

Risk RED School Disaster Response Drill Model and Templates

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for the Great California ShakeOut

www.riskred.org

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- Los Angeles County Office of Education
- Orange County Department of Education
- City of Los Angeles, Fire Department

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PRINCIPAL'S SURVEY FOR EMERGENCY ASSIGNMENTS

TO: All Faculty and Staff

DATE:

FROM:

SUBJECT: SAFE SCHOOL EMERGENCY PLAN ASSIGNMENTS

Every year the School Safety Planning Committee must review our school's *Safe School Plan*. As part of that review we want to make sure that we have made the best decisions as we assign staff members to emergency response teams.

Please take a minute to fill out this questionnaire and tell us about your preferences, training, skills and aptitudes. We will use the responses to make sure that our school's Safe School Plan reflects the best use of all of our skills. Please remember that in the event of an emergency, plans and assignments are flexible, depending on needs.

NAME: _____ **ROOM:** _____

I HAVE HAD THE FOLLOWING TRAINING:

- | | |
|--|--|
| <input type="checkbox"/> Red Cross First Aid/CPR/AED | <input type="checkbox"/> Safety Training |
| <input type="checkbox"/> Advanced First Aid | <input type="checkbox"/> Red Cross Disaster Class |
| <input type="checkbox"/> CERT | <input type="checkbox"/> Outdoor Survival Class |
| <input type="checkbox"/> Military | <input type="checkbox"/> Firefighter/Law Enforcement |
| <input type="checkbox"/> Amateur Radio (HAM) | <input type="checkbox"/> SEMS/NIMS/ICS Training |
| <input type="checkbox"/> HAM DCS Training | <input type="checkbox"/> Crisis Counseling |
| <input type="checkbox"/> Other: _____ | |

I HAVE THE FOLLOWING SKILLS:

- | | |
|--|--|
| <input type="checkbox"/> Construction/Hand Tools | <input type="checkbox"/> Rescue |
| <input type="checkbox"/> Hazardous Materials | <input type="checkbox"/> First Aid/Medical |
| <input type="checkbox"/> Other: _____ | |

I FEEL THAT MY SKILLS WOULD BE BEST USED WITH:

- | | |
|---|--|
| <input type="checkbox"/> First Aid Team | <input type="checkbox"/> Search & Rescue Team |
| <input type="checkbox"/> Security/Utilities Team | <input type="checkbox"/> Fire Suppression/Haz-Mat Team |
| <input type="checkbox"/> Psychological First Aid Team | <input type="checkbox"/> Assembly Area Management |
| <input type="checkbox"/> Planning & Intelligence | <input type="checkbox"/> Request Gate |
| <input type="checkbox"/> Operations | <input type="checkbox"/> Reunion Gate |
| <input type="checkbox"/> Logistics | <input type="checkbox"/> Finance & Administration |
| <input type="checkbox"/> PIO/Media Relations | |

Please return this form to _____ by _____.

EMERGENCY CONTACTS AND EMERGENCY SUPPLIES LETTER TO PARENTS

[SCHOOL DISTRICT LETTERHEAD]

[Month, Date], 20XX

Dear Parent(s) or Guardian(s):

As you know, we in California live in “earthquake country” where we know a major earthquake can happen at any time. Other potential emergencies also create the possibility that children may have to remain in the protective environment of the school for an extended period. Our school has a Safe School Plan, and you are an important part of it.

Our school employees feed morally responsible and are legally designated “emergency service workers”. In cases of emergency we will remain at school to care for all of our children.

If an emergency should happen while you are out of the neighborhood, school staff will remain with your child(ren) for as long as necessary. Your child(ren) will only be released to you and to anyone that you designate on the Emergency Contact List. It is therefore very important that you select for your emergency contact list only those trusted individuals with whom you have discussed your emergency reunification plan. It is best if at least one person on your list lives nearby and can walk to school to pick up your child in your absence. The purpose of this is both to reunite you as soon as possible, and to keep your child safe. When a person comes to pick up your child, they will have to identify themselves and your child will have to confirm their identity.

In addition we ask you please to provide a COMFORT BAG for your child in case of emergency. The COMFORT BAG should be a 1 gallon sealed plastic bag clearly marked with your child’s full name. Inside should be the following items:

- 2 small bottles of water
- 2 high energy, long-lasting, no-salt snack items (eg. granola bar, raisins)
- A 3x5” card with family emergency contact information on it.
- A family photo with a note from you on the back.
- For older students: a change of underwear
- For younger children: a full change of clothing
- For younger children: a small and familiar comfort item

At the end of the school year the bag will be returned to you – hopefully unused. We’ll ask you to refresh your supplies at the beginning of the next school year.

In addition – if you can spare an extra clean blanket for us to keep with our school supplies, we would appreciate your donation.

These measures will help us to take care of your child. They should also allow you to be part of the solution, to help the people immediately around you, and to return safely as conditions allow, allowing roads to remain open for emergency vehicles, and for a quick recovery.

If you stay within walking distance of the school during the day, and if you would like to be a certified volunteer, please let our office manager know and our School Safety Committee will contact you for volunteer training.

Sincerely,

[NAME], Principal

EMERGENCY DRILL LETTER TO PARENTS

[SCHOOL DISTRICT LETTERHEAD]

Dear Parent(s) or Guardian(s):

The safety and welfare of our students and staff are our highest priority. To provide schools an opportunity to practice emergency response procedures, our district Superintendent has asked all students and staff to participate in a District-wide emergency preparedness drill on [MONTH, DATE], 20XX. Please be advised that students will be dismissed at the regular time on this day.

The goals of the training drill are to improve our ability to protect students, save lives, and reduce injuries. They allow us to evaluate our emergency operations plan and improve our response skills. As part of the drill, the students and staff will participate in the activation of our school's Safe School Plan.

In order to protect students, in case of an actual emergency students will only be released to the parents and/or other adults listed on the student's Emergency Card. Please ensure that this card has updated and accurate information. It is a good idea to have several trusted adults listed on the card, including one or two who live within walking distance of school. You should assume that in an actual emergency, telephone communication not be possible, and so you should discuss your family meeting place and reunification plans in advance with anyone listed on the student's Emergency card.

In the event of an actual emergency any approved emergency contact person should do their best to bring identification and should first come to the Request Gate to request the student. While the student is located, the adult will be directed to the Reunion Gate to meet their child and sign them out. This procedure is designed for your child's protection and for your peace of mind.

Prior to the drill, please discuss your family's home preparedness plan with your student(s). The American Red Cross has outstanding materials. You can obtain Red Cross materials are available in English or in Spanish from their web site: <http://www.redcross.org> or by calling your local chapter at Tel. (XXX) XXX-XXXX. Your telephone directory also has valuable information on emergency preparedness, and there resources to be discovered on the internet in many languages.

If you have any questions or need further information, please do not hesitate to call our school office at Tel. (XXX) XXX-XXXX.

Sincerely,

[NAME], Principal

SCHOOL PREPAREDNESS SELF-EVALUATION CHECKLIST

A. ASSESSMENT & PLANNING ACTIVITIES

1. We have a school emergency preparedness committee that includes some of the following groups of people:

- | | |
|---|--|
| <input type="checkbox"/> administrators | <input type="checkbox"/> students |
| <input type="checkbox"/> teachers | <input type="checkbox"/> parents |
| <input type="checkbox"/> classified staff | <input type="checkbox"/> other community members |
| <input type="checkbox"/> others: _____ | |

2. School staff have reviewed and revised our plan in the past year.

ALL MOST SOME FEW NONE NOT SURE

1. School staff have had the following training:

Insert number of staff (min 0 max 99)

- | | |
|--|--------------------------------|
| _____ Basic First Aid | _____ Safety Training |
| _____ Advanced First Aid | _____ Red Cross Disaster Class |
| _____ CERT | _____ Outdoor Survival Class |
| _____ Military | _____ Law Enforcement |
| _____ Fire Suppression | _____ SEMS/NIMS/ICS Training |
| _____ HAM DCS Training | _____ Amateur Radio (HAM) |
| _____ How to turn off electricity, water, gas | |
| _____ Student release procedures | |
| _____ Shelter, Nutrition, Sanitation | |
| _____ Psychological First Aid or Crisis Counseling | |
| _____ Other: _____ | |

4. Parents have received information about our plan and our drill

(check all that apply)

- | | |
|---|--|
| <input type="checkbox"/> by letter home with students | <input type="checkbox"/> we did not notify parents |
| <input type="checkbox"/> via teacher contact | <input type="checkbox"/> by letter mailed to home |
| <input type="checkbox"/> | <input type="checkbox"/> via meeting |

The letter was sent out in # _____ languages

5. We have site and neighborhood maps and have identified evacuation routes and locations. ☐ Yes ☐ No

6. Our Evacuation Route Map is posted in each room, with the room marked on the map.

ALL MOST SOME FEW NONE NOT SURE

7. Bus drivers know where to take students and their responsibilities if emergency happens bus runs to or from school.
- ALL MOST SOME FEW NONE NOT SURE
8. We encourage staff and students to prepare for disasters at home and provide support material for doing so. ☐ Yes ☐ No
9. Staff have completed their own Family Disaster Plans
- ALL MOST SOME FEW NONE NOT SURE
10. Teachers have reviewed their normal emergency evacuation routes.
- ALL MOST SOME FEW NONE NOT SURE
11. Teachers are prepared to check in on neighbouring classrooms.
- ALL MOST SOME FEW NONE NOT SURE
12. We have plans to assist any individuals with disabilities, or any other special needs who will need assistance in understanding and/or evacuating.
- ALL MOST SOME FEW NONE NOT SURE
13. Student emergency release and emergency contact information is up-dated at the beginning of the school year.
- ALL MOST SOME FEW NONE NOT SURE
14. Parents know that their children will be safely cared for at school until parents or other authorized adult can pick them up.
- ALL MOST SOME FEW NONE NOT SURE
15. School staff are aware that they are expected to stay on the job as disaster service workers.
- ALL MOST SOME FEW NONE NOT SURE
16. Individual staff whom may need to be released have identified themselves in advance.
- YES NO NOT SURE
17. If we are located near the coast, or near a hazardous materials site, we have plans for evacuation to a safer location.
- YES NO NOT SURE N/A
18. We know whether we are expected to provide emergency shelter in association with our local Red Cross Chapter or local government.
- YES NO NOT SURE

19. We have plans for an alternate school site for school continuity following a disaster.

YES NO NOT SURE

20. We have plans for alternate schedules and methods as needed means for continuing instruction during a period of school closure due to disaster.

YES NO NOT SURE

21. We have off-site secure back-up of educational records and emergency contact and release information in an alternate location, should they be destroyed in a disaster.

YES NO NOT SURE

22. We have insurance coverage for school disaster risks.

YES NO NOT SURE

B. PHYSICAL & ENVIRONMENTAL RISK REDUCTION

1. Our school buildings meet all current standards for earthquake safety.

ALL MOST SOME FEW NONE NOT SURE

2. Our portable classrooms are all securely fastened to the ground or their foundations.

ALL MOST SOME FEW NONE N/A NOT SURE

3. We have fastened tall and heavy furnishings that could fall during earthquake shaking and could kill or injure people.

ALL MOST SOME FEW NONE N/A NOT SURE

4. We have secured furnishings and equipment that could slide during earthquake shaking and could kill or injure people.

ALL MOST SOME FEW NONE N/A NOT SURE

5. We have secured supplies, lighting fixtures, roof elements, railings and parapets, heating and cooling devices, kitchen equipment, storage tanks and other items that could kill, injure people or impair educational continuity.

ALL MOST SOME FEW NONE N/A NOT SURE

6. We have limited, isolated and secured hazardous materials.

ALL MOST SOME FEW NONE N/A NOT SURE

7. Our exit routes are marked and are kept clear.

ALL MOST SOME FEW NONE N/A NOT SURE

8. We have smoke detectors, fire alarms, automatic sprinkler systems, fire hoses, and fire extinguishers in place and maintained regularly.

ALL MOST SOME FEW NONE N/A NOT SURE

9. We have emergency lighting for areas where needed during school hours.

ALL MOST SOME FEW NONE N/A NOT SURE

C. RESPONSE CAPACITY DEVELOPMENT ACTIVITIES

1. Teachers and staff know how to use a fire extinguisher.

ALL MOST SOME FEW NONE NOT SURE

2. Students have practiced “Drop, Cover, and Hold On” in their classrooms, and building evacuation.

ALL MOST SOME FEW NONE NOT SURE

3. Students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t run! Don’t turn back!

ALL MOST SOME FEW NONE NOT SURE

4. Students know that if they are outside of a classroom they should exit to the assembly area and NOT go back inside.

ALL MOST SOME FEW NONE NOT SURE

5. Students in science labs know how to extinguish flames and isolate hazardous materials that may be in use during an earthquake.

ALL MOST SOME FEW NONE N/A NOT SURE

6. Emergency Go-Bag are available in each classroom

ALL MOST SOME FEW NONE NOT SURE

7. We have the following emergency supplies for students and staff to last for at least 72 hours:

- | | |
|--|---|
| <input type="checkbox"/> 12 liters of water per person | <input type="checkbox"/> emergency power |
| <input type="checkbox"/> food | <input type="checkbox"/> emergency lighting |
| <input type="checkbox"/> first aid supplies | <input type="checkbox"/> alternate communications |
| <input type="checkbox"/> alternate transportation | <input type="checkbox"/> shelter |
| <input type="checkbox"/> sanitation supplies | |

8. Students have been asked to bring an emergency supplies bag at the beginning of each year, and take it home again at the end of the school year.

☐ Yes ☐ No ☐ N/A

9. Emergency Go-Bags and Notebooks contain the following items

ITEM DESCRIPTION	YES	NO
FIRST AID KIT	<input type="checkbox"/>	<input type="checkbox"/>
FLASHLIGHT	<input type="checkbox"/>	<input type="checkbox"/>
RADIO	<input type="checkbox"/>	<input type="checkbox"/>
BATTERIES	<input type="checkbox"/>	<input type="checkbox"/>
WHISTLE	<input type="checkbox"/>	<input type="checkbox"/>
EMERGENCY BLANKET (2)	<input type="checkbox"/>	<input type="checkbox"/>
PONCHO (2)	<input type="checkbox"/>	<input type="checkbox"/>
SNAP LIGHT (1)	<input type="checkbox"/>	<input type="checkbox"/>
TISSUES	<input type="checkbox"/>	<input type="checkbox"/>
EXTRA BANDAGES	<input type="checkbox"/>	<input type="checkbox"/>
EXTRA BANDAIDS	<input type="checkbox"/>	<input type="checkbox"/>
SURGICAL SPONGE (4)	<input type="checkbox"/>	<input type="checkbox"/>
ACE WRAP	<input type="checkbox"/>	<input type="checkbox"/>
TRIANGULAR BANDAGE	<input type="checkbox"/>	<input type="checkbox"/>
FEMININE PADS (2)	<input type="checkbox"/>	<input type="checkbox"/>
MARKING PENS (3)	<input type="checkbox"/>	<input type="checkbox"/>
PENS	<input type="checkbox"/>	<input type="checkbox"/>
NOTEPAD	<input type="checkbox"/>	<input type="checkbox"/>
CURRENT CLASS ROSTER	<input type="checkbox"/>	<input type="checkbox"/>
2 RED "CASUALTIES or DANGER" SIGNS	<input type="checkbox"/>	<input type="checkbox"/>
2 GREEN "COMPLETELY EVACUATED" SIGNS	<input type="checkbox"/>	<input type="checkbox"/>
YOUR ROOM # SIGN	<input type="checkbox"/>	<input type="checkbox"/>
INJURED/MISSING STATUS REPORT FORM	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ITEM: _____	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ITEM: _____	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ITEM: _____	<input type="checkbox"/>	<input type="checkbox"/>
OTHER ITEM: _____	<input type="checkbox"/>	<input type="checkbox"/>

EARTHQUAKE DRILL ANNOUNCEMENT MEMO TO FACULTY AND STAFF

[SCHOOL LETTERHEAD]

DATE: [Month, Date], 20XX
TO: [SCHOOL NAME] Faculty and Staff
FROM: [NAME], Principal

SUBJECT: DISTRICT-WIDE EARTHQUAKE DRILL SCHEDULED FOR [TIME] ON [XX] DAY, [MONTH], 20XX

We will have a District-Wide Earthquake Drill at [TIME] ON [XX] DAY, [MONTH], 20XX. This drill will provide an opportunity for all staff and students to simulate a disaster response in order to test and evaluate our school's emergency procedures plan. Please carefully read through the 7 sections of this memo now.

1. Earthquake Drill Scenario
2. Emergency Drill Preparation for Faculty and Staff
3. Earthquake and Evacuation Drill Instructions
4. Other Emergency Situations
5. Emergency Go-Bag & Emergency Notebook Checklist
6. Injured/Missing Status Report and Permit for Release of Child Sample Forms
7. Incident Command Response Procedures & Duties
8. Responsibility Matrix

EARTHQUAKE DRILL SCENARIO

(Drill below is based upon Southern California ShakeOut 2008)

The drill will be based on a **hypothetical** scenario for a likely 6.8 magnitude earthquake will roll through the Southern California area and affect all areas of our Count. Intense shaking will begin at [TIME] and will last for 45 seconds. There will be at least one strong aftershock within 15 minutes.

The scenario for the drill tells us that electrical power, water, gas and sewer systems have failed in many areas. The school's telephone system is inoperable. Traffic comes to a halt as the freeways suffer some bridge and overpass collapses and surface streets are severely impacted by excess traffic volume. Numerous fires have started due to fallen electrical lines and explosions caused by severed underground gas lines. The Superintendent declares a state of emergency and orders staff to remain at their sites and shelter all students at schools until they can be reunited with a parent or guardian. Police and Fire Departments are overwhelmed by 911 calls and dispatchers will not say if or when units will respond. School staff must assume that they will be on their own to shelter and care for students and staff.

EMERGENCY DRILL PREPARATION FOR FACULTY AND STAFF

Prepare yourself *before* the drill

- Check that the School Emergency Evacuation Route map is posted in your room. On it mark your room clearly in a contrasting color. If you do not have a copy, please obtain one from the school office.
- Check that the contents of your Emergency Go-Bag hanging prominently in your classroom using the Emergency Go-Bag & Notebook Checklist. The Emergency Folder contains information that you or your substitute would need should there be a drill or an actual emergency.
- Classroom teachers may consider keeping a blanket, supply of bottled water, non-perishable food or snacks and other supplies in your room in the event an emergency requires a sustained lock-down.
- Confirm whether you will have any special duties. Get to know your buddies in neighboring classes.
- Check that you know the location of your fire extinguisher and recall the acronym to remind you how to use it: P.A.S.S. Pull the pin, aim at the base of the fire, squeeze the nozzle and sweep at the base of the fire.
- It is highly recommended that you complete your own Family Disaster Plan at home and your plan with your own childcare providers.
- Plan a quiet activity that students can do in the assembly area in the event of a real emergency or a drill.
- 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." With this in mind, please prepare yourself at home and at work in the event you are required to stay longer than your scheduled day. The principal or designee will release staff members as the needs change.
- If you have very extenuating circumstances discuss these with your Principal NOW, not during an emergency.
- IF YOUR NAME DOES NOT APPEAR ON OUR EMERGENCY ORGANIZATION PLAN OR IF YOU DO NOT HAVE A CLASS, PLEASE REPORT TO THE ICC. DO NOT LEAVE THE CAMPUS!

Prepare your students

- Encourage your students to take this drill very seriously.
- Practice a “Drop, Cover, and Hold On” drill, having students hold their position for 45 seconds. You may count together: one-one hundred, two one-hundred etc.
- Drop down to knees and make yourselves small.
- Cover your face, head and neck, closing your eyes. Keep your body under or below level of desk/table/chairs, with your back to windows.
- If outside, get clear of buildings, power lines, trees, light poles and other dangers, drop down to your knees and cover your head and neck.
- Make sure that your students know the 4 rules for building evacuation: Don’t Talk! Don’t Push! Don’t run! Don’t turn back! Students should know that if there is an earthquake when they are outside of a classroom (during break or lunch or if they are somewhere), they should exit with the nearest class and should NOT go back inside. If they are between classes, they should assemble in the outdoor emergency assembly area with their next period class.
- Teacher in science labs should demonstrate to students how to extinguish any flames and isolate any hazardous materials in use.
- Review the Emergency Evacuation Routes. Prepare 4 monitors who will work as buddies and lead the way, carefully checking to make sure that the route is clear. (This is of most importance for classes on second floor or without easy access to open space outdoors).
- Inform students that only their parent(s), guardian(s), or other adult(s) listed on their Emergency Card will be allowed to pick them up from school in a real emergency. Explain the “Request Gate” / “Reunion Gate” idea and reasons.
- You can make use of the Earthquake Quick Facts sheet to stimulate a dialogue.

Prepare your parents

- Teachers are to pass out the parent letters to their students, who will in turn take them home to their parents.
- Confirm with parents that their Emergency Contact Form is up-to-date, and explain the importance of the reunification procedures.
- Reassure parents that their children will be safe at school until they arrive.

EMERGENCY DRILL PREPARATION FOR TRANSPORT STAFF

Prepare yourself before the drill

- In the event of a major emergency, bus drivers' first responsibility is the safety and welfare of the students. The driver will account for all students and staff throughout the emergency.
- Check that your first aid and CPR training is up-to-date.
- Be sure that you have emergency contact and emergency medical information in hand for all students on your route.

Prepare your passengers

- Practice "Drop, Cover and Hold" and evacuation with your students.
- All passengers must act in accordance with driver's instructions.

Prepare your parents and caregivers

- Remind parents that in case of emergency during the commute, you will take children to the nearest school or mass care center.

During earthquake shaking

- Stop the bus away from power lines, bridges, overpasses, buildings, possible landslide conditions, overhanging trees, or other dangerous situations. (Beware that shaking may be mistaken for a tire blow-out)
- Issue "DROP, COVER AND HOLD" command and take cover.
- Set brake, turn off ignition, and wait for the shaking to stop.

Following earthquake, and in case of other hazards

- Check for and attend to injuries. Report and record injuries.
- Evacuate the bus in the event of a fire.
- Do not attempt to cross any damaged bridges or overpasses or drive through any flooded streets or roads.
- Use radio to notify Transportation Dispatch of your location and receive instructions if possible.
- If it is safe to continue, proceed by vehicle or on foot to the nearest school, or the nearest mass care facility.
- Notify incident commander and provide them with students' emergency contact and emergency medical information.
- Remain with the children until further instructions are provided from the incident commander or Transportation Dispatch.
- It is understood that drivers may need to improvise and make independent decisions, depending on the emergencies, age of children, location of bus and so forth.

Release students only to:

- Parents or guardians who properly identify themselves (photo ID).
- Medical care facility providers (document status and destination).
- School principal, site manager, teacher, or transportation official.
- Highway Patrol or local police/fire departments or National Guard.

EARTHQUAKE & EVACUATION DRILL INSTRUCTIONS

Read and practice in advance with your class. The “drill scenario” will help you to imagine the variety of possibilities in the event of a real earthquake

ACTUAL EARTHQUAKE: In the event of a real earthquake, your signal will be the beginning of shaking itself. (In the case of a drill, the signal to begin will be emergency bells that will continue for one minute, followed by an “all clear” bell.)

Teacher or staff member present shout the command **“Earthquake! Drop, Cover, and Hold On!”** Students should follow instruction as they have practiced during preparation. If an aftershock occurs while you are exiting, drop and cover until the shaking stops.

When the shaking has stopped (or when the all clear bell rings) **IMMEDIATELY and before you exit your room** take ten seconds to look around, make a mental note of damage and dangers, **check to see if any students are injured**. If immediate help can be given to open airway, stop serious bleeding, or put out a small fire do so. Ask responsible students to assist lightly injured. Non-ambulatory injured should be transported with class if staying would be dangerous, otherwise assure injured that help is on its way. Take your **classroom Roll book** and your **“Emergency Go bag”** (including your Emergency Notebook). Make sure these stay with the person actually escorting the class to the Emergency Assembly Area (EAA).

Select either the green “ALL OUT” or the red “CASUALTIES / DANGER INSIDE” sign on your door. This will expedite search and rescue teams. **In the event of a real disaster, leave your doors unlocked**. In the case of a drill, lock your doors if the room is empty.

Use the BUDDY SYSTEM. Take a few seconds to check briefly with the teacher in the classroom to the left, to the right, and across the hall to see if they are in need. In the absence of a teaching assistant, be prepared to take a class of a colleague while that teacher assists with any injuries or in the duties assigned to them. Escort your class(es) to their designated place in the EAA. Use the suggested routes on your evacuation map or alternate route if yours is blocked or unsafe. Everyone is to stay together and to quickly and quietly evacuate following the 4 Evacuation Rules. Select two responsible monitors to lead, carefully checking that the evacuation route is clear. You bring up the rear, seeing that everyone is together. Move directly away from the building when exiting. Children should cover their heads with their bag or book. Do NOT use any elevators.

Take your seat in your assigned area, keeping classes separate and take roll. Check again for injuries. If any students are injured, send them with two buddies to the First Aid station, with instructions to return together immediately.

Completely fill out the INJURED/MISSING STATUS REPORT FORM and return to the Assembly Area Recorder for delivery to the Incident Command Center. If any students were present in class, but are now absent, please list those names below as well. If all students are accounted for, this step is not necessary.

If you are a member of a Search and Rescue Team proceed to the Incident Command Center. All personnel without a specific duty or class are to immediately report to the ICC for Instructions. All teaching assistants and campus aides who do not have a class are to report immediately to the assembly area to assist with the supervision of students.

Teachers are to remain with their class **AT ALL TIMES**. **Students must remain seated together as a class throughout the duration of the drill**. Periodically call roll as needed. Keep students quiet so that they can hear information from the public address or megaphone/bullhorn system which will be used for announcements. Children are to leave only in the company of Reunion gate messengers. The ICC will provide updates and relieve staff of their assignments.

OTHER EMERGENCY SITUATIONS

LIFE SAFETY SYSTEM (*VARIES WITH BUILDINGS - OPTIONAL*)

The building is equipped with a life safety system including smoke detectors, manual pull stations and fire sprinklers. All these elements are designed to set off alarms as well as to transmit a signal to the central alarm station in the Main Office, activate sprinklers, return elevators to ground floor and shut down air system to prevent spread of smoke.

The life safety system has a display panel in the Main Office that will indicate the location of the emergency and will notify the Fire Department.

BOMB THREAT

In the unlikely event that you receive a bomb threat:

1. Listen carefully and write down as much information as possible, especially information about where the bomb is located and when it is set to go off.
2. Immediately notify the Main Office with the information.

In the even more unlikely event that you discover or suspect a device to be a bomb:

1. DO NOT TOUCH OR DISTURB IT IN ANY WAY.
2. Clear yourself and others from the area.
3. Notify the Main Office.

FIRE

At the first sign of a fire in your room or area:

1. Notify the Main Office so that they can call 9-1-1. Tell them the exact location of the fire and what is burning.
2. Extinguish small fires using nearest fire extinguisher.
3. Close windows and doors. Evacuate the area and warn others.
4. Follow the procedures outlined in the "Fire Drill" area of the drill procedures.

If you suspect that the fire is outside of your room or area:

1. Feel the door. If it is hot, DO NOT OPEN IT.
2. Notify the Main Office so they can call 9-1-1.
3. If the door is not hot, open it cautiously – stand behind the door and be prepared to close it quickly.

In any even, do not try to put out a fire that appears out of control. Stay calm and exit the building safely.

INJURY AND ILLNESS

2. Do not attempt to move the person.
3. Call the Main Office and request that the Nurse be sent.

EMERGENCY GO-BAG & EMERGENCY NOTEBOOK CHECKLIST

Teacher's Name _____

Room # _____

SUPPLIES

DESCRIPTION	# I N KIT	# MISSING	INITIALS/DATE
1 FIRST AID KIT			
1 FLASHLIGHT			
1 RADIO			
BATTERIES			
1 WHISTLE			
2 EMERGENCY BLANKET			
2 PONCHO			
1 SNAP LIGHT			
TISSUES			
EXTRA BANDAGES			
EXTRA BANDAIDS			
4 SURGICAL SPONGE			
ACE WRAP			
TRIANGULAR BANDAGE			
2 FEMININE PADS			
3 MARKING PENS			
PENS			
NOTEPAD			
STUDENT ACTIVITY			
SUPPLIES (optional)			

NOTEBOOK

DESCRIPTION	IN PLACE	MISSING	INITIALS/DATE
CURRENT CLASS			
ROSTER			
2 RED "CASUALTIES or DANGER" SIGNS			
2 GREEN "COMPLETELY EVACUATED" SIGNS			
YOUR ROOM # SIGN			
INJURED/MISSING STATUS REPORT FORM			

INJURED / MISSING STATUS REPORT FORM - BY ROOM

Return this form to Assembly Area Team Recorder for ICC after evacuation.

Teacher's Name: _____ Room _____ Yes ____ No ____

Teacher's Assistant's Name: _____ Yes ____ No ____

Type(s) of Emergency (or Drill):

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Fire | <input type="checkbox"/> Lock down | <input type="checkbox"/> Clear Yard |
| <input type="checkbox"/> Earthquake | <input type="checkbox"/> Shelter in-place | <input type="checkbox"/> Other |
| <input type="checkbox"/> Drop/Take Cover | <input type="checkbox"/> Evacuate off-site | _____ |

All Persons Accounted for: <input type="checkbox"/> Yes <input type="checkbox"/> No
--

Missing or Unaccounted for:

1.	3.
2.	4.

Injured Persons:

1.	3.
2.	4.

Absent:

1.	4.
2.	5.
3.	6.

Others not present (e.g. students who left early, sent elsewhere – WHERE?)

1.	3.
2.	4.

Additional students PRESENT and accounted for – NOT normally with you:

1.	3.
2.	4.

PERMIT FOR RELEASE OF CHILD

Directions: Parent/guardian/emergency contact to fill in both portions. Separate at dotted line. BOTH HALVES SHOULD BEAR SCHOOL STAMP AND SIGNATURE OF PERSON AUTHORIZING RELEASE Bottom half to be taken by school representative to Emergency Assembly Area. Top portion to remain with parent and presented at the reunification gate.

Date: _____ Time: _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

[NAME OF SCHOOL].

Signature: _____

Relation to student: _____

(Parent/Guardian/Emergency Contact to take this portion to Reunification Gate)

✂ _____

COPY OF PERMIT FOR RELEASE OF CHILD

Date: _____ Time: _____

I _____ request the release of
(please print your name)

the student _____ from
(please print name of student)

[NAME OF SCHOOL].

Signature: _____

Relation to student: _____

(This portion to be sent to Emergency Assembly Area)

INCIDENT COMMAND RESPONSE PROCEDURES & DUTIES

ALL PERSONNEL WITHOUT A SPECIFIC DUTY OR CLASS ARE TO IMMEDIATELY REPORT TO THE ICC FOR INSTRUCTIONS.

Incident Commander

LOCATION: _____

The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee. In the absence of the normal IC, anyone may assume the duties of the IC until someone more qualified can take over. The Incident Command Center (ICC) – The ICC will normally be located in (insert area): _____. If any conditions make this unsafe, a safe alternate location will be selected.

PROCEDURES:

1. Report to incident Command Center.

RESPONSIBILITIES:

1. Begin and end emergency response.
2. Assess type and scope of emergency.
3. Determine threat to human life and structures and need for outside assistance.
4. Set up command post.
5. Set up and coordinate emergency assignments as needed for:
 - a. Accounting for all students and staff.
 - b. Communications Leader to coordinate:
 - Communications with District Office,
 - Internal Communications, and
 - External communications with media.
 - c. Operations Leader to coordinate:
 - Campus security/Utilities Team,
 - First Aid/Crisis Team Leader,
 - Search & Rescue Team Coordinator, and
 - Fire suppression/Hazardous Materials.
 - d. Logistics Leader to coordinate:
 - Reunification Team at Request and Reunion Gates,
 - Support to Operations with Resources and Volunteers, and
 - Sanitation, Nutrition and Shelter.
6. Direct Communications Team and initiate all official messages to district office, staff, students and parents.

SUPPLIES/EQUIPMENT:

1. Table, chair, desk supplies.
2. Sets of Master keys.
3. Walkie-talkies.
4. Portable PA system.
5. AM/FM Portable Radio.
6. Notebook containing the following items:
 - a. Faculty/Staff Roster.
 - b. Master Student Roster.
 - c. Copies of every team's duties.
 - d. School Emergency Operations Chart.
 - e. School Information Map.
 - f. Emergency Response Team Log.

Communications Team

LOCATION: _____

Communications Team will assist Incident Commander with external and internal communications as needed.

PROCEDURES:

1. Sign-in and out at Incident command Center.
2. Report to the Incident Commander

RESPONSIBILITIES:

1. Support Incident Commander by facilitating and delivering communications.
2. Set-up public address system.
3. Use cell phone short messages, walkie talkies, messengers and any other means needed to communicate between school, emergency services and district office as needed. Will also relay official communications from IC to staff and students in assembly area, and parents and public as needed.

SUPPLIES/EQUIPMENT:

1. Table, chair, desk supplies.

First Aid/Mental Health Team

LOCATION: _____

PROCEDURES:

1. Sign-in and out at Incident command Center.
2. Report to the _____

RESPONSIBILITIES:

1. Set up first aid area in a safe place.
2. Secure first aid supplies.
3. Triage for life-saving: prioritizing quick check to open airways, stop bleeding and treat shock.
4. Coordinate with Search and Rescue Teams.
5. Determine need for emergency medical assistance.
6. Administer first aid as needed.
7. Keep record of types of injuries and aid provided.
8. Provide psychological first aid and establish buddy system to support students or staff in need.
9. Keep log of students dispatched for emergency medical assistance and that need follow-through and referrals.

SUPPLIES/EQUIPMENT:

1. Table, chair, desk supplies.
2. First aid supplies.
3. Walkie-talkie.
4. Stretchers.
5. Blankets.
6. Wheelchair.
7. Notebook containing the following items:
 - a. First Aid Roster.
 - b. Patient record forms.
 - c. School Emergency Operations Chart.
 - d. School Information Map.
 - e. Emergency Response Team Log.

Light Search and Rescue & Fire Suppression Team

LOCATION: _____

Individuals with designated LSAR responsibilities are expected to assemble immediately just outside the ICC. The LSAR Coordinator will be given keys to the storage container with emergency equipment located at (insert area: _____)

PROCEDURES:

1. Sign-in and out at Incident Command Center (ICC will issue keys and Walkie-talkie to first team member that signs off).
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:

Search and Rescue Team Coordinator:

1. Opens Emergency supplies Bin.
2. Mobilizes Search and Rescue Teams.
3. Maintains contact with Incident Command Center.
4. Maintains list of fires discovered and status.
5. Receives list of missing/unaccounted students.
6. Checks with Search & Rescue Teams for missing students.

Search and Rescue Teams will do the following during the first 15-20 minutes after an earthquake/disaster:

1. 3-member teams search assigned areas; other team members stay with Search & Rescue Coordinator for support.
 - Check every room in the assigned buildings looking for any person(s) who are hurt or need rescue assistance. Begin on the first floor and work up.
 - Place an "X" with chalk on doors of empty rooms.
 - Ensure everyone is out of the building(s). Escort people out of building in normal manner via stairs, halls, and doorways whenever feasible. Send stragglers to the assembly area.
 - Place rescuer safety first. Use good judgment in each situation.
 - Provide first aid on site, as long as you are not in danger.
 - Transport non-ambulatory injured to first aid treatment area, only if it is dangerous to remain.
2. Locate and quickly move victims to a safe location.
3. Spend no more than one minute with each found victim.
4. Record location of victim on Emergency Response Team Log.
5. Report findings to Search & Rescue Team Coordinator.
6. Other Search & Rescue Team Members are dispatched to areas where needed, only after receiving reports on initial search from all Search & Rescue Teams.
7. Report fires to Team Coordinator and puts out small fires.

SUPPLIES/EQUIPMENT:

1. Master keys.
2. Walkie-talkies.
3. Search & Rescue backpack.
4. CO2 fire extinguishers
5. Hoses
6. Gloves
7. Blankets
8. Notebook containing:
 - a. School Emergency Operations chart.
 - b. School Information Map.
 - c. Emergency Response Team Log.

Reunification Team

REQUEST GATE: _____
REUNION GATE: _____

PROCEDURES:

1. Sign-in and out at Incident Command Center.
2. Get necessary supplies from the Emergency Supplies Bin.

REQUEST GATE RESPONSIBILITIES:

1. Greet and direct parents/guardians through Request process.
2. Request identification and verify authorization on "Student Emergency Contact" Cards
3. Locate child using Student Schedule Location Roster and identify location in Emergency Assembly Area.
4. Have parent/guardian fill out "Permit for Release of Child" form.
5. Send runner with copy of Permit for Release of child" form to emergency Assembly Area.
6. Direct parent/adult to "Reunion Gate" with original copy of "Permit for Release of Child" form.

REUNION GATE RESPONSIBILITIES:

1. Reunite student with designated adult collecting matching both copies of "Permit for Release of Child" form, and confirming adult identity with student.
2. Collect and file original "Permit for Release of Child" from parent/guardian.
3. In the case of discrepancies request adult to return to Request Gate.

SUPPLIES/EQUIPMENT AT BOTH REQUEST AND REUNION GATES:

1. Gate keys.
2. Table, chair, desk supplies.
3. Walkie-Talkie.
4. Pens, Paper, Clipboards
5. Master list of Students.
6. Runners (10-12 Student Council Members).
7. Emergency Notebook containing the following items:
 - Faculty/Staff Roster.
 - School Emergency Operations Chart.
 - School Information Map.
 - Student Schedule locator rosters.
 - Field location grid for each class in emergency assembly area.
 - Emergency Response Team log.

REQUEST GATE ONLY:

1. Current set of Student Emergency Information Cards in alphabetical order (From Incident Command Center).
2. Clipboard with Release Procedures.
3. "Permit for Release of Child" forms in duplicate.
4. Visitor passes (colored)
5. REUNION GATE ONLY
6. Box to file original Permit for Release of Child forms in alphabetical order.

Emergency Assembly Area Team

LOCATION: _____

In the event that this location is unsafe, our alternate location is: *(insert area)*:

_____ This decision will be made by the ICC. *Assembly Area Team is those teachers and staff assisting in the assembly area(s). One additional staff member in each area will act as **Assembly Area Team Recorder**. The Assembly Area Team Leader should normally be located at the front of the Assembly Area.*

PROCEDURES:

1. Remain at Emergency Assembly Area and supervise students.

RESPONSIBILITIES

Team Leader:

1. Send INJURED / MISSING STATUS REPORT FORMS from teachers, with any injured or missing from teachers to the ICC immediately.
2. Send all remaining INJURED / MISSING STATUS REPORT FORMS to ICC Attendance Accounting Team.
3. Report injuries and missing person to Incident Commander.
4. Communicate with Incident Command Center Attendance Accounting Team.
5. Keeps all doorways, hallways, and stairwells safe and clear.
6. Implements "buddy" system with neighboring teachers/staff.
7. Help runners locate students being picked up and direct them to the "Reunion Gate".
8. Keep copy of Permit for Release of Child brought by runner.

Other Staff:

1. Take roll and re-check students from time to time, reporting status to the Incident Command Center.
2. Supervise and reassure students throughout the duration of the emergency.
3. Conduct recreational and educational activities to maintain order and calm.
4. Provide water and snacks to help calm the students.

SUPPLIES /EQUIPMENT:

1. Table, chair, desk supplies.
2. Gate keys.
3. Walkie-Talkie.
4. Student Emergency Information Cards (From Incident Command Center).
5. Clipboard with Release Procedures.
6. Student Release Request Forms (Blue Slips).
7. Record-keeping materials.
8. Master list of Students.
9. Runners (10-12 Student Council Members).
10. Notebook containing the following items:
 - a. Evacuation Routes Diagram.
 - b. School Emergency Operations Chart.
 - c. School Information Map.
 - d. Emergency Response Team Log.

Restrooms:

- Students will use gym and field restrooms, if they are safe and water is available.
- If not, sanitation kits are available in the emergency shed for use.
- The kits will be positioned in appropriate locations.
- Girls and boys restrooms should be set up with privacy curtains around.

Shelter:

- In case of inclement weather, if gymnasium is safe, students will be brought inside.
- If building is not safe, alternative IC will seek alternate location. Blankets kept in the emergency shed will be used.

Site Team (Security, Utilities, Sanitation, & Shelter)

LOCATION: _____

Personnel designated as Security Personnel will secure building and provide directions to parents to request gate, and emergency vehicles access through Emergency Gate. The Security Team Leader will be responsible for school site, including shelter and sanitation.

PROCEDURES:

1. Sign in and out at Incident Command Center.
2. Report to Emergency Supplies Bin.

RESPONSIBILITIES:

Security Team Leader:

1. IMMEDIATELY lock all external gates and doors – secure campus
2. Monitor gates and open for emergency vehicles, and direct first responders to area of need.
3. Post signs as needed.
4. Direct parents to the “Request Gate”.
5. Check utilities and take action to minimize damage to school site.
6. Assess damage to site and report findings to Incident Command Center.
7. Establish morgue area, if needed.
8. Work with the cafeteria and ICC to distribute resources such as water, food, power, radio telephones and sanitation supplies.
9. Seek help of to create shelter and sanitation teams as needed.

Cafeteria staff:

1. Provide water and food for those people detained beyond meal times.

SUPPLIES/EQUIPMENT:

1. Master Keys.
2. Walkie-Talkie.
3. Direction and information signs.
4. Supplies/equipment in emergency supply bin.
5. Notebook containing the following items:
 - a. School Emergency Operations Chart.
 - b. School Information Map.
 - c. Emergency Response Team Log.

RESPONSIBILITY MATRIX

POSITION / LOCATION	ACTION REQUIRED	RESPONSIBLE STAFF
Incident Commander Command Center	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries. Credential emergency personnel.	
Communications Team Emergency Supplies Center	Coordinate external communications to other schools, district, media and relay official communications from IC to staff, students, parents and public.	
First Aid / Mental Health Team First Aid Center	Ensure that all first aid supplies are up-to-date, available, and properly administered.	
Light Search and Rescue Team Command Center	Coordinate light search and rescue operations, inform IC of fires and put out small fires.	
Reunification Team: Request Gate Reunion Gate	Meet parents at the Request Gate and escort students to the Reunion Gate. Receive parents and reunite them with their children at the Reunion Gate.	
Emergency Assembly Area Team Assembly Area	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.	
Site Team Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.	

ICS / SEMS POST-DRILL SELF-EVALUATION FORMS

Incident Commander Self-Evaluation

Incident Commander: _____

School: _____

Observer, if applicable: _____

The Incident Commander (IC) is responsible for directing emergency operations and shall remain at the Command Post ICC to observe and direct all operations. The IC will normally be the school principal, assistant principal or their designee.

RESPONSIBILITIES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) IC began emergency response. _____
- ☐ (b) IC assessed type and scope of emergency. _____
- ☐ (c) IC determined the threat to human life and structures and need for outside assistance. _____
- ☐ (e) IC set up command post. _____
- ☐ (f) IC set up a method for accounting for all students and staff. _____
- ☐ (g) IC designated a Communications Leader. _____
- ☐ (h) IC designated a First Aid Team Leader. _____
- ☐ (i) IC designated a Search and Rescue Team Leader. _____
- ☐ (j) IC designated a Reunification Team Leader. _____
- ☐ (k) IC designated a Site Team Leader. _____
- ☐ (l) IC directed the Communications Team and initiated all office messages to district office, staff, students and parents. _____
- ☐ (m) IC ended the emergency response. _____

SUPPLIES/EQUIPMENT CHECKLIST

(n) IC had access to:

- ☐ Table, chair, desk supplies
- ☐ Sets of Master keys
- ☐ Walkie-talkies
- ☐ Portable PA system
- ☐ AM/FM Portable Radio

Notebook containing:

- ☐ Faculty/Staff Roster.
- ☐ Master Student Roster.
- ☐ Copies of every team's duties.
- ☐ School Emergency Operations Chart.
- ☐ School Information Map.
- ☐ Emergency Response Team Log

Notes:

Communication Team Self-Evaluation

Communication Team: _____

School: _____

Observer, if applicable: _____

The Communication Team (CT) will assist Incident Commander (IC) with external and internal communications as needed.

RESPONSIBILITIES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) CT signed-in and out of incident command center. _____
- ☐ (b) CT facilitated & delivered communication to support the IC. _____
- ☐ (c) CT set-up public address system. _____
- ☐ (d) CT used communication equipment (text messages, phones, radios, runners, bikers, etc.) to communicate between all stakeholders (emergency services, district, parents, students).

SUPPLIES/EQUIPMENT CHECKLIST

(d) CT had access to:

- ☐ Table, chair, desk supplies

Notes: _____

[illegible]

First Aid/Mental Health Team Self-Evaluation

First Aid/Mental Health Team: _____

School: _____

Observer, if applicable: _____

This team is responsible for provide aid for physical and mental health needs to support students, staff, faculty, and coordinate with emergency response services.

PROCEDURES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) Team signed-in and out of incident command center? _____
- ☐ (b) The team members responded to: _____

RESPONSIBILITIES CHECKLIST

- ☐ (c) The team set up first aid area in a safe place. _____
- ☐ (d) The team secured first aid supplies. _____
- ☐ (e) The team provided triage for life-saving (prioritizing check to open airways, stop bleeding, and treat shock). _____
- ☐ (f) The team coordinated with Search and Rescue Teams. _____
- ☐ (g) The team determined need for emergency medical assistance. _____
- ☐ (h) The team administered first aid as needed. _____
- ☐ (i) The team kept a record of types of injuries and aid provided. _____
- ☐ (j) The team provided psychological first aid. _____
- ☐ (k) The team established a buddy system to support students or staff in need. _____
- ☐ (l) The team kept a log of students dispatched for emergency medical assistance and that needed follow-through and referrals. _____

SUPPLIES/EQUIPMENT CHECKLIST

(m) The team had access to:

- ☐ Table, chair, desk supplies
- ☐ First aid supplies
- ☐ Walkie-talkie
- ☐ Stretchers
- ☐ Blankets
- ☐ Wheelchairs

Notebook containing the following items:

- ☐ First aid roster
- ☐ Patient record forms
- ☐ School emergency operations chart
- ☐ School Information map
- ☐ Emergency response team log

Notes: _____

Light Search & Rescue Team Self-Evaluation

Light Search & Rescue Team: _____

School: _____

Observer, if applicable: _____

Assemble immediately just outside the Incident Command Center (ICC). LSAR Coordinator will be given keys to the storage container.

PROCEDURES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) LSAR signed-in and out at incident command center. _____
- ☐ (b) The team reported to Emergency Supplies Bin. _____

RESPONSIBILITIES CHECKLIST

Search and Rescue Team Coordinator:

- ☐ (c) Coordinator opened the Emergency supplies Bin. _____
- ☐ (d) Coordinator mobilized Search and Rescue Teams. _____
- ☐ (e) Coordinator distributes equipment for search & rescue and fire suppression. _____
- ☐ (f) Coordinator maintained contact with the ICC. _____
- ☐ (g) Coordinator received list of missing/unaccounted students. _____

Search and Rescue Teams:

- ☐ (h) 3-member team searched assigned areas. _____
 - ☐ (h1) Other team members stayed with coordinator for support. _____
 - ☐ (h2) LSAR checked every room starting with 1st floor. _____
 - ☐ (h3) LSAR placed an "X" on doors of empty rooms. _____
 - ☐ (h4) LSAR ensured everyone is out of building(s). _____
 - ☐ (h5) LSAR placed rescuer safety first. _____
 - ☐ (h6) LSAR provided first aid on site. _____
 - ☐ (h7) LSAR transported non-ambulatory injured to first aid treatment area. _____
- ☐ (i) Teams located and quickly move victims to a safe location. _____
- ☐ (j) Teams spent no more than 1 minute with each found victim. _____
- ☐ (k) Teams recorded location of victim on Emergency Response Team Log. _____
- ☐ (l) Teams reported findings to Search & Rescue Team Coordinator. _____
- ☐ (m) Teams informed Coordinator of fire and suppressed small fires. _____
- ☐ (n) LSAR members got dispatched where needed after initial reports from all teams. _____

SUPPLIES/EQUIPMENT CHECKLIST

(m) The team had access to:

- | | |
|---|---|
| <input type="checkbox"/> Master Keys | <input type="checkbox"/> Hoses |
| <input type="checkbox"/> Walkie-talkie | <input type="checkbox"/> Blankets |
| <input type="checkbox"/> Search & Rescue backpack | <input type="checkbox"/> Notebook containing the following items: |
| <input type="checkbox"/> Fire extinguishers | <input type="checkbox"/> School emergency operations chart |
| <input type="checkbox"/> Gloves | <input type="checkbox"/> School Information map |
| | <input type="checkbox"/> Emergency response team log |

Notes: _____

Reunification Team Self-Evaluation

Reunification Team Members: _____

School: _____

Observer, if applicable: _____

Reunification Team Members will reunite students and parents authorized adult pick-up.

PROCEDURES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) Team signed-in and out at incident command center. _____
- ☐ (b) The team reported to Emergency Supplies Bin. _____

RESPONSIBILITIES CHECKLIST: Request Gate

- ☐ (c) Team greeted and directed parents/guardians through request process. _____
- ☐ (d) Team requested ID and verified authorization on "Student Emergency Contact" Card. _____
- ☐ (e) Team located child using Student Schedule Location Roster and id location in Emergency Assembly Area. _____
- ☐ (f) Team had parent/guardian fill-out 2 copies of "Permit for Release of Child" form. _____
- ☐ (g) Team sent runner with copy of "Permit for Release of Child" form to emergency Assembly Area. _____
- ☐ (h) Team directed parent/adult to "Reunion Gate" with original copy of "Permit for Release of Child" form. _____

RESPONSIBILITIES CHECKLIST: Reunion Gate

- ☐ (i) Team reunited students with designated adult collecting and matching both copies of "Permit Release of Child" form, and confirmed adult ID with student. _____
- ☐ (j) Team collected and filed original "Permit for Release of Child" from parent/guardian. _____
- ☐ (k) Team requested adult to return to Request Gate in the case of discrepancies. _____

SUPPLIES/EQUIPMENT CHECKLIST

(l) Team (at both request and reunion gates) had access to:

- ☐ Gate Keys
- ☐ Table, Chair, desk supplies
- ☐ Walkie-Talkie
- ☐ Pens, Paper, Clipboards
- ☐ Master List of Students
- ☐ Runners (10-12 Student Council Members)

Notebook containing:

- ☐ School emergency operations chart
- ☐ Faculty/Staff Roster
- ☐ Field location grid for each class in emergency assembly area
- ☐ Student Schedule for rosters
- ☐ School Information map
- ☐ Emergency response team log

REQUEST GATE ONLY

- ☐ Current set Student Emergency Info. Cards (from ICC)
- ☐ Clipboard with Release Procedures

REUNION GATE ONLY

- ☐ Box to file original "Permit for Release of Child" forms

- ☐ "Permit for Release of Child" form sets
- ☐ Visitor passes (colored)

Notes: _____

Emergency Assembly Area Self-Evaluation

Emergency Assembly Area Team Leader: _____

School: _____

Observer, if applicable: _____

The Assembly Area Team Leader should normally be located at the front of the Assembly Area. Team staff supervise students. Additional staff member will act as Assembly Area Team Recorder.

PROCEDURES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) Team remained at Emergency Assembly Area and supervised students. _____

RESPONSIBILITIES CHECKLIST

Team Leader Responsibilities:

- ☐ (b) Leader sent "injured/missing status report" forms from teachers to ICC immediately. _____
- ☐ (c) Leader sent all remaining injured/missing status report forms to ICC Attendance Accounting Team. _____
- ☐ (d) Leader reported injuries and missing persons to Incident Commander. _____
- ☐ (e) Leader communicated with ICC Attendance Accounting Team. _____
- ☐ (f) Leader kept all doorways, hallways, and stairwells safe and clear. _____
- ☐ (g) Leader implemented "buddy" system with neighboring teachers/staff. _____
- ☐ (h) Leader helped runners locate students being picked up and directed them to "Reunion Gate". _____
- ☐ (i) Leader kept a copy of "Permit for Release Child" brought by runner. _____

Other Staff Responsibilities:

- ☐ (j) Team had taken roll and re-checked students from time to time (reporting status to ICC). _____
- ☐ (k) Team supervised and reassured students throughout duration of emergency. _____
- ☐ (l) Team conducted recreational and educational activities to maintain order and calm. _____
- ☐ (m) Team provided water and snacks to help calm the students. _____

SUPPLIES/EQUIPMENT CHECKLIST

(n) Team had access to:

- ☐ Gate Keys
- ☐ Table, Chair, and desk supplies
- ☐ Walkie-Talkie
- ☐ Student Emergency Info Cards (from ICC)
- ☐ Clipboard with Release Procedures
- ☐ Student Release Request Forms (blue)

Notebook containing the following items:

- ☐ School emergency operations chart
- ☐ Evacuation Routes Diagram
- ☐ School Information map
- ☐ Emergency response team log

RESTROOMS

- ☐ Sanitation kits were available in emergency shed, and if used:
 - ☐ Kits were positioned in appropriate locations
 - ☐ Girls and boys restrooms had privacy curtains

SHELTER

- ☐ Used gym only if after found safe and inclement weather.
- ☐ Used ICC designated alternate site if gym found unsafe.

Notes: _____

Site Team Self-Evaluation

Security, Utilities, Sanitation, & Shelter Team: _____

School: _____

Observer, if applicable: _____

Secures buildings, provides emergency vehicles access through Emergency Gate, directs parents to request gate. Responsible for school site, including utilities control, shelter and sanitation.

PROCEDURES CHECKLIST (Check all activities performed. Comment on line and in notes section.)

- ☐ (a) Team signed-in and out at Incident Command Center. _____
- ☐ (b) Team reported to Emergency Supplies Bin. _____

RESPONSIBILITIES CHECKLIST

Site Team Leader:

- ☐ (c) Individual IMMEDIATELY locked all external gates and doors to secure campus. _____
- ☐ (d) Individual monitored gates and opened for emergency vehicles (directing first responders to area of need). _____
- ☐ (e) Individual posted signs as needed. _____
- ☐ (f) Individual directed parents to the "Request Gate". _____
- ☐ (g) Individual checked utilities and took action to minimize damage to school site. _____
- ☐ (h) Individual assessed damage to site and reported findings to Incident Command Center. _____
- ☐ (i) Individual established morgue area (if needed). _____
- ☐ (j) Individual worked with cafeteria and ICC to distribute resources such as water, food, power, communication tools, and sanitation supplies. _____
- ☐ (k) Individual sought help to create shelter and sanitation teams as needed. _____

Cafeteria Staff:

- ☐ (l) Staff provided water and food for those people detained beyond meal times. _____

SUPPLIES/EQUIPMENT CHECKLIST

(m) Individual or team had access to:

- ☐ Gate Keys
- ☐ Walkie-Talkie
- ☐ Direction and information signs
- ☐ Supplies/equipment in emergency supply bin

Notebook containing the following items:

- ☐ School emergency operations chart
- ☐ School Information map
- ☐ Emergency response team log

Notes: _____

POST-DRILL SUMMARY EVALUATION

A. DEMOGRAPHICS

1. District: _____
2. School Name /Site: _____
3. School levels *Check all that apply:*
☐ Pre-school ☐ K-6 ☐ 6-9 ☐ 9-12
4. School type ☐ Public ☐ Charter ☐ Private ☐ Homeschool
5. Principal: _____
6. Time started (when alert system was activated): _____ AM/PM
7. Time full drill was completed (when ALL Clear was sounded): _____ AM/PM
8. Total numbers of people involved in drill:
_____ Administrators _____ Teachers _____ Classified staff
_____ Students _____ Parents and Volunteers
_____ Others: _____
9. How did you evaluate this drill? *Check all that apply:*
☐ informally ☐ using self-evaluation forms ☐ In staff meeting(s)
☐ In classrooms with students ☐ including outside observers

B. DROP COVER & HOLD AND EVACUATION DRILL

1. When the drill began students adopted the “Drop, Cover and Hold On” position and stayed there “during the shaking”.

ALL	MOST	SOME	FEW	NONE	NOT SURE	N/A
-----	------	------	-----	------	----------	-----
2. When the drill began teachers adopted the “Drop, Cover and Hold” position and stayed there “during the shaking”.

ALL	MOST	SOME	FEW	NONE	NOT SURE	N/A
-----	------	------	-----	------	----------	-----
4. Following the “shaking” teachers and staff checked to see if anyone was injured (and offer transport or treatment as appropriate).

ALL	MOST	SOME	FEW	NONE	NOT SURE	N/A
-----	------	------	-----	------	----------	-----
5. Following the “shaking” teachers/staff checked and made mental note of any damage or hazardous materials.

ALL	MOST	SOME	FEW	NONE	NOT SURE	N/A
-----	------	------	-----	------	----------	-----

6. Following the “shaking” teachers/staff left sign on their room indicating that everyone was out or that there were casualties or danger inside.

ALL MOST SOME FEW NONE NOT SURE N/A

7. Following the “shaking” teachers/staff checked to see if any neighboring rooms needed help.

ALL MOST SOME FEW NONE NOT SURE N/A

8. Following the “shaking” teachers/staff led students out of the building in a quiet and orderly evacuation

ALL MOST SOME FEW NONE NOT SURE N/A

9. Students, faculty and staff assembled in safe area outside following the “shaking”.

ALL MOST SOME FEW NONE NOT SURE N/A

10. Staff completed a status report form on injured/missing for each room.

ALL MOST SOME FEW NONE NOT SURE N/A

11. Total **Evacuation Time** (time from START of drill until when last staff or students arrived at staging area): _____ Minutes and _____ Seconds.

12. Problems encountered during or after the drill:

☐ distractions ☐ non-participation – staff
☐ non-participation – students ☐ cutting school ☐ none

13. What type of alert system did you use to alert students/staff of the drill?

☐ Bell ☐ Intercom/P.A. ☐ Bull Horn ☐ Whistle ☐ Other

14. Did students or staff with disabilities participate in the drill?

☐ Yes ☐ No

If yes, about how many students? _____ how many staff? _____

15. Did you encounter any special challenges with the students or staff with disabilities?

☐ Yes ☐ No

If yes, please describe:

16. During the drill we kept students busy with:

- | | |
|---|--|
| <input type="checkbox"/> drill-related activities | <input type="checkbox"/> regular school work |
| <input type="checkbox"/> something fun | <input type="checkbox"/> nothing |

C. ICS / SEMS DRILL

1. We established an Incident Command Post: ☐ Yes ☐ No

2. We used our School Emergency Plan: Check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> Yes, during the planning. | <input type="checkbox"/> Yes, during execution of the drill. |
| <input type="checkbox"/> Yes, after the drill. | <input type="checkbox"/> No, we did not use our plan |
| <input type="checkbox"/> No, we do not have a plan. | |

3. We had individuals prepared to assume responsibility for these functions?

- | | |
|--|--|
| <input type="checkbox"/> Incident Command | <input type="checkbox"/> Reunification |
| <input type="checkbox"/> Communications | <input type="checkbox"/> Emergency Assembly Area |
| <input type="checkbox"/> First Aid | <input type="checkbox"/> Security /Utilities Controls and Building Check |
| <input type="checkbox"/> Light Search & Rescue | <input type="checkbox"/> Fire Suppression |
| | |
| <input type="checkbox"/> Operations | <input type="checkbox"/> Logistics |
| <input type="checkbox"/> Planning and Intelligence | <input type="checkbox"/> Shelter and Sanitation |
| <input type="checkbox"/> Security | <input type="checkbox"/> Public Information/Media Relations |
| <input type="checkbox"/> Psychological First Aid | <input type="checkbox"/> Nutrition |

Comments:

4. I would rate the following response activities during our drill

LOCATION	ACTION REQUIRED	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	DOES NOT MEET EXPECTATIONS	N/A WE DID ACTIVATE THIS
Incident Commander Command Center	Direct and coordinate all emergency operations. Assign staff role adapting for absentees or injuries. Credential emergency personnel.				
Communications Team Emergency Supplies Center	Coordinate external communications to other schools, district, media and relay official communications from IC to staff, students, parents and public.				
First Aid / Mental Health Team First Aid Center	Ensure that all first aid supplies are up-to-date, available, and properly administered.				
Light Search and Rescue Team Command Center	Coordinate light search and rescue operations, inform IC of fires and put out small fires.				
Reunification Team: Request Gate Reunion Gate	Meet parents at the Request Gate and escort students to the Reunion Gate. Receive parents and reunite them with their children at the Reunion Gate.				
Emergency Assembly Area Team Assembly Area	Account for all students. Supervise. Check periodically. Assist with locating and reunification. Implement buddy system for use of restrooms and other assistance.				
Site Team Security, Utilities, Sanitation & Shelter	Secure campus, direct parents to reunion gate, check and shut off utilities as necessary, provide sanitation and shelter sites.				

5. We used supplies during the drill? Check all that apply:

- ☐ Yes, our staff took supplies out their storing area.
- ☐ No, we did not use emergency supplies.
- ☐ Yes, our staff used the supplies during the drill.

6. Parents participate in drill:

- ☐ as formal observers ☐ as informal observers
- ☐ as IC team members ☐ as volunteers ☐ not this time

If yes, # of parents participating: _____

7. We encountered problems with:

- ☐ Alert systems ☐ Students ☐ Staff
- ☐ Parents ☐ Supplies ☐ Evacuation Route
- ☐ None of these

If yes, please describe:

8. In spite of our best planning efforts, we should expect some problems in these areas during a real disaster.

- ☐ Physical Safety ☐ Shelter ☐ Nutrition
- ☐ Health ☐ Student Reunion
- ☐ Educational Continuity

Some problems we expect, and why:

D. DEBRIEFING SUMMARY

1. What went well?

2. What did not go well?

3. Changes Recommended for Next Time?

4. Top Three Lessons Learned?

5. Any Other Comments?
