (con'td)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Responsibility for Supervising Remaining Students** | | **Responsibility for Assuming**  **Emergency Tasks** | | **Emergency Task** |
| **Room #** | **Teacher** | **Room #** | **Teacher** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**Appendix 3: Evacuation Route & Assembly Area Map**

**Notations**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notations**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Notations**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**After reading the *Emergency Response Plan / Guidelines / Handbook for Teachers*, above, please sign, and return the attached sheet to the principal at your school site to document that you have read and understand the Emergency Response Plan. Keep a copy of the Plan for your reference.**

***I acknowledge that I have read and understand the El Monte Union High School District’s Emergency Response Plan / Guidelines / Handbook for Teachers. I have kept a copy of the rules for my reference.***

***Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Print Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***

***Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_***