

# 2011 Central US ShakeOut Survey

## 1. ABOUT THIS SURVEY

This survey is intended to serve both as a guide to evaluate your own ShakeOut activities, and to help us assess and improve upon the overall ShakeOut drill.

The survey is voluntary and completely confidential; your answers will not be linked to your name or email address in any published documents. The IP address for the computer you use will be collected with your answers, but this information will be deleted later to protect your privacy.

This survey will be closed on June 30th. Please complete it before that date. You may quit the survey at any time by clicking "Exit this Survey." You can stop and return later on the same computer to change or complete your entries, up until June 30th.

The survey should take about 10 minutes for individuals, and 15-20 minutes if answering the school or other organization questions. You must be at least 18 years old to participate.

This survey is being conducted by the [California State University at Fullerton](#), [RiskRED](#), the [Southern California Earthquake Center \(SCEC\)](#), and [Western Washington University](#). Findings from this survey will be posted on the ShakeOut website at [www.shakeout.org/centralus/evaluation](http://www.shakeout.org/centralus/evaluation).

If you have any questions or comments about this survey, please send a note to [info@shakeout.org](mailto:info@shakeout.org).

Thank you!

**\* 1. Participation in the survey is voluntary. No identifying information about you or any school or organization you may represent will be included in any published reports.**

Yes, I would like to proceed to the survey

Your answer to the next question will determine which part of the survey we will ask you about.

**\* 2. Please indicate on whose behalf you are completing this survey.**

A K-12 School District, a county Office of Education, or a group of private schools

A school (K-12)

A homeschool

A college or university

An organization (business, government agency, community group, religious group, etc.)

Myself (and my household)

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## 7. K-12 SCHOOL - DESCRIPTION

Some basic descriptive information about your school.

\* **29. Approximate numbers in our school:**

- # Preschool students
- # Elementary school students  
(including kindergarten)
- # Middle school / Junior High students
- # High school students
- # Teachers
- # Administrators
- # All other staff

**30. Approximate proportion of students in our school receiving subsidized lunches**

- 0-25%       26-50%       51-75%       76-100%       N/A

**31. Approximate proportion of students in our school who are English Language Learners (ie English is NOT their mother tongue).**

- 0-25%       26-50%       51-75%       76-100%       N/A

\* **32. Type of school**

- Public school (including Charter schools)
- Private school
- Home school

**33. Name of our school (will remain confidential):**

**34. IF your school belongs to a PUBLIC SCHOOL DISTRICT, please enter the name of your school district here:**

\* **35. Do you consider your school location to be:**

- Urban
- Suburban
- Rural

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## 8. K-12 SCHOOL - PREPAREDNESS

The next few questions are about school preparedness activities prior to the most recent ShakeOut.

★ **36. Our school does the following types of drills (including the ShakeOut):**

	Never or almost never	1 X Every couple of years	1 X year	2-3 X year	4 X year or more
Fire drill	jn	jn	jn	jn	jn
Drop, Cover, Hold On drill in classroom	jn	jn	jn	jn	jn
Simulation drill including response (eg. ICS/NIMS)	jn	jn	jn	jn	jn
Lock-down or shelter-in-place drill	jn	jn	jn	jn	jn
Family reunification	jn	jn	jn	jn	jn

Other (please specify)

★ **37. In our school community:**

	YES	NO	DON'T KNOW	NOT APPLICABLE
We have site and neighborhood maps and have identified evacuation routes and locations	jn	jn	jn	jn
We encourage staff and students to prepare for disasters at home and provide support material for doing so	jn	jn	jn	jn
Special needs of staff or students with disabilities have been identified and planned for	jn	jn	jn	jn
Individual staff who may need to be released have identified themselves in advance	jn	jn	jn	jn
If we are located near the coast, or near a hazardous materials site, we have plans for evacuation to a safer location	jn	jn	jn	jn
We have discussed our role (if any) as providers of community emergency shelter with our school district office or local Red Cross Chapter or local government	jn	jn	jn	jn
We have plans for an alternate school site for school continuity following a disaster	jn	jn	jn	jn
We have plans for alternate schedules and methods as needed for continuing instruction during a period of school closure due to disaster	jn	jn	jn	jn
We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should these be destroyed in a disaster	jn	jn	jn	jn
We have insurance coverage for school disaster risk	jn	jn	jn	jn

★ **38. Our school has an Disaster or Emergency Preparedness**

**Plan:**

jn Yes

jn No

★ **39. Our school has a School Disaster/Emergency**

**Management Committee:**

jn Yes

jn No

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**\* 40. There is disaster and emergency planning for before and/or after school program(s) on our school site:**

YES they are included in our plan

YES they have their own plan

DO NOT KNOW

NO plan

NO such programs

Who provides these programs?

**\* 41. In our school:**

	All or Most	Some	None	Do Not Know
Tall or heavy furnishings that could slide or fall during earthquake shaking and kill or injure people are properly secured to wall studs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency lighting is in place for areas where it may be needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exit routes are marked, are kept clear and unlocked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hazardous materials are limited, isolated, eliminated and secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Portable classrooms are securely fastened to the ground on their foundations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School buildings meet all current standards for earthquake safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers are in place and maintained regularly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Supplies, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill, or injure people or impair educational continuity, are secured	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="text"/>			

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**\* 42. In our school:**

	All or Most	Some	None	Not Applicable
Teachers and staff receive training in how to use a fire extinguisher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have practiced "Drop, Cover, and Hold On" in their classrooms, and building evacuation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are taught the 4 rules for building evacuation: Don't Talk! Don't Push! Don't Run! Don't turn back!	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students have been taught that if they are outside of a classroom they should exit to the assembly area and NOT go back inside	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students using hazardous or flammable materials in science labs are taught how to extinguish flames and isolate hazardous materials in case of an earthquake	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students are provided with information about how communities can build and plan to reduce disaster impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students participate in hands-on activities or projects to learn how to reduce disaster impacts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emergency Go-Bags are available in each classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Other (please specify)

**\* 43. In our school we involve parents in learning the reunification process by:**

- Sending a letter home to parents
- Discussing this in PTA/PTSA meetings
- Requiring all parents to update their list for emergency release at least annually
- Practicing our family reunification procedures with parent volunteers during annual drills
- Practicing our family reunification procedures with all students and families
- None of the above

Comments:

**\* 44. Our school participated in this year's ShakeOut drill:**

Yes  No

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## 9. K-12 SCHOOLS - SHAKEOUT THIS YEAR

The following questions are about this year's ShakeOut drill.

\* **45. The following number of people were involved in this year's drill (approximate OK):**

# Students	<input type="text"/>
# Teachers	<input type="text"/>
# Administrators	<input type="text"/>
# All other staff	<input type="text"/>
# Volunteers and visitors	<input type="text"/>

\* **46. Students or staff with disabilities participated in the drill:**

- ALL or MOST
- SOME
- NONE
- NOT APPLICABLE (none on our campus)

\* **47. Our school participated in THIS year's ShakeOut Drill as follows:**

- Drop, Cover, and Hold On Only
- Drop, Cover, and Hold On + Building Evacuation Only
- Drop, Cover, and Hold On + Building Evacuation + Response simulation exercise (eg ICS/NIMS)

Other (please specify)

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## 10. K-12 SCHOOL - DURING DRILL

These next questions are about the most recent ShakeOut drill (whether you did this on the same day or not)

★ **48. Our rating of performance on the Incident Command System/Standard Emergency Management System drill elements is as follows:**

	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	NOT PRACTICED
Incident command	jn	jn	jn	jn
Planning and intelligence	jn	jn	jn	jn
Operations	jn	jn	jn	jn
Logistics	jn	jn	jn	jn
Communications	jn	jn	jn	jn
Public information	jn	jn	jn	jn
Emergency supplies distribution	jn	jn	jn	jn
First Aid station	jn	jn	jn	jn
Light search and rescue	jn	jn	jn	jn
Assembly area	jn	jn	jn	jn
Request and reunion gate(s)	jn	jn	jn	jn
Rapid safety assessment	jn	jn	jn	jn
Fire suppression	jn	jn	jn	jn
Utilities control	jn	jn	jn	jn
Site security	jn	jn	jn	jn
Shelter	jn	jn	jn	jn
Sanitation	jn	jn	jn	jn
Nutrition	jn	jn	jn	jn

Were there problems with any of these functions? (If so, please describe)

★ **49. Evaluation of Building Evacuation drill elements:**

	All or Most	Some	None	Do Not Know
Following the "shaking" teachers and staff checked to see if anyone was injured (and offered transport or treatment as appropriate)	jn	jn	jn	jn
Following the "shaking" teachers/staff led student out of the building in a quiet and orderly evacuation, using 2-class buddy-system where possible	jn	jn	jn	jn
Students, faculty and staff assembled in safe area outside following the "shaking"	jn	jn	jn	jn
Staff completed a status report form on injured/missing for each room	jn	jn	jn	jn

Other (please specify)

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\* **50. Our total evacuation time from the VERY START of the drill until the last staff or students arrived at the assembly area: (This can be an estimate.)**

Minutes

Seconds

\* **51. Evaluation of "Drop, Cover, and Hold On" drill elements:**

	All or Most	Some	None	Do Not Know
When the drill began students adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn
When the drill began teachers adopted the "Drop, Cover, and Hold On" position and stayed there "during the shaking"	jn	jn	jn	jn

Other (please specify)

**52. These organizations were involved in our drill or drill planning in some way:**

- Police Dept
- Fire Dept
- Red Cross
- CERT Teams
- Parent Teacher / Student Association (PTA/PTSA)
- City Emergency Operations Center
- County Emergency Operations Center
- School District Emergency Operations Center

Other (please specify)

**53. Special challenges to including students or staff with disabilities or different functional needs:**

5  
6

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★ **54. We experienced the following problems with our drill:**

	YES	NO
Participants not knowing what to do when "Drop" or "Cover" or "Hold On" is not possible	<input type="radio"/>	<input type="radio"/>
Limited drill due to weather	<input type="radio"/>	<input type="radio"/>
Rescheduled full drill due to weather	<input type="radio"/>	<input type="radio"/>
Distractions	<input type="radio"/>	<input type="radio"/>
Staff resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Absenteeism at the time of the drill	<input type="radio"/>	<input type="radio"/>
Student resistance or non-participation	<input type="radio"/>	<input type="radio"/>
Cutting (not attending) school	<input type="radio"/>	<input type="radio"/>
Other (please specify)		
<input type="text"/>		

★ **55. We did (or will) evaluate this drill as follows: (Check all that apply)**

- Not at all
- Informally
- Using self-evaluation forms
- In a staff meeting
- In classrooms with students
- Including outside observers
- Written report

Other (please specify)

★ **56. In addition to participation in the drill, teachers at are school are asked to:**

	All or Most	Some	None
Reflect and discuss with their students after the drill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Send home take home materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide related instructional or follow-up activities for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please describe any valuable learning activities on disaster prevention at your school:

★ **57. Just a couple of final questions:**

Continue

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## 20. LESSONS LEARNED - Schools/Districts/Universities/Organizations

\* **109. During a real disaster, how challenging do you expect the following issues to be?**

	SERIOUS	MODERATE	MINOR/NOT AN ISSUE
Physical safety	jn	jn	jn
Communications	jn	jn	jn
Shelter	jn	jn	jn
Nutrition	jn	jn	jn
Medication/equipment for people with disabilities	jn	jn	jn
Organizational continuity	jn	jn	jn
Family reunification	jn	jn	jn
Transportation	jn	jn	jn
People with special needs	jn	jn	jn
First aid	jn	jn	jn
Search and rescue	jn	jn	jn
Psychosocial support	jn	jn	jn

Please describe (these or any others)

**110. What corrective measures will you take, and what changes will you implement next time?**

**111. Top three (3) lessons learned?**

**112. How can next year's ShakeOut be improved?**

\* **113. If the Central U.S. ShakeOut is held again next year, would your organization plan to participate?**

Yes

No

Maybe (don't know yet)

Comments:

(If you would like a blank copy of this questionnaire, you will have a chance to print a copy when you finish.)