AGENDA ITEM B

Approval of May 17, 2012, Committee Meeting Minutes

STATE OF CALIFORNIA
dca
DEPARTMENT OF CONSUMER AFFAIRS

STATE AND CONSUMER SERVICES AGENCY • GOVERNOR EDMUND G. BROWN JR.

CALIFORNIA BOARD OF OCCUPATIONAL THERAPY
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Disaster Preparedness/Disaster Response Teleconference Meeting Minutes
Thursday, May 17, 2012

Committee Members Present
Mary Evert, Chair
Kathay Lovell
Carol Bartolo-Loeffler

Committee Member Not Present
Mohammed Khalifa

Board Staff Present
Jeff Hanson

DRAFT

A. Call to order, roll call, establishment of a quorum

At 3:42 p.m. the meeting was called to order. Contact with all teleconference sites was established. Roll was called; a quorum of the Committee was established.

B. Introductions

No introductions were necessary since only Committee Members and staff were present. No individual from the public was in attendance throughout the meeting.

C. Review and discussion of Committee's Roles and Responsibilities and consideration of recommending changes to the Board.

This item was placed on the agenda in the event that there was a recommendation to make a change in the Roles and Responsibilities of the Committee. No discussion ensued on this matter.

D. Approval of January 24, 2012, Committee Meeting Minutes.

- Kathay Lovell moved to approve the January 24, 2012, Meeting Minutes as presented.

Roll Call Vote

Mary Evert	Aye
Kathay Lovell	Aye
Carol Bartolo-Loeffler	Aye

- The motion was approved by the Committee

E. Reports from Committee Members

Mary Evert reported that she was not able to establish contact with an individual with the National Center for Disease Control and Prevention that might be of assistance to the Committee in providing advice how occupational therapists could be viewed as first responders.

Kathay Lovell identified an individual with the American Red Cross that might be able to provide some assistance to the Committee. Ms. Lovell also reported she had the opportunity to speak with the Director of a local hospital about disaster planning. The contact resulted in the Director becoming more aware of how occupational therapists might be utilized in disaster preparedness and response. Ms. Lovell indicated she would follow up to see if she might be able to obtain a disaster plan from a local hospital.

Carol Bartolo-Loeffler referred to an example of a Disaster Plan for a health care facility. Discussion ensued on depth and breadth of disaster plans and a model that was developed several years ago by the World Federation of Occupational Therapy in Germany. Ms. Bartolo-Loeffler indicated that she believed most therapists do not consider themselves as first responders and a need exits to broaden both the profession's and public's perception.

F. Discussion regarding establishing plan to work with stakeholders to reduce barriers for occupational therapists and occupational therapy assistants roles to be recognized as first responders and their role in the event of a disaster or emergency.

Kathay Lovell stated that perhaps the Committee should re-adjust its goal to something that is immediately achievable and can be accomplished primarily by the Board itself.

Consensus among Committee Members was that perhaps the Committee should focus on educating therapists and public on disaster preparedness, and how occupational therapists can provide assistance in disasters. A much more achievable and functional outcome might be derived from simply posting information on the Board's website.

G. Selection of 2012 meeting dates/times.

Ms. Evert indicated that she would prefer to have another meeting on or near the next Board Meeting in Sacramento on June 27 & 28, 2012. Since Committee Member Mohammed Khalifa was not in attendance the Committee deferred scheduling any future meetings beyond June 2012.

H. Public comment on items not on agenda.

No individual from the public was in attendance; therefore no public comments were provided.

I. Adjournment

At 4:48 p.m. the meeting adjourned.

AGENDA ITEM C

Committee Members updates/activities

California State University
SAN MARCOS

College of Humanities, Arts, Behavioral & Social Sciences

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INFORMATION SHEET

My name is Dr. Judith Phillips, a faculty member within the Department of Psychology at California State University San Marcos (CSUSM). With several CSUSM students I am conducting a study to examine the experiences of adults who lived in the areas of the county affected by the 2007 San Diego County Wildfires. We'd like to ask you about your experiences during the wildfires and about your thoughts and experiences now, four years later.

You are invited to participate in this study if you lived in an area that was involved in the 2007 San Diego County Wildfires and you were at least 25 years old in October 2007. You may have been evacuated or did not have to evacuate; you may have had mild property damage or lost your home or perhaps you did not have any damage at all. It does not matter the type of events you experienced, as we are interested in hearing from everyone who lived in the involved areas during this October 2007 time period.

If you volunteer, you will be asked to fill out a survey that asks questions about your experiences during the wildfires, about the social support you encountered during and after the wildfires, about your religious/spiritual views, and about your experiences now in 2012. The survey will not take you more than 30 minutes to complete. You do not have to complete it all at once. Completing one or two sections at a time until you are finished is just fine. All the questions ask you to check your responses or to write in one-word or one number response.

When you have completed the survey, please place it in the provided stamped envelope and mail it directly to me. It would be helpful to have your completed questionnaire returned to me by June 15, 2012.

There are minimal potential risks for participating in this study such as loss of time and/or recalling a distressing event. If you experience the latter, there is contact information for counselling services at the end of this letter. Your participation is completely voluntary and you may stop filling out the survey at any time and throw it away.

If you do complete this survey, your completion of it and sending it to me is evidence of your agreement to participate. Please do not put your name anywhere on the survey. It will be assigned an ID number that will not be connected to you in any way. This helps ensure that all your responses remain anonymous.

Although there is no direct benefit to you for participating in this study, your participation will assist researchers looking at the experiences of adults during and after a wildfire. As there is little research on this topic, your participation will help expand our understanding of this experience.

If you have any questions about this study, please contact me, Dr. Judith Phillips at 760 750-4191; jphillip@csusm.edu If you have any questions about your rights as a research participant, you may contact our Institutional Review Board at 760 750-4029.

Thank you for your time and for sharing your experiences.

Regards,

Judith R Phillips

Judith Phillips, PhD
Department of Psychology, California State University San Marcos

GENERAL INSTRUCTIONS: Please remember that this is an anonymous survey and that there are no right or wrong answers to these questions. It is very important that you answer the questions honestly as it is your thoughts, opinions, and experiences which will determine the value and impact of this study. Please be assured that your survey will be kept in the strictest confidence. Thank you.

PART A- BACKGROUND INFORMATION:
This section asks for general information about you. These questions are not asked as a means of identification but rather are asked to gather general information regarding the age, sex, and race of those completing the survey.

INSTRUCTIONS: Write in or Check the box that best matches your response

Q1. What year were you born in? _____

Q2. What is your sex?
☐ Male ☐ Female

Q3. Which racial category **most closely** describes your racial background?
☐ American Indian or Alaska Native
☐ Asian
☐ Black or African American
☐ Hispanic or Latino
☐ Native Hawaiian or Other Pacific Islander
☐ White (non Hispanic)

Q4. What is your marital status **now**?
☐ Married
☐ Widowed
☐ Divorced
☐ Separated
☐ Never married
☐ Cohabitating

Q5. What is your total household income **for 2011?**
Please include money from jobs, net income from business, farm or rent, pensions, dividends, welfare, social security payments and any other money income received by you or any other family member.
☐ $0-$15,000
☐ $15,001-$25,000
☐ $25,001-$50,000
☐ $50,001-$75,000
☐ $75,001-$100,000
☐ $100,000 +

Q6. How has the quality of your life been during the **past 4 weeks**? That is, how have things been going for you? (Check one)
☐ Very good; could hardly be better
☐ Pretty good
☐ Good and bad parts about equal.
☐ Pretty bad
☐ Very bad; could hardly be worse

Q7. Currently how often do you attend church? _____

Q8. **As of right now**, *how do you rate your physical health?* *(Check one)*
☐ Excellent
☐ Good
☐ Fair
☐ Poor

Q9. How would you compare your current physical health to your physical health **before** the October 2007 wildfires? (Check one)
☐ Better
☐ The same
☐ Worse

PART B: I'd like you to think back **to October 2007 at the time of the wildfires.**

Q10. In Oct 2007 at the time of the wildfires what was your marital status?
☐ Married
☐ Widowed
☐ Divorced
☐ Separated
☐ Never married
☐ Cohabitating

Q11. Did you have to evacuate from your neighborhood during the wildfires? ☐ Yes ☐ No

Q12. During the 2007 wild fires was there any structural damage to your home? ☐ Yes ☐ No
If yes, did you experience
Complete loss of your home/apartment? ☐ Yes ☐ No
Partial loss of your home/apartment? ☐ Yes ☐ No

Q13. As a result of the 2007 wildfires,
did you have household items such as furniture damaged or destroyed? ☐ Yes ☐ No
did you have items such as keepsakes and photographs damaged or destroyed? ☐ Yes ☐ No
did you have landscaping in your yard damaged or destroyed? ☐ Yes ☐ No
did you have outside structures such as barns, porches damaged or destroyed? ☐ Yes ☐ No
did you have vehicles damaged or destroyed? ☐ Yes ☐ No
did you have roof damage? ☐ Yes ☐ No
did you have smoke, soot and ash damage? ☐ Yes ☐ No
did you have water damage to the interior of your home? ☐ Yes ☐ No
did you have damage to your swimming pool? ☐ Yes ☐ No
did you lose food in the refrigerator or freezer because of power loss? ☐ Yes ☐ No
did you lose any of your pets? ☐ Yes ☐ No

Q14. Did you have home or rental insurance at the time of the 2007 wildfires? ☐ Yes ☐ No

Q15. Did your insurance company repair damages to your home or rebuild your home?
☐ Yes ☐ No ☐ Not applicable

Q16. Were you able to get reimbursement for hotel and restaurant bills while your home was being repaired?
☐ Yes ☐ No ☐ Not applicable

Q17. If you had to evacuate but had no damage to your home, did you get reimbursement for hotel and restaurant bills from your insurance company? ☐ Yes ☐ No ☐ Not applicable

PART C- The next questions are about **help that you might have received from others** **as a direct result of your experience with the wildfires.** Think back to the period of time **between the 2007 October wildfires and around New Year's Day 2008**. First, I will ask you whether anyone in your family helped you in a certain way; then I'll ask questions about how often friends and then other people helped you in this way. The best approach is to answer fairly quickly. Don't try to count up the number of times these things happened, rather indicate a reasonable estimate.

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Once or twice	A few times	Many times
0	1	2	3

_____1. a. Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **family members** suggest some action you should take?

_____ b. Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **friends** suggest some action you should take?

_____ c. Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **people outside your immediate circle** suggest some action you should take?

_____ 2. a. Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **family members** give, loan, or offer you money and/or tools, appliances, furniture, equipment, etc?

_____ b. As a direct result of your experience with the wildfires, how often did **friends** give, loan or offer you money and/or tools, appliances, furniture, equipment, etc?

_____ c. As a direct result of your experience with the wildfires, how often did **people outside your immediate circle** give, loan or offer you money and/or tools, appliances, furniture, equipment, etc?

_____ 3. a. Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **family members** comfort you with a hug or another sign of affection?

_____ b. As a direct result of your experience with the wildfires, how often did **friends** comfort you with a hug or another sign of affection?

_____ c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** comfort you with a hug or another sign of affection?

_____4. a.Between the 2007 October wildfires and around New Year's Day 2008, as a direct result of your experience with the wildfires, how often did **family members** help you understand a situation you were in?

_____b. As a direct result of your experience with the wildfires how often did **friends** help you understand a situation you were in?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** help you understand a situation you were in?

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Once or twice	A few times	Many times
0	1	2	3

_____5.a. Between the 2007 October wildfires and around New Year's Day 2008 **as a direct result of your experience with the wildfires** how often did **family members** give you information on how to do something?

_____ b. As a direct result of your experience with the wildfires, how often did **friends** give you information on how to do something?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** give you information on how to do something?

_____6. a.Between the 2007 October wildfires and around New Year's Day 2008 **as a direct result of your experience with the wildfires** how often did **family members** let you know they would be around if you needed them?

_____b. As a direct result of your experience with the wildfires how often did **friends** let you know they would be around if you needed?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** let you know they would be around?

_____7. a. Between the 2007 October wildfires and around New Year's Day 2008, **as a direct result of your experience with the wildfires** how often did **family members** express interest and concern in your well-being?

_____b. As a direct result of your experience with the wildfires how often did **friends** express interest and concern in your well-being?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** express interest and concern in your well-being?

_____8. a.Between the 2007 October wildfires and around New Year's Day 2008 **as a direct result of your experience with the wildfires** how often did **family members** offer or provide you with a place to stay?

_____b. As a direct result of your experience with the wildfires how often did **friends** offer or provide you with a place to stay?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** offer or provide you with a place to stay?

_____9. a.Between the 2007 October wildfires and around New Year's Day 2008, **as a direct result of your experience with the wildfires** how often did **family members** help you with cleaning up or improving your property?

_____b. As a direct result of your experience with the wildfires how often did **friends** help you with cleaning up or improving your property?

_____ c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** help you with cleaning up or improving your property?

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Once or twice	A few times	Many times
0	1	2	3

_____10. a. Between the 2007 October wildfires and around New Year's Day 2008 **as a direct result of your experience with the wildfires** how often did **family members** bring you food or cook for you?

_____b. As a direct result of your experience with the wildfires how often did **friends** bring you food or cook for you?

_____c. As a direct result of your experience with the wildfires how often did **people outside your immediate circle** bring you food or cook for you?

PART D: Since the 2007 wildfires, how often have you used the following actions?

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Somewhat	Quite a bit	A great deal
0	1	2	3

_____1. I looked for a stronger connection with God
_____2. I sought God's love and care
_____3. I sought help from God in letting go of my anger
_____4. I tried to put my plans into action together with God
_____5. I tried to see how God might be trying to strengthen me in this situation.
_____6. I asked forgiveness for my sins.
_____7. I focused on my religion to stop worrying about my problems.
_____8. I wondered whether God had abandoned me.
_____9. I felt punished by God for my lack of devotion
_____10. I wondered what I did for God to punish me
_____11. I questioned God's love for me
_____12. I wondered whether my church had abandoned me
_____13. I decided the devil made this happen
_____14. I questioned the power of God.

PART E: Now let's think about the year 2012 and your experiences and thoughts. The following are some ways of coping with difficult situations. Think of a difficult situation you had to face **during the past year**. I'd like to know how you coped with that difficult situation.

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Once or twice	A few times	Many times
0	1	2	3

_____1. I turned to work or other activities to take my mind off things.
_____2. I concentrated my efforts on doing something about the situation I'm in.

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM ON THE LINE BESIDE THAT ITEM.

Never	Once or twice	A few times	Many times
0	1	2	3

_____3. I said to myself "this isn't real.".
_____4. I used alcohol or other drugs to make myself feel better.
_____5. I got emotional support from others.
_____6. I gave up trying to deal with it.
_____7. I took action to try to make the situation better.
_____8. I refused to believe that it has happened.
_____9. I said things to let my unpleasant feelings escape.
_____10. I used alcohol or other drugs to help me get through it.
_____11. I tried to see it in a different light, to make it seem more positive.
_____12. I tried to come up with a strategy about what to do.
_____13. I got comfort and understanding from someone.
_____14. I gave up the attempt to cope.
_____15. I looked for something good in what is happening.
_____16. I made jokes about it.
_____17. I did something to think about it less, such as going to movies, watching TV, reading, daydreaming, sleeping, or shopping.
_____18. I accepted the reality of the fact that it has happened.
_____19. I expressed my negative feelings.
_____20. I tried to find comfort in my religion or spiritual beliefs.
_____21. I learned to live with it.
_____22. I thought hard about what steps to take.
_____23. I prayed or meditated.
_____24. I made fun of the situation.

PART F: The following is a list of the ways you might have felt or behaved over the **past week in 2012**. Tell me how often you have felt this way during the past week.

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM IN THE SPACE BESIDE THAT ITEM.

Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
0	1	2	3

During the past week:
_____1. I was bothered by things that usually don't bother me.
_____2. I did not feel like eating; my appetite was poor.
_____3. I felt that I could not shake off the sad feelings even with help from my family or friends.
_____4. I felt that I was just as good as other people.
_____5. I had trouble keeping my mind on what I was doing.
_____6. I felt depressed.
_____7. I felt that everything I did was an effort.
_____8. I felt hopeful about the future.
_____9. I thought my life had been a failure.
_____10. I felt fearful.

INSTRUCTIONS: USING THE SCALE BELOW, WRITE THE NUMBER THAT BEST DESCRIBES YOUR RESPONSE TO EACH ITEM IN THE SPACE BESIDE THAT ITEM.

Rarely or none of the time (less than 1 day)	Some or a little of the time (1-2 days)	Occasionally or moderate amount of time (3-4 days)	Most or all of the time (5-7 days)
0	1	2	3

_____11. My sleep was restless.
_____12. I was happy.
_____13. I talked less than usual.
_____14. I felt lonely.
_____15. People were unfriendly.
_____16. I enjoyed life.
_____17. I had crying spells.
_____18. I felt sad.
_____19. I felt that people dislike me.
_____20. I could not get "going."

Q18. In **October 2003** the **Cedar wildfires** swept through areas of the county such as Poway, Ramona, and Scripps Ranch. Did you live in one of the communities directly affected by this wild fire?

☐ Yes ☐ No

If Yes, did you directly experience any material or personal losses **in 2003**? ☐ Yes ☐ No

I'm very interested in your thoughts. Please feel free to add any comments about topics that were or were not covered in this questionnaire that relate to your experiences during or since the **2007 Southern California wildfires**. You may write these in the space below.

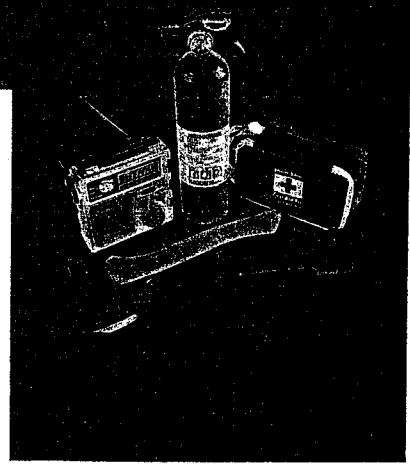
Please return the completed survey in the enclosed stamped and addressed envelope provided to Judith R. Phillips, Ph.D., Psychology Department, Social and Behavioral Sciences Building (SBSB 3222). California State University San Marcos, 333 S. Twin Oaks Valley Rd, San Marcos, CA 92096-0001

If you would like a copy of the results of this study, please email me at jphillip@csusm.edu or call 760 750 4191

THANK YOU FOR YOUR PARTICIPATION AND FOR SHARING YOUR EXPERIENCES.

ARE YOU READY?

Seventy-two hours. That's how long officials say it may take before help begins to arrive if a widespread disaster were to strike San Diego County. Preparing for an emergency can make all the difference in safeguarding the lives of family, friends and neighbors. Keep this guide with the disaster kit shown inside and make sure everyone knows what to do in an emergency.



Emergency Alert System: San Diego's Emergency Alert System radio station is KOGO/AM 600, which will broadcast official information in English. The backup station is KLSD/AM 1360.

Spanish-language media: San Diego County officials will provide information in Spanish to local Latino media.

TELEPHONE SERVICE

- Do not call 911 except to report an emergency.
- Keep calls to a minimum, especially after an earthquake. There may be a delay for a dial tone but do not depress the switch hook because this could increase the delay.
- If you hear a fast busy signal or "all circuits are busy" recording, hang up and try later.

Reverse 911: San Diego County will send disaster alerts and updates to cellphones of those who register online.

To register a cellphone, VOIP system or email address, go to sdcounty.ca.gov/oes/ready/signup.html.

211: A nonemergency phone service, operated by Info Line of San Diego, offers a wide range of information during disasters and at other times.

Administrative offices can be reached at: (858) 300-1300 or 211sandiego.org.

Foreign-language speakers: 911, 211 and other social-service and law enforcement agencies offer communication in many foreign languages. For 911 and 211 callers, operators can link you to knowledgeable speakers in a three-way call to help solve problems.

IF YOU MUST EVACUATE

A wholesale evacuation of the county's 3 million residents is not contemplated under the most extreme disasters analyzed for San Diego County. But selected evacuations could be necessary in certain hard-hit areas, as happened in the 2003 and 2007 wildfires.

Circumstances would dictate how to coordinate traffic flow out of an affected area, but here are a few general guidelines:

Unless there is immediate danger, stay at home, work, school or elsewhere, until officials signal where it is safe to go. Keep any driving to a minimum to make room for emergency vehicles and other necessary travel. If an evacuation is ordered, the sheriff's departments or other law enforcement agencies will announce details.

Freeways: Although strengthened to withstand most earthquakes, freeways, off-ramps and bridges could become unstable. Traffic managers recommend stopping as soon as possible to make sure it's safe to proceed. Changes to directional flow on freeways and other roads would be made as conditions require.

Keep your car's fuel tank full. Depending on the type of emergency, gasoline may not be available.

Mass transit: Transit agencies, school bus

BEFORE, DURING AND AFTER A DISASTER

BEFORE

- Prepare an emergency kit for home and car.
- Check your living quarters for potential problems.
- Become familiar with emergency plans for school, work and other places you frequent.
- Copy and safeguard important documents.
- Establish a family plan.
- Discuss disaster planning with neighbors, ascertain their skills and special needs.
- Practice a home evacuation.
- Take a course in first aid and overall disaster preparation.

DURING

In an earthquake

Indoors: Drop to the floor, take cover under a sturdy desk or table, holding onto it so it doesn't move away, and wait until the shaking stops.

Stay away from windows, don't rush to an exit or use stairs until shaking stops. If you are near the coast, move to high ground to escape a possible tsunami.

Outdoors: Stay clear of areas near buildings where debris may fall. If you are driving, stop at the first safe place, wait until the shaking stops. Before proceeding, turn the radio on to determine which routes are open. Avoid downed power lines and be wary of bridges and underpasses, which may not have been checked.

In a firestorm

Evacuate as soon as possible, but know first which routes lead to safety.

In a flood

Seek higher ground; don't drive through water.

AFTER

- Meet family members at predesignated meeting point outside home.
- Provide first aid to the injured.
- Check on the welfare of neighbors, co-workers, pets.
- Call 911 only if injuries are serious or you are facing a dangerous situation requiring assistance.
- Turn on the radio (KOGO/AM 600) for official announcements and locations of neighborhood shelters.
- Assess damage to home, neighborhood.
- Secure your prestocked emergency kit.
- Report your condition and whereabouts to your designated out-of-state contact.

EDUCATION EFFORT: AREA COURSES TO HELP PREPARE

The Red Cross, community colleges and various fire departments and local agencies offer classes, many at no charge, in emergency training, first aid and cardiopulmonary resuscitation (CPR). Here is a list of what is available to the public:

Red Cross

The San Diego-Imperial Counties Chapter of the American Red Cross schedules dozens of classes a year on first aid, CPR, disaster training and other subjects.

For information, call (858) 309-1200 or see "classes" on the website at sdarc.org.

Community colleges

Classes in various health and emergency-related careers are available around the county. The website of a community college consortium, sdicregionalconsortium.org, or by phone at (619) 660-4357, summarizes offerings in "Looking for a Career."

Fourth-graders "drop, cover and hold" during the Great Southern California ShakeOut" at Cubberly Elementary in Serra Mesa. to it. U-T

These San Diego County campuses offer a variety of professional training, continuing education and noncredit classes in first aid, CPR and other emergency-related tasks. Fees and availability vary.

- Grossmont College, El Cajon, (619) 644-7000, grossmont.edu.
- Cuyamaca College, El Cajon, (619) 660-4000, cuyamaca.edu.
- MiraCosta College, Oceanside, (760) 757-2121, miracosta.edu.
- Palomar College, San Marcos, (760) 744-1150, palomar.edu.
- City College, downtown, (619) 388-3400, sdcity.edu.
- Mesa College, (619) 388-2600, sdmesa.edu; Kearny Mesa, (619) 388-2600, sdmesa.net.
- Miramar College, Mira Mesa, (619) 388-7800, miramarcollege.net.
- Continuing Education, Mountain View, (619) 388-1234, sdce.edu.
- Southwestern College, Chula Vista, (619) 421-6700, swc.cc.ca.us.

Community Emergency Response Teams (CERT)

A multiweek course covers fire safety, light search and rescue, team organization and disaster medical operations.

Various fire departments and districts offer CERT training programs. They include San Diego (619) 533-4453; Chula Vista, (619) 409-5482; East County, (619) 441-1737; and Oceanside, (760) 435-4272. For all other programs, call the local fire department, fire station or fire district, or contact the county emergency services coordinator, (858) 565-3490.

For information on CERT: sdcounty.ca.gov/oes under "community" or sandiego.gov/fireandems under "safety & education."

A PLAN FOR THE FAMILY: IT'S IMPORTANT THAT EVERYONE HAS A ROLE TO PLAY

ay not be available.
Mass transit: Transit
encies, school bus
ets, vans and ambu-
ices stand by to assist in
ocating people unable
leave on their own.
rsing homes, pris-
s, hospitals and other
titutional facilities are
uired to prepare their
n plans for possible
cuation or relocation.
ails would be broadcast
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cial assistance.

safety & education."

A PLAN FOR THE FAMILY: IT'S IMPORTANT THAT EVERYONE HAS A ROLE TO PLAY

Talking with your family and neighbors about what to do if a natural disaster occurs is the starting point for being prepared.

Here's a plan for families to consider:

Pick two places to meet — one near your home in case of fire, for example, and one outside your neighborhood if you can't get home. Families should carry a card with the addresses and phone numbers of the designated meeting places.

Ask about emergency plans at the places where your family spends the most time — schools, day-care centers, workplaces, nursing homes or other facilities and how families are contacted in a crisis. Also find out if there are adequate emergency supplies, if there's a "shelter-in-place" should the need arise and if there's an evacuation site if it's necessary.

If a plan doesn't exist, volunteer to help develop one.

Designate an out-of-state relative or friend to be the central contact person. Put that person's name, address and phone number in writing for each family member to carry at all times and make it available to the people with whom your children or aging relatives spend time.

Initiate the plan

Create a checklist of things you'll need and need to do in an emergency; do what you can in advance; rehearse your plan as a family and update information every six months.

Explore with your children the FEMA website for kids where they can do activities and test their knowledge about disaster preparation.

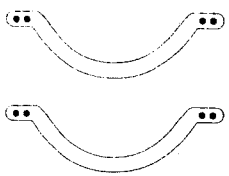
They also will find things to pack in their own disaster-supplies backpack (crayons, favorite books, scissors and glue, deck of cards, doll or stuffed animal, puzzles) to help them feel comforted and stay occupied in an emergency.

• Bolt do
o the wall
eater.hup

IOW TO TAKE CARE OF YOUR HOME

ɛpping in advance

Repair defective electri- wiring, leaky gas lines, exible utility connec- ıs (using professional p as needed).



Bolt down and secure he wall studs the water ıter, furnace and other jor appliances.

Place large or heavy ects on lower shelves; ten shelves, mirrors l large picture frames valls; brace high and -heavy objects; anchor ırhead lighting fixtures.

For things that you ı't secure, conduct a ızard hunt" to determine ere they are so you can ıid them in a quake.

If you smell natural gas ıear a gas leak, turn off main valve, using a 10- 2-inch wrench. Report leak to SDG&E from ɛlephone outside your ne and request a compa- technician or a licensed ıtractor to check for leaks and turn on the gas. Do not turn the gas back on yourself and do not turn on electrical switches until you are sure there is no leak. There is no need to turn off the gas if you do not detect any leaks. When checking your house, use only flashlights, not lanterns, candles or other flammable light sources, which could ignite a gas leak.

After the immediate threat passes

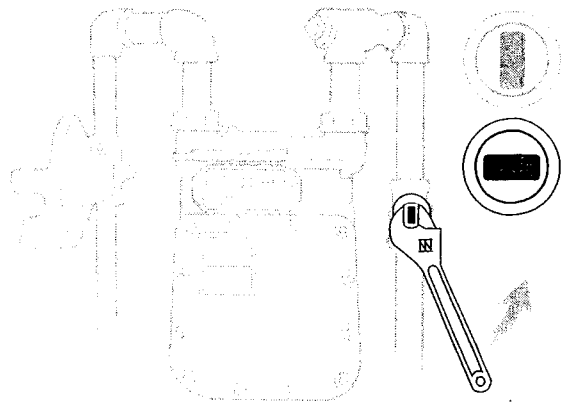
• Perform a safety check of your living quarters, wearing sturdy shoes, gloves and a dust mask or wet handkerchief if damage is extensive.

• Some chimneys may collapse and others may be weakened and should be approached with caution. Do not use a damaged chimney.

• If you find damaged electrical wiring, shut off the power at the control box. Do not touch downed power lines. If the power is out, unplug sensitive electronic equipment, such as computers, to protect them from a power surge. Leave a lamp on so you will know when power is restored.

There is generally no need to turn off the main power switch if there is no damage. To shut off electricity, turn off all small breakers and then shut off the main circuit breaker.

TURNING OFF THE MAIN GAS VALVE



For a home equipped with a fuse box, remove all small fuses and then turn off the main using the knife switch handle.

• Beware of items that may fall out of a cupboard or closet or from shelves.

• Do not eat or drink anything from open containers near shattered glass.

If the power is out, first eat foods that will spoil quickly, such as those in the refrigerator and freezer. Generally, they're safe to eat as long as they're refrigerator-cool. Freezer items may be refrozen if ice chips are still evident. When in doubt, throw it out.

• Operate portable generators outdoors only. Use only with appliances that can connect directly to the generator by extension cords and do not plug a generator into a household outlet. That could send electricity back into the main utility system and cause possible injury.

• For leaks and spills, check water lines in the kitchen, bathrooms, laundry room and the landscaping system. Check the main line connection at the street and house. Turn off the valves as needed. Immediately clean up any spilled medicines, drugs and hazardous materials, such as gasoline or bleach.

• Check that each telephone is on its receiver. Phones that are off the hook tie up the network. Cordless phones may not work if power is out, so have a manual traditional phone available to plug into the wall. Cellphones may not work if towers have been destroyed or the system disrupted.

IAKE SURE TO CHECK YOUR SUPPLIES EVERY 6 MONTHS

Now that you've pre- ed yourself and your ıily for an emergency, work isn't over. Make ɔ you rehearse your

thoroughly washed plastic, glass, fiberglass or enamel-lined metal containers. Never use a container that has held toxic substances

metal container)

• Potatoes

Use within one year

• Canned condensed meat

May be stored indefinitely

In proper containers and conditions

• Wheat

• Vegetable oils

• Dried corn

MORE ESSENTIALS TO HAVE ON HAND

Nonprescription drugs

• Pain reliever
• Anti-diarrhea medication
• Antacid
• Laxative

Pet supplies

• Food and water for three days
• Leash

Special items

Remember household members with special requirements, such as infants and elderly or disabled persons

For babies

• Formula
• Diapers
• Bottles
• Powdered milk
• Medications

For adults

• Heart and blood-pressure medications
• Insulin
• Prescription drugs
• Denture needs
• Contact lenses and supplies
• Extra eyeglasses

Entertainment

• Games, books, deck of cards

Clothing and bedding

• A change of clothing and footwear for each person.
• Sturdy shoes or work boots
• Rain gear
• Blankets or sleeping bags
• Hat and heavy gloves
• Thermal underwear
• Sunglasses

COMMERCIAL KITS FOR YOUR CAR

The local chapter of the American Red Cross sells three disaster kits that can easily be carried in automobiles.

The kits come in two sizes and contain the same items, but the two largest will provide care for either two or four people. Both kits come in backpacks that cost $45 and $85 respectively.

The smallest one — a cooler bag for $40 — contains enough supplies for one person. In the bags are Mylar blankets, energy bars, rain ponchos, glow sticks, tissues, small first-aid kits, trash bags and foil packets of water.

The kits are available 8 a.m. to 5 p.m. Monday through Friday at the Red Cross headquarters at 3950 Calle Fortunada, Kearny Mesa, phone (858) 309-1200 or online at sdarc.org.

'GRAB AND GO' DOCUMENT BOX

Peter Moraga of the Insurance Information Network of California recommends creating a "grab and go" box to store essential records.

Start with a waterproof container large enough for file folders.

"When it comes to documents, you want those that

vices suggests photographing your home inventory and packing important phone numbers.

Foreign nationals may want to pack documents that prove their identity.

Moraga suggests copying all documents for a safety deposit box.

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ıain valve, using a 10-
inch wrench. Report
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phone outside your
and request a compa-
chnician or a licensed
actor to check for

when power is restored.

There is generally no need to turn off the main power switch if there is no damage. To shut off electricity, turn off all small breakers and then shut off the main circuit breaker.

• Operate portable generators outdoors only. Use only with appliances that can connect directly to the generator by extension cords and do not plug a generator into a household

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e common foods:

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ore your water in thoroughly washed plastic, glass, fiberglass or enamel-lined metal containers. Never use a container that has held toxic substances.

Seal water containers tightly, label them and store in a cool, dark place. Rotate water every six months.

Keeping food fresh

Use within six months:

• Powdered milk (boxed)
• Dried fruit (in metal container)
• Dry, crisp crackers (in metal container)
• Potatoes

Use within one year

• Canned condensed meat and vegetable soups
• Canned fruits, fruit juices and vegetables
• Ready-to-eat cereals and uncooked instant cereals (in metal containers)
• Peanut butter, jelly
• Hard candy and canned nuts
• Vitamin C

May be stored indefinitely

In proper containers and conditions

• Wheat
• Vegetable oils
• Dried corn
• Baking powder
• Soybeans
• Instant drinks
• Salt
• Noncarbonated soft drinks
• White rice
• Bouillon products
• Dry pasta
• Powdered milk (in nitrogen-packed cans)

The smallest one — a cooler bag for $40 — con-

309-1200 or online at sdarc.org.

'GRAB AND GO' DOCUMENT BOX

Peter Moraga of the Insurance Information Network of California recommends creating a "grab and go" box to store essential records.

Start with a waterproof container large enough for file folders.

"When it comes to documents, you want those that will be hard to replace," he said. "That includes insurance papers — life, auto and business. You'll want to take health insurance, your mortgage papers, your credit card statements.

"You'll want to get your birth certificates and passports."

County emergency services suggests photographing your home inventory and packing important phone numbers.

Foreign nationals may want to pack documents that prove their identity.

Moraga suggests copying all documents for a safety deposit box.

The insurance network offers home inventory assistance online at iinc.org.

The San Diego and Imperial Counties Chapter of the American Red Cross notes that tax forms can help reconstruct financial records. It also recommends copying important computer files onto a disk or a flash drive.

There's safety in numbers.

Preparing for an emergency well in advance is key to you and your family's safety. Here are four steps you should take to be ready.

1 Plan ahead

Know your evacuation route and involve children in the planning. Review and update your "important stuff" list and emergency kit. Plan how to transport your pets and get a transport cage. Designate a relative/friend as an out-of-area contact.

2 Gather "important stuff"

Keep sturdy boxes handy to collect things like: prescriptions, eyeglasses, documents, cell phones and chargers, external drives and extra cash.

3 Make an emergency supply kit

Be sure to have on hand: three-day water/food supply, first-aid kit and medicine, change of clothing, blankets and sleeping bags, flashlights and extra batteries, pet food and leash.

4 Create a defensible space around your home

Remove dead branches and leaves near your home, remove low branches and mow dried grass. If you replace plants, make sure they're fire-resistent.

Working to keep you safe. Everyday.

San Diego's high-fire danger months are in the fall, when hot, dry Santa Ana winds arrive. Because the damage from wildfires can be catastrophic, it's important that we all work together and be prepared in order to stay safe.

We're partnering to prepare for safety by supporting local organizations, like 211-San Diego, the American Red Cross, and the Burn Institute. To request an emergency preparedness presentation for your service or non-profit organization, visit *sdge.com/community/ambassadors.*

Power outages can be caused for many reasons. Know what to do when an outage occurs and how to be safe around downed power lines. If you own a portable generator, know how to operate it safely and let us know you have one.

If you ever have a safety concern involving natural gas or electricity, call us at 1.800.411.7343, call 911 or visit sdge.com.

In an emergency, Alert San Diego, the region's Reverse 911 notification system, sends important information to your registered mobile phone and email address. Be prepared and register online at *readysandiego.org.*

We're working to help prevent fires by replacing wood power poles with fire-resistant steel poles and expanding tree trimming and brush clearing.

Firefighting aircraft from the City and County of San Diego, CAL FIRE, US Forest Service and SDG&E® are standing by to help suppress brush fires and give firefighters on the ground the support they need.

You can check with your local city or fire department to learn more about defensible space requirements.

SDGE

NAVY'S NEW TACK IS CHARACTER TRAINING

Concerned about incidents of misbehavior, officials mandate course for aircraft units

JEANETTE STEELE • U-T

Can you teach someone to have character and integrity? The Navy is giving it a try with a new mandatory training course for its aircraft units.

Naval officials say the move is only partly in response to a bumper crop of ill-behaved leaders in 2010 and 2011, when the Navy saw a spike in commanding officers being removed from their jobs for cause.

Others see a more direct connection.

Most of those firings came for personal failings, such as fraternization, rather than professional errors, such as running a ship aground.

The misbehavior of U.S. military members has taken on greater seriousness in the age of social media, when almost everyone carries a cellphone camera and any snapshot can go global.

"A military leader's per-

SEE NAVY • A6

lated character training course has received criticism from some quarters

lost more senior enlisted personnel last year alone due to firings than were killed in the line of duty in nearly the last half-century."

The training consists of a daylong seminar that includes case studies of sailors and officers gone wrong and intervention strategies. Topics covered are fraternization, alcohol abuse, violence, cheating on tests, hazing, fraud, falsifying administrative records, designer drug use and fraudulent marriage.

The Navy spent $350,000 to develop the course, plus $250,000 out of its 2012 budget for reservist hours and travel costs. Reservists who have previously held command positions are conducting the initial seminars.

Vice Adm. Al Myers, head of all Navy air forces, said he is proud of the effort, which started at his behest.

"When we have an aviation mishap, we apply a very direct approach to recreate the decision chain that led to the mishap in order to share the lessons learned," he said. "So why not use this same approach to personal behaviors?"

Vice Adm. Al Myers

They started in late March with commanding and executive officers and top enlisted sailors at air stations from Coronado to Whidbey Island, Wash., to Jacksonville, Fla. The rest of naval aviation — right down to the newest airman — is expected to receive the training starting this summer.

It's not clear yet if this

Retired
Rear Adm.
Hamlin
Tallent

character curriculum will spread throughout the Navy, which is fond of training programs.

Already, sailors sit through presentations on how to prevent sexual harassment, alcohol problems and unsafe driving. And, officers and enlisted sailors in line for top positions take courses on character and integrity at the Command Leadership School in Newport, R.I.

Sentek Global is pitching the character program to other Navy commands and branches of the U.S. military. Law enforcement agencies at the state and federal level are another potential market.

There are no other takers yet, but a Sentek spokesman said the catalyst for these discussions has been recent high-profile gaffes.

One obvious one is the Secret Service prostitution scandal in Colombia in April, which ensnared 12 military members, including two sailors and two Marines from San Diego commands.

A recent speech by Defense Secretary Leon Panetta shows that the topic is on his mind following widely publicized episodes in Afghanistan. They include images of Marines urinating on Afghan insurgents' corpses and photos showing U.S. soldiers posing with Afghan police holding the severed legs of a suicide bomber.

"A few who lack judgment, lack professionalism, lack leadership can hurt all of us, and can hurt all of those men and women who serve this country with distinction," Panetta said in a May 4 speech at Fort Benning, Ga.

James Ware, who commanded a Whidbey Island EA-6B Prowler squadron from 2009 to 2010, chimed in on a well-read blog called Cdr. Salamander, asking, "Why does Navy leadership think that character and integrity can be taught by PowerPoint, when as any parent knows, it is formed through years of engaged parenting and by example?"

Ethicists say you certainly can't teach cha ter in one day. But S Bazargan, a Universit California San Diego losophy professor, sai sounds like the Navy's is less lofty.

"This is no critic of this seminar," he s "The purpose seems t straightforward, to n vate compliance with codes of conduct by d onstrating to aviators v can happen when the c are breached."

Retired Army Col. Ge Reed, now a professo University of San Die School of Leadership Education Sciences, character is a shaky pr ise.

"We want to believ character. But you can extraordinarily good pe and put them in bad si tions and guess what will do? (Bad things.) has been repeated in periment after experim Reed said.

He said the Navy app to be doing a positive t by reinforcing expectat about what acceptable havior is.

"Failure stories are portant. We should l from the failures of oth he said.

The Navy wouldn't a reporters to observe th tial training sessions he North Island. Officials media presence would rupt the small groups.

But they made the t ers available for i views.

Reservist Capt. M Crane, who once c manded a F/A-18 squad said in some groups t was resistance to the cussion.

But he also saw wha described as light bulb ing off above the head some squadron skip during the back-and-f of the seminar.

"You have a C.O. wh like, 'Every once in a w shouldn't I be able to r have a nice time out maybe have a couple e (drinks), as long as I a designated driver?" said.

"And someone says, 'Well, you are in command all the time. What happens if your boss calls you? Now are you glad you had that extra beer or two?'"

Crane said, "To see guys potentially change and adjust, I think there's value there."

AGENDA ITEM D

Review and discussion on establishing a continuing competency requirement related to disaster preparedness/response.

§ 4161. Continuing Competency

(a) Effective January 1, 2006, each occupational therapy practitioner renewing a license or certificate under Section 2570.10 of the Code shall submit evidence of meeting continuing competency requirements by having completed, during the preceding renewal period, twelve (12) PDUs for each twelve month period, acquired through participation in professional development activities.
(1) One (1) hour of participation in a professional development activity qualifies for one PDU;
(2) One (1) academic credit equals 10 PDUs;
(3) One (1) Continuing Education Unit (CEU) equals 10 PDUs.
(b) Professional development activities acceptable to the board include, but are not limited to, programs or activities sponsored by the American Occupational Therapy Association (AOTA) or the Occupational Therapy Association of California; post-professional coursework completed through any approved or accredited educational institution that is not part of a course of study leading to an academic degree; or otherwise meet all of the following criteria:
(1) The program or activity contributes directly to professional knowledge, skill, and ability;
(2) The program or activity relates directly to the practice of occupational therapy; and
(3) The program or activity must be objectively measurable in terms of the hours involved.
(c) PDUs may also be obtained through any or a combination of the following:
(1) Involvement in structured special interest or study groups with a minimum of three (3) participants. Three (3) hours of participation equals one (1) PDU.
(2) Structured mentoring with an individual skilled in a particular area. For each 20 hours of being mentored, the practitioner will receive three (3) PDUs.
(3) Structured mentoring of a colleague to improve his/her skills. Twenty (20) hours of mentoring equals three (3) PDUs.
(4) Supervising the fieldwork of Level II occupational therapist and occupational therapy assistant students. For each 60 hours of supervision, the practitioner will receive .5 PDU.
(5) Publication of an article in a non-peer reviewed publication. Each article equals five (5) PDUs.
(6) Publication of an article in a peer-reviewed professional publication. Each article equals 10 PDUs.
(7) Publication of chapter(s) in occupational therapy or related professional textbook. Each chapter equals 10 PDUs.
(8) Making professional presentations at workshops, seminars and conferences. For each hour, the practitioner will receive two (2) PDUs.
(9) Attending a meeting of the California Board of Occupational Therapy. Each meeting attended equals two (2) PDUs, with a maximum of six (6) PDUs earned per renewal period.
(10) Attending board outreach activities. Each presentation attended equals two (2) PDUs, with a maximum of four (4) PDUs earned per renewal period.
(d) Partial credit will not be given for the professional development activities listed in subsection (c).
(e) This section shall not apply to the first license or certificate renewal following issuance of the initial license or certificate.
(f) Of the total number of PDUs required for each renewal period, a minimum of one half of the units must be directly related to the delivery of occupational therapy services.
(1) The delivery of occupational therapy services may include: models, theories or frameworks that relate to client/patient care in preventing or minimizing impairment, enabling function within the person/environment or community context. Other activities may include, but are not limited to, occupation based theory assessment/interview techniques, intervention strategies, and community/environment as related to one's practice.
(g) Applicants who have not been actively engaged in the practice of occupational therapy within the past five years completing continuing competency pursuant to section 2570.14(a) of the Code to qualify for licensure/certification shall submit evidence of meeting the continuing competency requirements by having completed, during the two year period immediately preceding the date the application was received, forty (40) PDUs that meet the requirements of subsection (b). The forty PDUs shall include:
(1) Thirty-seven (37) PDUs directly related to the delivery of occupational therapy services;
(2) One (1) PDU related to occupational therapy scope of practice;
(3) One (1) PDU related to occupational therapy framework;
(4) One (1) PDU related to ethical standards of practice for an occupational therapist.
(h) Mandatory Continuing Competence. As of January 1, 20 , occupational therapists shall have taken and completed coursework relevant Disaster Preparedness/Response for a minimum of contact hours.

AGENDA ITEM E

Review and discussion on including disaster preparedness/response training as an Ethical Standard of Practice.

§ 4170. Ethical Standards of Practice

A violation of any ethical standard of practice constitutes grounds for disciplinary action. Every person who holds a license, certificate or limited permit issued by the board shall comply with the following ethical standards of practice:
(a) Occupational therapy practitioners shall comply with state and federal laws pertaining to discrimination.
(b) Occupational therapy practitioners shall take reasonable precautions to avoid imposing or inflicting harm upon the client or to his or her property.
(1) Occupational therapy practitioners shall not exploit clients in any manner.
(2) Occupational therapy practitioners shall avoid relationships or activities that interfere with professional judgment and objectivity.
(c) Occupational therapy practitioners shall collaborate with clients, caretakers or other legal guardians in setting goals and priorities throughout the intervention process.
(1) Occupational therapy practitioners shall fully inform the client of the nature, risks, and potential outcomes of any interventions.
(2) Occupational therapy practitioners shall obtain informed consent from clients involved in research activities and indicate in the medical record that they have fully informed the client of potential risks and outcomes.
(3) Occupational therapy practitioners shall respect the client's right to refuse professional services or involvement in research or educational activities.
(4) Occupational therapy practitioners shall maintain patient confidentiality unless otherwise mandated by local, state or federal regulations.
(d) Occupational therapy practitioners shall perform occupational therapy services only when they are qualified by education, training, and experience to do so.
(1) Occupational therapy practitioners shall hold the appropriate credentials for the services they provide.
(2) Occupational therapy practitioners shall refer to or consult with other service providers whenever such a referral or consultation is necessary for the care of the client. Such referral or consultation should be done in collaboration with the client.
(e) Occupational therapy practitioners shall comply with the Occupational Therapy Practice Act, the California Code of Regulations, and all other related local, state, and federal laws.
(f) Occupational therapy practitioners shall provide accurate information about occupational therapy services.
(1) Occupational therapy practitioners shall accurately represent their credentials, qualifications, education, experience, training, and competence.
(2) Occupational therapy practitioners shall disclose any professional, personal, financial, business, or volunteer affiliations that may pose a conflict of interest to those with whom they may establish a professional, contractual, or other working relationship.
(3) Occupational therapy practitioners shall refrain from using or participating in the use of any form of communication that contains false, fraudulent, deceptive statements or claims.
(g) Occupational therapy practitioners shall report to the Board acts constituting grounds for discipline as defined in Section 2570.28 of the Occupational Therapy Practice Act.
(h) Occupational therapy practitioners shall complete education and/or training relative Disaster Preparedness and/or Response and be able to provide documentary evidence of having completed such education or training.

AGENDA ITEM G

Selection of 2012 meeting dates/times.

State Pay Period Calendar for 2012

JANUARY 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2012
21 Days 168 Hours

SU	M	TU	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29			

MARCH 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

APRIL 2012
21 Days 168 Hours

SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

MAY 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JUNE 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
				31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

JULY 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

AUGUST 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

SEPTEMBER 2012
21 Days 168 Hours

SU	M	TU	W	TH	F	SA
					31	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

OCTOBER 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

NOVEMBER 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
			31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29		

DECEMBER 2012
22 Days 176 Hours

SU	M	TU	W	TH	F	SA
					30	1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

NOTE: Holidays and pay periods after July 1, 2010 are subject to any collective bargaining agreements negotiated in Fiscal Year 2010–2011 or thereafter.